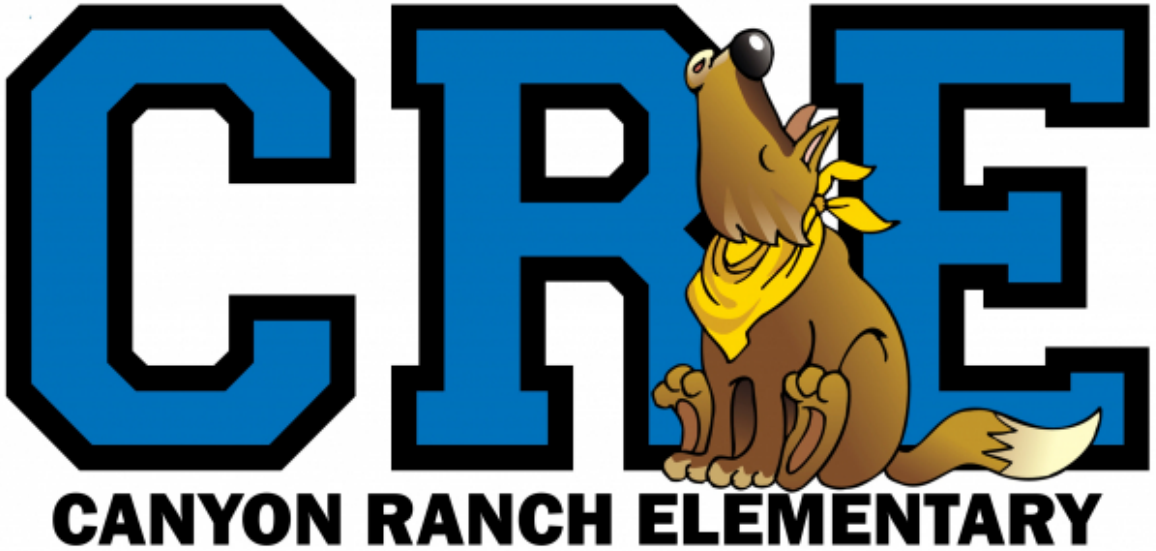
Coppell Independent School District

Canyon Ranch Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Canyon Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus, and an alternative education campus. Canyon Ranch serves a majority Asian student population in grades EC-5. In the 2023-24 school year, total enrollment was 714 which represents an increase of 0.2% since 2019-20 (712 learners).

In 2023-24, the student population was 86.9% Asian, 4.4% White, 3.7% Hispanic, 2.8% African American, 0.7% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.2% multi-racial. Females made up 47.3% of the learners and males represented 52.7%. Our economically disadvantaged percentage was 8.2%.

Our Emergent Bilingual (EB) population consisted of 290 learners that made up 40.6% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (29.3%), Tamil (13.7%), Hindi (8.2%), Nepali (4.8%), and Gujarati (3.4%). Additionally, 8.2% of our EBs were also economically disadvantaged.

Our 84 gifted and talented learners constituted 11.7% of our population. Our gender split in the GT group was 32.1% female and 67.9% male. Of the four major ethnic groups, our GT learners were 91.6% Asian, 3.5% White, 3.5% Hispanic and 1.1% African American.

We had 80 learners that qualified for special education services, which represented 11.2% of our population. There were 13 learners with 504 accommodations, which was 1.8% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.58%, which increased by 0.45% from the prior year.

STAFFING

Canyon Ranch employed 52 educators and 8 instructional aides in the 2023-24 school year. The number of teachers increased by 1 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 3.8% Asian, 86.5% White, 7.6% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.9% multi-racial. Females made up 96.1% of the educators and males represented 3.9%.

Overall, our educators had a varying level of professional experience: 19.2% (10) were new to teaching with 0-1 years of experience, 42.3% (22) had 2-5 years, 19.2% (10) had 6-10 years, 11.5% (6) had 11-15 years, 5.7% (3) had 16-20 years, and 1.9% (1) had more than 20 years. Looking at longevity within the district, 48% of our teachers had 0-1 years in district, 42.3% had 2-5 years, 9.6% had 6-10 years, 0% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 6.1 with 2.1 years in the district.

Advanced degrees were held by 28.8% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 15 years of career experience in a professional position (not necessarily as a principal) and 15 years in Coppell. Our assistant principal(s) had an average of 19.5 years of professional experience and 5.5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 68.63%. For educational aides it was 16.67%. We hired 18 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 88.8% White, 11.1% Hispanic, 0% African American, 100% female, 0% male, 38.8% new to teaching, 27.7% with 2-5 years of professional experience, 5.5% with 6-10 years, 16.6% with 11-15 years, 5.5% with 16-20 years, 5.5% with more than 20 years and 34.6% new to the campus. The average years of professional experience was 6.4 with 0.4 years in the district. 33.3% of our new teachers had advanced degrees.

Demographics Strengths

- Many families move into our area for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- We have many languages and cultures represented in our school, and this continues to grow!
- We have two Language Acquisition Specialists and an ESL aide to help support our growing number of Emergent Bilinguals.
- Our educators who are new to the profession are supported in several ways. They are assigned mentors. They are also supported by our administrators, Learning Coaches, Language Acquisition Specialists, and the GT Specialist.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth. **Root Cause:** A large part of our students are Emergent Bilingual Learners.

