

**Willis Independent School District**  
**Cannan Elementary**  
**2024-2025 Campus Improvement Plan**



## **Mission Statement**

The mission of Cannan Elementary School empower every student to reach their full potential and become lifelong learners.

## **Vision**

Cannan Elementary students will thrive in a nurturing environment with high expectations by building relationships with our school and community.

## **Core Beliefs**

Cannan Core Values...We will model and teach our students to Be FIERCE!

Friendly, Innovative, Encouraging, Responsible, Courageous, Empathetic

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	11
Staff Quality, Recruitment, and Retention .....	13
Curriculum, Instruction, and Assessment .....	15
Parent and Community Engagement .....	17
School Context and Organization .....	20
Technology .....	22
Priority Problem Statements .....	25
Comprehensive Needs Assessment Data Documentation .....	26
Goals .....	28
Goal 1: Student Achievement and Post-Secondary Success .....	28
Goal 2: Recruitment, Development and Retention of Staff .....	53
Goal 3: Safe Campus Culture .....	56
Goal 4: Effective Instruction .....	59
Goal 5: Fiscal Responsibility .....	68
Goal 6: Collaborative District Culture .....	69
Campus Funding Summary .....	71

# Comprehensive Needs Assessment

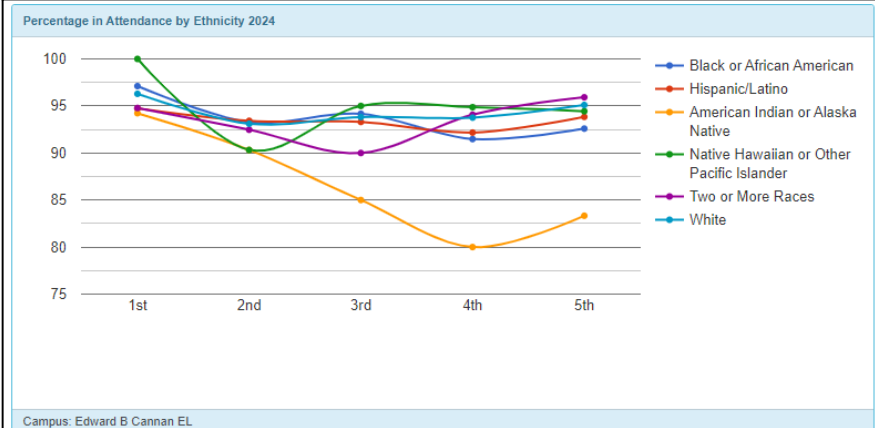
Revised/Approved: April 30, 2024

## Demographics

### Demographics Summary

INFORMATION AS OF 4/10/24	
ENROLLMENT	704
ATTENDANCE	94%
ETHNICITY	
White	42%
Hispanic	54%
African American	2%
2 or more	1.50%
GENDER	
Female	46%
Male	54%
SPECIAL PROGRAMS	
Gifted/Talented	3%
Dyslexia	6%
Special Education	14%
504	4%
Emergent Bilingual	38%
ECONOMICALLY DISADVANTAGED	75%
AT RISK	62%

**INFORMATION AS OF 4/10/24**



Image

Caption

**Demographics Strengths**

Student attendance has increased by .6% from last year. The number of Hispanic and White students has remained the same with our Hispanic population remaining higher than the White population.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our student attendance rate continues to be lower than the District average **Root Cause:** The campus needs to improve communication regarding attendance policies and their effect on learning.

# Student Achievement

## Student Achievement Summary

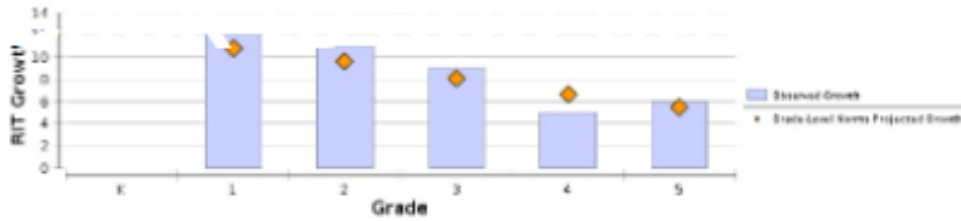
Grouping: None  
Small Group Display: No