Problem Statement 2 (Prioritized): There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes. **Root Cause:** Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.

Student Learning

Student Learning Summary

mCLASS K-5:

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click HERE for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Canyon Ranch Elementary						
Total Students	51	50	60	61	42	39
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	32.56%	82.61%	50%	37.84%	14.29%
1 Level Higher	%	58.14%	17.39%	44.44%	62.16%	77.14%
2 Levels Higher	%	9.30%	0%	5.56%	0%	8.57%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	1.96%	4%	0%	0%	2.38%	0%
Intermediate	33.33%	22%	33.33%	18.03%	9.52%	2.56%
Advanced	45.10%	28%	56.67%	52.46%	40.48%	20.51%
Advanced High	19.61%	46%	10%	29.51%	47.62%	76.92%
Economic Disadvantage						
Total Students	3	3	1	8	3	6
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	33.33%	100%	71.43%	0%	33.33%
1 Level Higher	%	66.67%	0%	28.57%	100%	50%
2 Levels Higher	%	0%	0%	0%	0%	16.67%
3 Levels Higher	%	0%	0%	0%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%	0%
Intermediate	33.33%	33.33%	100%	25%	0%	16.67%
Advanced	66.67%	0%	0%	62.50%	66.67%	33.33%
Advanced High	0%	66.67%	0%	12.50%	33.33%	50%
American Indian/Alaskan Native						
Total Students	-	1	-	-	1	-
Date Taken	-	03/01/24	-	-	03/01/24	-
Lower/Same Level	-	0%	-	-	100%	-
1 Level Higher	-	100%	-	-	0%	-
2 Levels Higher	-	0%	-	-	0%	-
3 Levels Higher	-	0%	-	-	0%	-
No Rating	-	0%	-	-	0%	-
Beginning	-	0%	-	-	0%	-
Intermediate	-	0%	-	-	0%	-
Advanced	-	100%	-	-	100%	-
Advanced High	-	0%	-	-	0%	-
Asian						
Total Students	50	48	58	58	39	34
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	31.71%	82.22%	52.94%	35.29%	16.13%
1 Level Higher	%	58.54%	17.78%	43.14%	64.71%	80.65%
2 Levels Higher	%	9.76%	0%	3.92%	0%	3.23%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	2%	4.17%	0%	0%	2.56%	0%
Intermediate	34%	20.83%	34.48%	18.97%	10.26%	2.94%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Advanced	44%	27.08%	55.17%	55.17%	38.46%	17.65%
Advanced High	20%	47.92%	10.34%	25.86%	48.72%	79.41%
Black/African American						
Total Students	1	-	1	-	-	2
Date Taken	03/01/24	-	03/01/24	-	-	03/01/24
Lower/Same Level	%	-	%	-	-	0%
1 Level Higher	%	-	%	-	-	50%
2 Levels Higher	%	-	%	-	-	50%
3 Levels Higher	%	-	%	-	-	0%
No Rating	0%	-	0%	-	-	0%
Beginning	0%	-	0%	-	-	0%
Intermediate	0%	-	0%	-	-	0%
Advanced	100%	-	100%	-	-	50%
Advanced High	0%	-	0%	-	-	50%
Hispanic						
Total Students	-	-	-	1	-	1
Date Taken	-	-	-	03/01/24	-	03/01/24
Lower/Same Level	-	-	-	0%	-	0%
1 Level Higher	-	-	-	100%	-	100%
2 Levels Higher	-	-	-	0%	-	0%
3 Levels Higher	-	-	-	0%	-	0%
No Rating	-	-	-	0%	-	0%
Beginning	-	-	-	0%	-	0%
Intermediate	-	-	-	0%	-	0%
Advanced	-	-	-	0%	-	100%
Advanced High	-	-	-	100%	-	0%
Two or More Races						

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Total Students	-	1	1	1	1	1
Date Taken	-	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	100%	100%	0%	0%	0%
1 Level Higher	-	0%	0%	100%	100%	0%
2 Levels Higher	-	0%	0%	0%	0%	100%
3 Levels Higher	-	0%	0%	0%	0%	0%
No Rating	-	0%	0%	0%	0%	0%
Beginning	-	0%	0%	0%	0%	0%
Intermediate	-	100%	0%	0%	0%	0%
Advanced	-	0%	100%	0%	0%	0%
Advanced High	-	0%	0%	100%	100%	100%
White						
Total Students	-	-	-	1	1	1
Date Taken	-	-	-	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	-	-	0%	100%	%
1 Level Higher	-	-	-	0%	0%	%
2 Levels Higher	-	-	-	100%	0%	%
3 Levels Higher	-	-	-	0%	0%	%
No Rating	-	-	-	0%	0%	0%
Beginning	-	-	-	0%	0%	0%
Intermediate	-	-	-	0%	0%	0%
Advanced	-	-	-	0%	100%	0%
Advanced High	-	-	-	100%	0%	100%
Currently Emergent Bilingual						
Total Students	51	50	60	61	42	39
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	32.56%	82.61%	50%	37.84%	14.29%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
1 Level Higher	%	58.14%	17.39%	44.44%	62.16%	77.14%
2 Levels Higher	%	9.30%	0%	5.56%	0%	8.57%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	1.96%	4%	0%	0%	2.38%	0%
Intermediate	33.33%	22%	33.33%	18.03%	9.52%	2.56%
Advanced	45.10%	28%	56.67%	52.46%	40.48%	20.51%
Advanced High	19.61%	46%	10%	29.51%	47.62%	76.92%
Section 504						
Total Students	-	-	-	-	-	1
Date Taken	-	-	-	-	-	03/01/24
Lower/Same Level	-	-	-	-	-	100%
1 Level Higher	-	-	-	-	-	0%
2 Levels Higher	-	-	-	-	-	0%
3 Levels Higher	-	-	-	-	-	0%
No Rating	-	-	-	-	-	0%
Beginning	-	-	-	-	-	0%
Intermediate	-	-	-	-	-	0%
Advanced	-	-	-	-	-	100%
Advanced High	-	-	-	-	-	0%
Special Ed Indicator						
Total Students	7	10	4	7	3	6
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	44.44%	100%	71.43%	66.67%	16.67%
1 Level Higher	%	55.56%	0%	14.29%	33.33%	50%
2 Levels Higher	%	0%	0%	14.29%	0%	33.33%
3 Levels Higher	%	0%	0%	0%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
No Rating	0%	0%	0%	0%	0%	0%
Beginning	14.29%	10%	0%	0%	0%	0%
Intermediate	57.14%	50%	25%	57.14%	0%	16.67%
Advanced	14.29%	10%	75%	14.29%	100%	33.33%
Advanced High	14.29%	30%	0%	28.57%	0%	50%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Canyon Ranch Elementary							
Total Students	131	131	141	141	125	125	125
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.05%	3.05%	1.42%	0.71%	0.80%	2.40%	2.40%
Did Not Meet High	3.05%	6.87%	0.71%	1.42%	0.80%	0.80%	12%
Approaches Low	3.82%	9.92%	2.13%	0.71%	2.40%	2.40%	8.80%
Approaches High	6.87%	17.56%	1.42%	12.77%	4%	7.20%	29.60%
Meets	30.53%	25.95%	19.15%	24.11%	26.40%	26.40%	25.60%
Masters	52.67%	36.64%	75.18%	60.28%	65.60%	60.80%	21.60%
Special Ed Indicator							
Total Students	16	16	13	13	12	12	12
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	18.75%	12.50%	0%	0%	8.33%	16.67%	8.33%
Did Not Meet High	18.75%	25%	7.69%	0%	0%	0%	25%
Approaches Low	12.50%	25%	7.69%	0%	16.67%	8.33%	16.67%
Approaches High	12.50%	6.25%	7.69%	30.77%	8.33%	16.67%	33.33%
Meets	18.75%	18.75%	38.46%	38.46%	41.67%	41.67%	8.33%
Masters	18.75%	12.50%	38.46%	30.77%	25%	16.67%	8.33%
Section 504							

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Total Students	2	2	3	3	3	3	3
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	33.33%	33.33%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	33.33%	0%	33.33%	33.33%
Meets	50%	50%	66.67%	33.33%	66.67%	0%	0%
Masters	50%	50%	33.33%	33.33%	33.33%	33.33%	33.33%
Currently Emergent Bilingual							
Total Students	61	61	43	43	39	39	39
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	6.56%	1.64%	4.65%	2.33%	2.56%	5.13%	5.13%
Did Not Meet High	3.28%	11.48%	0%	4.65%	0%	0%	23.08%
Approaches Low	3.28%	13.11%	6.98%	2.33%	5.13%	2.56%	15.38%
Approaches High	8.20%	22.95%	4.65%	16.28%	10.26%	15.38%	38.46%
Meets	34.43%	24.59%	27.91%	34.88%	38.46%	35.90%	10.26%
Masters	44.26%	26.23%	55.81%	39.53%	43.59%	41.03%	7.69%
First Year of Monitoring							
Total Students	-	-	-	-	2	2	2
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	0%
Approaches High	-	-	-	-	0%	0%	0%
Meets	-	-	-	-	0%	50%	50%
Masters	-	-	-	-	100%	50%	50%
Second Year of Monitoring							
Total Students	8	8	7	7	5	5	5