### Cannan Elementary

Math: Math K-12

Grade (Winter 2024)	Fall 2023			Comparison Periods Winter 2024			Growth		Growth Evaluated Against				Student Scores			
	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projections	Percentage of Students Who Met Growth Projections	Student Median Growth Percentile	Student Conditional Growth Percentile
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1	107	104.9	15.1	104.2	13.2	41	13	8.2	10.7	0.89	82	107	58	54	51	52
2	118	108.4	13.3	108.8	12.5	37	13	8.8	9.8	0.75	76	118	76	66	66	66
3	86	109.1	12.2	109.2	12.9	52	8	8.8	9.7	0.59	73	86	52	52	52	52
4	122	105.9	13.7	105.2	12.5	30	2	8.5	9.6	-1.20	4	122	48	30	32	32
5	87	104.8	14.4	103.2	14.2	34	8	8.7	9.8	0.18	87	87	48	48	48	48

Math: 1<sup>st</sup> Math K-2



### map Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024  
District: Wills ISD

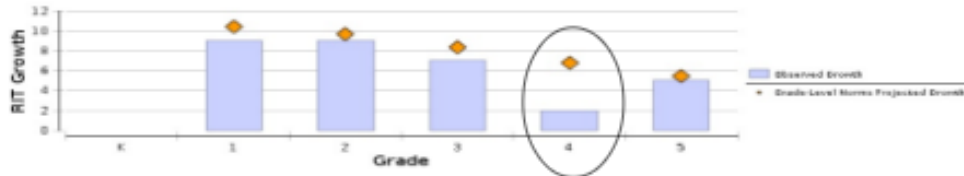
Norms Reference Date: 2020 and User Norms?  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 9 (Fall 2023)  
End - 10 (Winter 2024)  
Grouping: None  
Small Group Display: No

### Cannan Elementary

Language Arts: Reading

Grade (Winter 2024)	Fall 2023			Comparison Periods Winter 2024			Growth		Growth Evaluated Against				Student Scores			
	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projections	Percentage of Students Who Met Growth Projections	Student Median Growth Percentile	Student Conditional Growth Percentile
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1	107	106.6	15.7	103.3	15.7	8	8	8.8	10.4	0.86	18	107	47	41	34	34
2	118	107.7	13.9	109.7	13.7	29	8	8.8	8.7	0.47	32	118	61	43	43	43
3	86	113.9	16.8	113.6	18.9	78	7	1.1	8.3	-1.78	12	86	28	48	33	33
4	122	101.3	13.6	102.8	15.7	19	2	0.9	8.7	-3.88	1	122	48	27	22	22
5	91	107.9	15.7	105.8	14.1	32	5	1.6	8.4	-0.99	19	91	48	31	47	47

Language Arts: Reading

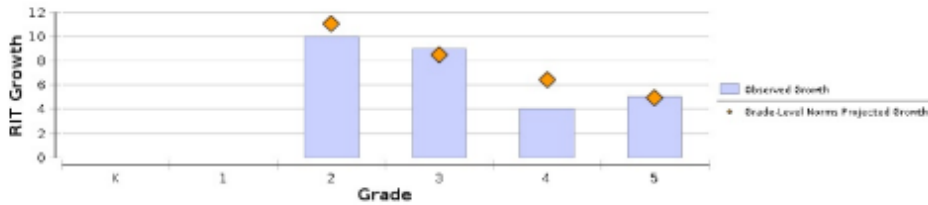


Explanation Note: User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

Language Arts:  
Language Usage

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Winter 2024			Growth		Grade-Level Norms				Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Growth Percentile	
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
1	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
2	110	163.8	13.2	14	173.5	14.8	11	10	8.7	11.0	-0.82	21	158	47	40	31	
3	63	190.1	16.1	21	198.9	17.7	23	9	8.6	8.5	0.26	61	62	43	22	50	
4	103	182.3	14.8	32	196.3	13.7	28	4	8.7	8.4	-0.82	1	193	38	25	29	
5	91	198.4	13.7	35	203.4	12.5	35	5	8.7	8.6	0.63	51	91	47	52	47	