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	12.50%	0%	14.29%	0%	0%	40%
Meets	12.50%	25%	0%	0%	0%	0%	0%
Masters	87.50%	62.50%	100%	85.71%	100%	100%	60%
Third Year of Monitoring							
Total Students	-	-	-	-	5	5	5
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	20%
Approaches High	-	-	-	-	0%	0%	0%
Meets	-	-	-	-	60%	60%	60%
Masters	-	-	-	-	40%	40%	20%
Asian							
Total Students	111	111	128	128	110	110	110
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.60%	0.90%	1.56%	0.78%	0.91%	0.91%	0.91%
Did Not Meet High	1.80%	6.31%	0.78%	1.56%	0%	0%	10%
Approaches Low	3.60%	9.01%	2.34%	0.78%	0.91%	1.82%	6.36%
Approaches High	5.41%	18.92%	1.56%	11.72%	3.64%	3.64%	31.82%
Meets	30.63%	24.32%	18.75%	22.66%	23.64%	27.27%	27.27%
Masters	54.96%	40.54%	75%	62.50%	70.91%	66.36%	23.64%
American Indian/Alaskan Native							
Total Students	1	1	1	1	-	-	-
Excluded	0%	0%	0%	0%	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	100%	0%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	-	-	-
Approaches High	0%	0%	0%	0%	-	-	-
Meets	100%	0%	0%	100%	-	-	-
Masters	0%	0%	100%	0%	-	-	-
Black/African American							
Total Students	1	1	2	2	5	5	5
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	100%	0%	0%	0%	20%	20%
Did Not Meet High	0%	0%	0%	0%	0%	0%	20%
Approaches Low	100%	0%	0%	0%	40%	20%	40%
Approaches High	0%	0%	0%	0%	0%	40%	20%
Meets	0%	0%	50%	50%	60%	20%	0%
Masters	0%	0%	50%	50%	0%	0%	0%
Hispanic							
Total Students	7	7	4	4	5	5	5
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	28.57%	0%	0%	0%	20%	20%
Did Not Meet High	28.57%	14.29%	0%	0%	20%	0%	20%
Approaches Low	0%	14.29%	0%	0%	0%	0%	20%
Approaches High	42.86%	0%	0%	50%	20%	40%	20%
Meets	14.29%	42.86%	25%	0%	40%	20%	20%
Masters	14.29%	0%	75%	50%	20%	20%	0%
Two or More Races							
Total Students	2	2	1	1	1	1	1
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	0%	0%	0%	0%	0%	100%
Approaches Low	0%	50%	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	0%	100%	0%
Meets	50%	50%	0%	0%	100%	0%	0%
Masters	50%	0%	100%	100%	0%	0%	0%
White							
Total Students	9	9	5	5	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	25%	25%
Approaches Low	0%	11.11%	0%	0%	0%	0%	25%
Approaches High	0%	22.22%	0%	20%	0%	0%	0%
Meets	33.33%	33.33%	20%	60%	25%	25%	25%
Masters	66.67%	33.33%	80%	20%	75%	50%	25%
Economic Disadvantage							
Total Students	16	16	5	5	12	12	12
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	6.25%	12.50%	0%	0%	8.33%	16.67%	16.67%
Did Not Meet High	12.50%	12.50%	0%	0%	8.33%	0%	25%
Approaches Low	6.25%	25%	20%	0%	0%	8.33%	16.67%
Approaches High	0%	12.50%	20%	40%	16.67%	33.33%	33.33%
Meets	31.25%	18.75%	40%	60%	41.67%	16.67%	8.33%
Masters	43.75%	18.75%	20%	0%	25%	25%	0%

As we move into the 2024-2025 school year, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

- Our district provides many quality resources for instruction and assessment.
- Our educators were able to collect qualitative and quantitative data as collaborative teams to help inform instructional decisions.
- Our learners performed at high levels on the STAAR assessment, with the strongest subject area being Reading in all grade levels.
- Our learners made commendable growth on STAAR.
- Large percentages of our learners achieved "masters" on STAAR in Reading and Math.
- On STAAR, our largest percentage of learners who scored "masters" was in 4th grade Reading.
- Our Emergent Bilingual students continue to grow in their overall linguistic abilities. We continue to exit EBs from the ESL program as they show mastery on the TELPAS and STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

Problem Statement 2 (Prioritized): There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. **Root Cause:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

School Processes & Programs

School Processes & Programs Summary

The 2024-2025 school year is the sixth year for Canyon Ranch Elementary, a school serving almost 730 Pre-Kindergarten through 5th grade learners. This year will be our first year to have Early Childhood and Pre-K learners on our campus.

Canyon Ranch Elementary is organized into a House system. These six "Houses" are groups of classrooms that span several grade-levels. The House system creates opportunities for vertical alignment, multi-age collaboration, and community-building with learners. Both the physical and virtual environments support these learning opportunities. Our spaces are furnished with flexible furniture designed to be moved and utilized based on instructional needs and preferences of learners. Our flexible learning environment also includes spaces such as an outdoor learning pavilion, an interior courtyard, and raised garden beds. Learners and all staff have 1:1 access to technology.

Many systems have been established and maintained to support our Professional Learning Community. The master schedule allows for protected time for educators to collaborate, as well as a school-wide intervention and enrichment time called Den Time. All staff members, including aides, administrators, and support staff work with learners during this time. Educators also meet weekly for House Meetings, which is a time for them to address learner needs and plan for House morning meetings centered around community building, character education, and social-emotional learning. We intentionally use the Response to Intervention (RtI) process to identify areas to target in intervention with learners. The RtI team is composed of educators, Administrators, Instructional Coach, Language Acquisition Specialists, and our Counselor as needed. Intervention is provided on a consistent basis, and ongoing progress is reviewed as a collaborative team. Educators participate in ongoing professional learning within their collaborative teams and are supported by administrators, the Instructional Coach, the GT Specialist, and our Language Acquisition Specialists.

As a campus, we have focused on social-emotional learning and aligning our practices such as Morning Meeting and House Meetings. We focus on a character word weekly and recognize learners who exhibit that character word. We will continue implementing Restorative Practices. We use the first two weeks of school to align school-wide behavior expectations and to help learners develop a sense of pride in their House and our school.

School Processes & Programs Strengths

- The work we do as a Professional Learning Community helps our educators work collaboratively to meet the needs of all learners and to grow as professionals in content knowledge and instructional practices.
- Our school has flexible furniture and spaces for learners to work.
- Our school-wide Den Time allows for dedicated time for intervention and enrichment. Educators are able to share learners in small groups across campus. With everyone participating, the focus remains on our "all kids are our kids" philosophy.
- Our MTSS/RtI system and process has been effective for supporting learners and helping close academic gaps and social-emotional needs.
- Our House system provides opportunities for vertical alignment, learner mentorship, flexible grouping, and relationship-building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for ongoing professional learning. **Root Cause:** As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.

Problem Statement 2 (Prioritized): There is a need for ongoing work as Professional Learning Communities. **Root Cause:** As we continue to grow as a campus, and as we have

added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

Problem Statement 3 (Prioritized): There is a need for continued training and support for Multi-Tiered Systems of Support (MTSS). **Root Cause:** Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

Problem Statement 4: There is a need to continue to provide more student leadership opportunities. **Root Cause:** We have had limited opportunities to develop student leadership due to being a newer campus and most learners participating in virtual learning over the past two years.

Problem Statement 5 (Prioritized): There is a need to establish systems and processes for Early Childhood on our campus, as well as a need to bring these staff members, learners, and families into the culture of our campus. **Root Cause:** Early Childhood and Pre-K will be new programs for our campus this year.

Perceptions

Perceptions Summary

The district's Core Values were used in the design of Canyon Ranch Elementary. As a campus, we continue to use these values to guide our vision and center our work.

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.
Engagement: We value collective engagement that positively impacts the lives of our children and our world.
Great Teaching: We value great teaching because we believe it is the key to deep learning.
Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

At Canyon Ranch Elementary, we pride ourselves on being a family made up of our learners, educators, and families. We value having a welcoming environment and truly working as a Professional Learning Community to meet the needs of all of our learners. One of our strong beliefs is that "all learners are our learners", and we are truly better together.

We also believe it is imperative to focus on the social-emotional needs of our staff and our learners. Our focus is to make all learners feel included and connected as part of the Canyon Ranch family.

As a staff, we work hard to connect with each other and work as true collaborative teams. Each team sets collective commitments together each year. Staff members are partnered together as encouragement partners throughout the year to build morale and for them to get to know new people. We also work to connect learners. Each class is assigned a buddy class from their buddy House. These classes partner together to build bonds and relationships between Houses, classes, and grade-levels.

Perceptions Strengths

- We have a high focus on learning for all.
- Our House system provides learners with a sense of belonging, a community, and school/House pride.
- Educators work in both grade-level and House collaborative teams, building relationships within their Houses and across Houses.
- Our parents are engaged, and we have a high attendance at school events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. **Root Cause:** We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

Problem Statement 2 (Prioritized): There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Our families value education. They focus on academics and need more understanding of multiple measures of success.

Problem Statement 3 (Prioritized): There is a need to identify and align practices supporting equity, equality, and inclusion. **Root Cause:** There is a need for systemic knowledge

and understanding about how equity, equality, and inclusion impact others.

Problem Statement 4 (Prioritized): There is a need to continue refining our district and campus safety protocols. **Root Cause:** Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Problem Statement 5 (Prioritized): There is a need for more communication to stakeholders and professional learning in this area for our staff. **Root Cause:** Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators needs more support in effective communication and crucial conversations with stakeholders.

Priority Problem Statements

Problem Statement 1: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.
Root Cause 1: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 2: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district.
Root Cause 3: We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth.
Root Cause 4: A large part of our students are Emergent Bilingual Learners.
Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need for ongoing professional learning.
Root Cause 5: As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to identify and elevate additional measures of success for learners.
Root Cause 6: Our families value education. They focus on academics and need more understanding of multiple measures of success.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to identify and align practices supporting equity, equality, and inclusion.
Root Cause 7: There is a need for systemic knowledge and understanding about how equity, equality, and inclusion impact others.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need for ongoing work as Professional Learning Communities.
Root Cause 8: As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as

collaborative teams.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need for continued training and support for Multi-Tiered Systems of Support (MTSS).

Root Cause 9: Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to continue refining our district and campus safety protocols.

Root Cause 10: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Problem Statement 10 Areas: Perceptions

Problem Statement 12: There is a need for more communication to stakeholders and professional learning in this area for our staff.

Root Cause 12: Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators needs more support in effective communication and crucial conversations with stakeholders.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to establish systems and processes for Early Childhood on our campus, as well as a need to bring these staff members, learners, and families into the culture of our campus.

Root Cause 13: Early Childhood and Pre-K will be new programs for our campus this year.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes.

Root Cause 14: Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.