Language Arts: Language Usage



**Cannon Elementary**  
 Science: Science K-12

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Winter 2024			Growth		Grade-Level Norms				Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Growth Percentile	
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
1	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
2	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
3	88	184.5	12.8	30	191.7	12.9	47	7	8.8	8.1	0.73	78	89	42	53	48	
4	101	193.8	18.3	46	207.9	13.8	46	8	8.7	8.2	0.26	46	101	38	46	41	
5	92	188.2	13.7	46	203.4	12.3	50	8	8.8	8.8	0.69	89	92	38	54	54	

**Science: Science K-12**

Grade	Observed Growth	Grade Level Norms Projected Growth
K	0	0
1	0	0
2	0	0
3	7	8.1
4	4	8.2
5	4	8.8

Explanatory Notes  
 These norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

\* Confidential \*

	Component Score
<b>Overall</b>	
<b>Student Achievement</b>	
STAAR Performance	37
College, Career and Military Readiness	
Graduation Rate	
<b>School Progress</b>	
Academic Growth	59
Relative Performance (Eco Dis: 74.1%)	
<b>Closing the Gaps</b>	7

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Grade 3 Reading**

At Approaches Grade Level or Above	2023	76%	77%	<b>73%</b>	*	68%	82%
	2022	76%	76%	<b>63%</b>	*	51%	78%
At Meets Grade Level or Above	2023	50%	51%	<b>37%</b>	*	33%	43%
	2022	51%	49%	<b>40%</b>	*	26%	56%
At Masters Grade Level	2023	20%	16%	<b>9%</b>	*	3%	16%
	2022	30%	28%	<b>16%</b>	*	6%	27%

**Grade 3 Mathematics**

At Approaches Grade Level or Above	2023	73%	74%	<b>67%</b>	*	67%	67%
	2022	71%	73%	<b>65%</b>	*	68%	64%
At Meets Grade Level or Above	2023	45%	45%	<b>26%</b>	*	26%	27%
	2022	43%	38%	<b>28%</b>	*	32%	27%
At Masters Grade Level	2023	19%	16%	<b>7%</b>	*	7%	8%
	2022	21%	16%	<b>12%</b>	*	13%	11%



### Grade 4 Reading

At Approaches Grade Level or Above	2023	77%	74%	<b>62%</b>	*	57%	69%
	2022	77%	79%	<b>74%</b>	*	75%	74%
At Meets Grade Level or Above	2023	48%	41%	<b>29%</b>	*	26%	33%
	2022	54%	52%	<b>51%</b>	*	46%	60%
At Masters Grade Level	2023	22%	14%	<b>8%</b>	*	4%	13%
	2022	28%	24%	<b>25%</b>	*	21%	30%

### Grade 4 Mathematics

At Approaches Grade Level or Above	2023	71%	69%	<b>57%</b>	*	57%	59%
	2022	70%	71%	<b>64%</b>	*	74%	53%
At Meets Grade Level or Above	2023	48%	43%	<b>33%</b>	*	28%	38%
	2022	43%	41%	<b>35%</b>	*	46%	26%
At Masters Grade Level	2023	22%	15%	<b>5%</b>	*	2%	8%
	2022	23%	18%	<b>19%</b>	*	23%	17%

### Grade 5 Reading

At Approaches Grade Level or Above	2023	81%	81%	<b>82%</b>	80%	77%	89%
	2022	81%	80%	<b>73%</b>	*	73%	75%
At Meets Grade Level or Above	2023	57%	57%	<b>54%</b>	60%	45%	64%
	2022	58%	55%	<b>54%</b>	*	52%	60%
At Masters Grade Level	2023	28%	26%	<b>24%</b>	20%	19%	29%
	2022	36%	31%	<b>25%</b>	*	23%	33%

### Grade 5 Mathematics

At Approaches Grade Level or Above	2023	80%	77%	<b>77%</b>	80%	74%	80%
	2022	77%	82%	<b>77%</b>	*	77%	80%
At Meets Grade Level or Above	2023	51%	50%	<b>41%</b>	50%	35%	40%
	2022	51%	50%	<b>41%</b>	*	35%	40%