Problem Statement 14 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Personal Growth and Experiences: At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All PK-5th learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

Evaluation Data Sources: STAAR data, Response to Intervention data, district universal screener data, TELPAS data, attendance at Learning Academies for reading and math, Professional Learning opportunities, Team Time agendas, walkthroughs and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. **Strategy's Expected Result/Impact:** Educators will learn effective reading strategies and implement with learners. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist, Librarian **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. **Strategy's Expected Result/Impact:** Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Learning Coaches **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. **Strategy's Expected Result/Impact:** Educators will deepen their knowledge of small group instruction and formative assessment strategies. Educators will apply learning from professional learning, and Tier 1 instruction will be impacted. All learners will demonstrate mastery or anticipated growth of High Priority Learning Standards. Educators will align on instructional strategies being implemented. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, Educators, Language Acquisition Specialists, GT Specialist **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. **Strategy's Expected Result/Impact:** New educators will make growth in their teaching, expand their knowledge of best practices, and increase their understanding of CISD systems and structures. Learner achievement will be positively impacted when new educators make growth. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, BEAM mentors/mentees, Language Acquisition Specialists **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Structures and processes for intentional learning walks with various instructional leaders and educators across the district will be implemented that focus on observing and evaluating strategies supporting academic and social-emotional growth. **Strategy's Expected Result/Impact:** Educators will grow in the understanding of CISD systems, structures and specific strategies that support learning. There will be more alignment with Teacher Incentive Allotment (TIA) between administrators, staff, and educators. There will be aligned resources and training for educators, administrators, and staff. There will be growth in achievement due to aligned instructional practices implemented across the district. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Content Directors, Learning Coaches, Language Acquisition Specialists, Educators **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
Problem Statement 2: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
School Processes & Programs
Problem Statement 1: There is a need for ongoing professional learning. **Root Cause**: As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.

Goal 1: Personal Growth and Experiences: At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Sources: STAAR data, TELPAS data, Response to Intervention data, district universal screener data, Common Formative Assessments, Panorama Student Success Platform, MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Educators will analyze qualitative and quantitative data as collaborative teams, including Common Formative Assessments, to make instructional and behavioral decisions for all learners. Educators will identify learners in need of additional support for targeted intervention or enrichment. Learners who are identified to be at-risk, will be supported through our common intervention/enrichment time (Den Time), as well as additional tutoring opportunities during the day and after school using State Comp Ed funds. State Comp Ed funds will also be used for substitutes to provide educators time for analyzing data and instructional planning. **Strategy's Expected Result/Impact:** Educators will identify learners who meet the criteria for additional, targeted intervention (State Comp Ed). Learners will receive targeted intervention and extensions. Learners will make anticipated growth on High Priority Learning Standards. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist **Problem Statements:** Student Learning 2 **Funding Sources:** extra duty pay for tutors - 199 - State Comp Ed - 199-11-6118-00-113-24-000 - $485, substitutes for instructional planning - 199 - State Comp Ed - $4,060, part time tutor during school day - 199 - State Comp Ed - 199-11-6128-00-113-24-000 - $1,126				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue building proficiency in using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) in order to enhance student learning outcomes through our Professional Learning Communities, structures, and processes. **Strategy's Expected Result/Impact:** Educators will become proficient in creation of common formative assessments and using data protocols to target learner growth and make instructional decisions. There will be an increase in learner achievement as evidenced by scores on NWEA MAP, STAAR, TELPAS, mClass, and other district and classroom assessments. **Staff Responsible for Monitoring:** Educators, Learning Coaches, Language Acquisition Specialists, Campus Administrators **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train and support educators to understand, implement, and evaluate the effectiveness of MTSS (Multi-Tiered Systems of Support). **Strategy's Expected Result/Impact:** Educators will have a greater understanding of MTSS and how to support learners in various ways. Our MTSS systems will be aligned across the campus, using the Panorama Student Success Platform. We will look at various data sources when making decisions about learners, including academic data, counseling data, behavior data, and language acquisition data. **Staff Responsible for Monitoring:** Campus Administrators, Educators, Counselors, Language Acquisition Specialists, Special Education educators, Learning Coaches **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. **Strategy's Expected Result/Impact:** We will have a decrease in behavior referrals. Our campus behavior practices and supports will be aligned. There will be increased communication between schools, learners, and families regarding behavior interventions and supports. Educators will be more familiar with positive strategies and using the Panorama Playbook for resources and support plans. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Educators, Behavior Specialists/ Interventionists **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Continue supporting Emergent Bilingual learners by enhancing academic vocabulary and other sheltered instruction strategies in professional learning opportunities. **Strategy's Expected Result/Impact:** Educators will use the proficiency levels consistently to use appropriate instructional strategies and accommodations for Emergent Bilinguals. Emergent Bilingual learners will show anticipated growth in academics and language development. Educators will increase their use of Sheltered Instruction strategies and Content and Language Objectives. **Staff Responsible for Monitoring:** Language Acquisition Specialists, Principal, Assistant Principals, Learning Coaches, Educators **Problem Statements:** Demographics 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will strengthen the monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of intentional attendance intervention plans as needed. **Strategy's Expected Result/Impact:** There will be an increase in our attendance rates as a campus. There will be increased communication between schools, learners, and families regarding attendance and the impact on instruction and learner growth. There will be an increase in funding from the state due to attendance growth. **Staff Responsible for Monitoring:** Campus Administrators, District Administrators, Educators, Campus Secretary and Attendance Clerk **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth. **Root Cause**: A large part of our students are Emergent Bilingual Learners.
Problem Statement 2: There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes. **Root Cause**: Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.
Student Learning
Problem Statement 2: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
School Processes & Programs
Problem Statement 1: There is a need for ongoing professional learning. **Root Cause**: As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.
Problem Statement 3: There is a need for continued training and support for Multi-Tiered Systems of Support (MTSS). **Root Cause**: Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

Goal 2: Authentic Contributions: At Canyon Ranch Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All PK-5th grade learners will participate in at least two activities focused on career, college, and life readiness.