At Meets Grade Level or Above	2023	51%	59%	41%	20%	53%	49%
	2022	48%	47%	40%	*	37%	48%
At Masters Grade Level	2023	21%	12%	16%	0%	13%	22%
	2022	25%	21%	19%	*	23%	15%

### Grade 5 Science

At Approaches Grade Level or Above	2023	65%	55%	42%	20%	31%	60%
	2022	66%	58%	52%	*	44%	65%
At Meets Grade Level or Above	2023	36%	24%	19%	20%	15%	27%
	2022	38%	30%	22%	*	18%	30%
At Masters Grade Level	2023	16%	7%	7%	20%	2%	13%
	2022	18%	12%	8%	*	5%	13%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	47%	38%	*	44%	32%	-	-	-	-	22%	*	44%	13%	40%	46%
Grade 4 Mathematics	2023	63%	57%	52%	*	50%	56%	-	-	-	-	67%	*	50%	63%	53%	46%
Grade 5 ELA/Reading	2023	65%	64%	66%	90%	58%	73%	*	-	-	*	75%	-	67%	59%	63%	55%
Grade 5 Mathematics	2023	71%	58%	63%	70%	52%	77%	*	-	-	*	94%	-	61%	73%	58%	42%
All Grades Both Subjects	2023	64%	56%	56%	67%	51%	61%	*	-	-	67%	63%	*	57%	54%	54%	48%
All Grades ELA/Reading	2023	63%	56%	54%	75%	52%	54%	*	-	-	*	47%	*	57%	39%	53%	51%
All Grades Mathematics	2023	66%	56%	59%	58%	51%	67%	*	-	-	*	79%	*	56%	68%	56%	44%

### Student Achievement Strengths

Third Grade Reading and Math had increased scores in Approaches, however, scores at Meets and Masters were lower. Fifth Grade Reading showed a 10% increase at approaches, however also had decrease at Meets and Masters. Using MAP data, students met their growth goal in First, Second, Third and Fifth grade Mathematics. Science growth from BOY to MOY was met at 3rd, 4th, and 5th grades.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** There is a large gap in achievement between our sub-populations in Reading STAAR. **Root Cause:** Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.

**Problem Statement 2 (Prioritized):** Students at Cannan score consistently lower on all assessments when compared to the District. **Root Cause:** Tier I instruction is not at the depth and complexity needed for student success.

# School Culture and Climate

## School Culture and Climate Summary

### School Culture and Climate

The data sources that were used for the school culture and climate documentation were: surveys, questionnaires, classroom and school walkthroughs, and interviews.

#### 1. How do students and staff describe the school climate?

Overall most staff feel that the school climate has been a little dreary and wish the staff would boost each other up more. They say that there is not much camaraderie. Teachers feel that there are good relationships among teachers and students. Some feel very comfortable and welcomed at Cannan. The students say they like learning here and seeing their teachers. They say teachers are respectful and it's refreshing. The school is clean, but the air is not so good. Some say the kids are too rough on the playground.

#### 2. What evidence supports that staff are aligned with the mission, vision, and collective commitments of the school?

Maybe a way to vertical team plan. Our campus coach does a great job letting us know what is expected from us, but it would be nice to hear what challenges the grade levels above and below are having so we can focus on that area. Teachers said they work well within their own teams and that everyone is always all in and gives it their all for their students.

Other teachers have said that they just worked on a mission statement last year, but could honestly not tell you what it is. They say that we need to get to know each child's story to serve them fully. We need to know what is going on in the child's life so that we can better serve them at school to their full potential. Example: If the child is coming to school hungry every day, we can't expect them to do their best because they aren't eating, so this is where the Backpack program comes in.

Some teachers do not know what the intention is nor think it's intentional. They feel that if the vision/mission is part of the drive, it needs to be reiterated frequently and incorporated into a lot of the conversations to help drive the intention home.