Evaluation Data Sources: Curriculum documents, Panorama Survey data, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment. **Strategy's Expected Result/Impact:** Learners will be participate in STEAM and will be exposed to career, college, and life readiness experiences. Learners will build stronger problem-solving and design thinking skills. Learners will build more understanding of CTE and career connections, as well as coding and digital tools. Learners will showcase their success in learning in varied ways, using goal setting tools, presentations, products, etc. to show understanding and growth. **Staff Responsible for Monitoring:** STEAM educator, Educators, Principal, Assistant Principals, Counselors **Problem Statements:** Student Learning 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide training and resources to educators to enhance curriculum connections to real-world application and learning and strengthen understanding and implementation of Career Technical Education and Career, College, and Military Readiness. **Strategy's Expected Result/Impact:** Learners will be engaged in more real-world learning experiences, and they will be more aware of career, college, and life readiness opportunities. Educators will receive more training in highlighting real-world application in lesson design. There will be an increase in the use of business partners and resident experts to support curriculum connections. **Staff Responsible for Monitoring:** Educators, Campus Administrators, District Content Directors, Learning Coaches, Librarian, GT Specialist, LAS, Counselor **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
Perceptions
Problem Statement 1: There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. **Root Cause**: We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Our families value education. They focus on academics and need more understanding of multiple measures of success.

Goal 2: Authentic Contributions: At Canyon Ranch Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All PK-5th grade learners will have multiple opportunities to highlight and showcase evidence of academic growth and social-emotional learning and interests/passions. (i.e. service learning, digital portfolios, presentations, goal setting, etc.)

Evaluation Data Sources: Bulb portfolios, learner goal setting

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish clear expectations for Bulb portfolios usage in supporting staff goal setting and evidence collection, highlighting learner processes and products, and tracking learner growth with Student Learning Objectives (SLO) goals for Teacher Incentive Allotment (TIA) **Strategy's Expected Result/Impact:** Learners will create entries for their digital portfolios using Bulb, showcasing evidence of learning both academically and social-emotionally. Learners will be able to reflect on their own growth over time. Educators will use Bulb portfolios to track learner growth and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Learning Coaches **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. **Strategy's Expected Result/Impact:** Educators will create and use authentic assessments (performance tasks, rubrics, goal setting, reflection, presentations) to assess understanding. Learners will have opportunities to show their understanding in multiple ways and will receive intentional feedback. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Learning Coaches **Problem Statements:** Perceptions 2				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Our families value education. They focus on academics and need more understanding of multiple measures of success.

Goal 2: Authentic Contributions: At Canyon Ranch Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 3: We will have an intentional focus on using digital learning PK - 5th grade to ensure full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: Curriculum documents, lesson plans, learner products, classroom observations, learning walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources and for effective and innovative usage within instruction and learning. **Strategy's Expected Result/Impact:** Educators will learn effective and appropriate ways to use and implement AI within instruction, as well as assessing differently within instruction. District policies and regulations will be created and reviewed to ensure academic integrity, appropriate technology usage, and digital citizenship. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, Librarian, Educators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. **Strategy's Expected Result/Impact:** Educators will be trained on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving and application of learning. Learners will use technology safely and responsibly. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Learning Coaches, Educators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Well-Being and Mindfulness: At Canyon Ranch Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Canyon Ranch Elementary educators will use current and new curriculum documents, attend training, and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: Panorama data, learner achievement data, Counselor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will align the implementation of social-emotional support structures: class meetings, check-ins, restorative practices. Professional learning will be continue on the campus in restorative practices. **Strategy's Expected Result/Impact:** All educators will be comfortable and knowledgeable about our consistent social-emotional support structures. Learners will be provided social-emotional support in all classrooms. Educators will use restorative practices consistently. **Staff Responsible for Monitoring:** Educators, Campus Administrators, Counselors, Learning Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue building on our health curriculum supports to implement health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, responsible decision-making, and suicide prevention. This also includes recognizing suicide-related risk factors and warning signs (human sexuality, child abuse, family violence, dating violence, and sex-trafficking) and specific opt-in procedures for this content. **Strategy's Expected Result/Impact:** Learners will be engaged in activities related to the new health TEKS. Educators will be more aware of warning signs and risk factors. Learners will make growth academically and socially-emotionally and will be appropriately supported. **Staff Responsible for Monitoring:** Counselors, PE Educators, Educators, Campus Administrators, Learning Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Continue revising, updating, implementing, and evaluating our current PK-12 curriculum documents, and purchase any necessary resources to include learning supports for social-emotional learning and character. **Strategy's Expected Result/Impact:** Educators will be supported with the curriculum documents and have the necessary resources for implementing academic and social-emotional curriculum and supports for learners. Learners will make growth academically and social-emotionally. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Counselors, Learning Coaches, Language Acquisition Specialists, Educators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support . (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support) **Strategy's Expected Result/Impact:** Learners will make growth as indicated through survey/learner goals. Educators will receive training on embedded supports and be proficient in implementing them. We will have an aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system. We will have stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites) **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Counselors, Educators, **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. **Root Cause**: We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

Goal 3: Well-Being and Mindfulness: At Canyon Ranch Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Canyon Ranch Elementary will continue to provide clarity, communicate systems, and provide intentional training to ensure alignment with practices/supports across the district.

Evaluation Data Sources: Panorama data, library data, walkthroughs and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. **Strategy's Expected Result/Impact:** We will align our practices and ensure equity. The Panorama Student Success platform will be used to track data and to support discussions of these areas during MTSS meetings. Discipline referrals will decrease. **Staff Responsible for Monitoring:** Campus Administrators, Educators, Special Education Educators, Language Acquisition Specialists, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports, and drug/alcohol/vaping awareness. **Strategy's Expected Result/Impact:** Counselors and educators will be trained in supporting these areas. Learners will make growth academically and socially-emotionally. **Staff Responsible for Monitoring:** Campus Administrators, District Administrators, Counselors, Educators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: We will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Meeting agendas, survey feedback, walkthroughs, TTESS observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue refining our work as a Professional Learning Community and MTSS, aligning our practices and utilizing the 4 Questions more deeply as collaborative teams and growing in our school-wide common intervention/ enrichment time (Den Time). **Strategy's Expected Result/Impact:** Educators will become more proficient in answering each of the 4 questions of PLC. Educators will become more familiar with MTSS and how to support learners in various ways. Instruction will be impacted by the results of the work as collaborative teams, and as a result, learners will make growth. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, Educators, Counselors, Language Acquisition Specialists **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Calibrate, align, and provide support for our campus concerning needs for professional learning. **Strategy's Expected Result/Impact:** Professional learning will be targeted to educator needs. Educators will make growth that will impact the growth of their learners. **Staff Responsible for Monitoring:** Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist, Educators, Librarian **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a need for ongoing professional learning. **Root Cause**: As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.

Problem Statement 2: There is a need for ongoing work as Professional Learning Communities. **Root Cause**: As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

Goal 4: Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: At Canyon Ranch Elementary, we will continue to investigate and provide tools and strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Panorama data, learner portfolios, STAAR data, classroom assessment data, attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue implementing a CISD Community Based Accountability System (CBAS) and using the pillars as a guide for organizational growth. **Strategy's Expected Result/Impact:** Educators will be more aware of the pillars of CBAS and the district implementation. Learners will be able to show growth not just in academics, but in other areas, as well. Educators and campuses will use multiple measures of success, not just achievement data. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Educators **Problem Statements:** Perceptions 2, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement an aligned system at Canyon Ranch and across the district for the CISD Teacher Incentive Allotment (TIA) plan. **Strategy's Expected Result/Impact:** There will be alignment across campuses with the TIA plan and evaluation practices. Educators will be aware of and understand the TIA process. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Learning Coaches, Educators **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

Perceptions

Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Our families value education. They focus on academics and need more understanding of multiple measures of success.

Problem Statement 5: There is a need for more communication to stakeholders and professional learning in this area for our staff. **Root Cause**: Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators needs more support in effective communication and crucial conversations with stakeholders.

Goal 4: Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: At Canyon Ranch Elementary, we will continue to review and maintain safety and security practices and will work to implement any additional strategies or protocols put in place by the state or district.

Evaluation Data Sources: safety drill data in Raptor, weekly door sweep documentation, safety meeting attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure all safety drills take place within our campus. Specific training for staff and learners concerning safety practices will occur, and we will identify any additional needs of safety support to be implemented based on state requirements or recommendations. **Strategy's Expected Result/Impact:** Educators will be training to implement the new Raptor system for conducting drills. Educators will be prepared for all drill scenarios. Learners will be able to learn in a safe and secure environment. **Staff Responsible for Monitoring:** Campus Administrators, all Educators and Staff **Problem Statements:** Perceptions 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 4: There is a need to continue refining our district and campus safety protocols. **Root Cause**: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Goal 4: Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: We will create and utilize our CRE Coaches team to support and grow our educators on campus.

Evaluation Data Sources: TTESS goals and growth of educators, learner assessment data, CRE Coaches meeting agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Our CRE Coaches team will meet regularly to build their capacity, share strategies and data, and provide wrap-around support for our educators. **Strategy's Expected Result/Impact:** Our CRE Coaches will build their own coaching capacity in order to support educators. Educators will try and implement best instructional strategies with the support of our coaches, and learner growth will be a result. **Staff Responsible for Monitoring:** Language Acquisition Specialists, GT Specialist, Librarian, Learning Coaches, Campus Administrators **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	extra duty pay for tutors	199-11-6118-00-113-24-000	$485.00
1	2	1	substitutes for instructional planning		$4,060.00
1	2	1	part time tutor during school day	199-11-6128-00-113-24-000	$1,126.00
				Sub-Total	$5,671.00