#### 3. How do the students and staff describe Cannan core values?

Overall most staff said they do not know what exactly are Cannan's core values, but say we are caring and want students to succeed. They also say that teachers are centered around student learning and community involvement, as well as being supportive towards teachers. Teachers feel that we as a campus want to do what is right for the students and meet their individual needs. One of the best sayings.....They don't care how much you know til they know how much you care! Students feel that teachers have to work a lot and take care of them.

#### 4. Do students and staff feel physically safe?

Overall most staff said that they and their students feel physically safe, but in the last couple of years, they have felt like they are walking on

eggshells and afraid, stressed, and worried about being called out. They think we should not only feel safe physically, but also mentally and emotionally safe...like they are seen, heard, and valued. Some feel that teachers are not as aware of things like making sure that the doors are shut behind them when they come in and out of the building. The students practice safety drills regularly which is good practice. The students feel safe with all of our safeguards and procedures. Others do not feel safe due to the aroma of sewage that is inside the building on a daily basis and feel that plumbing is an issue. Students are said to feel safe from intruders; however, they sometimes do not feel safe from each other.

**5. What extracurricular activities are provided to students?**

**Running club, Fun Runs, Play Days after school, Cannan Corral, Guitar Lessons, Honor Choir, Art Enrichment Projects: Sculpting, Weaving, Painting Ceiling Tiles, Texture Reliefs, Clay Sculptures**

**6. What leadership opportunities are available to students?**

Classroom jobs, Student Council, News Crew, Safety Patrol, 4th/5th getting to help with school events

**School Culture and Climate Strengths**

Student and staff feel safe in the school.. The staff is caring and want students to succeed and teacher feel as a campus we are meeting the needs of our students. Teachers feel they work well within their teams and are supportive of each other. Coaches are seen as helpful in creating strong instruction in the classroom.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Teachers do not feel there is a strong camaraderie among the entire staff as a whole. **Root Cause:** There is not planning for team building and allowing the staff to have a voice in campus decisions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Staff Quality, Recruitment, & Retention-

1. Teachers have to be certified with a valid Teacher certificate. They have to be ESL certified. Paraprofessionals have to have a high school diploma.
2. The general data for teachers is their T-TESS. All T-TESS needs to be proficient or higher. There are no teachers on a growth plan for this year.
3. Teachers are supposed to have a post conference 10 days after their TTESS to discuss the evaluation and set goals.
4. The job fair is held each year to hire qualified teachers. The hiring committee interviews teachers to find the best qualified teachers.
5. **Staff attendance rate 72%. Retention rate 75%. Turnover rate 25%.**
6. The new teacher mentor program has been successful. It follows a book study where the new teacher is paired with a veteran teacher on their grade level. They have monthly meetings to check in with their mentor and administrator. Also, the district provided three trainings for new teachers where they got new strategies to implement in the classroom.
7. The leadership team looks at teacher strengths and weaknesses and student needs when placing teachers in a certain position. Leadership also looks at teacher certification to see what grades they are certified to teach. Leadership also sends a survey each year asking teachers for their input in which grade and content area they'd like to teach.
8. Coaches provide ongoing support to teachers helping them break down their standards and create learning targets, model lessons as needed, and provide PD that is needed to help teachers grow. Professional development is created based on teacher needs and to help teachers in areas of needs. Administrators do walk throughs and a year TTESS to support teachers and set goals with them to help them grow.
9. The data we use to determine PD is looking at the math and reading SIGs and look for consistent weaknesses and then provide PD based on the needs assessment.
10. Campus Instructional coaches collaborate to determine the PD that is most effective and needed for teacher growth and support.
11. Professional development this year:
  - a. Reading-Guided Reading, DRA, Running Records, Heggerty Phonics for K-1, Eduphoria
  - b. Math-Balanced Math, Guided Math, Numeracy, Lead4ward strategy playlist
  - c. ICoach- Padlet, Flippity, Curipod, My Short Answer, Google Classroom, Storyjumper, Flip (all tools focus on the core goals of technology integration: critical thinking, creating, collaborating, and communicating)
  - d. All Content-MAPS, Transitions, Aggressive Monitoring, Effective Interventions
    - The instructional coaches look for implementation and use the SIG and look for documents to measure growth. Some teachers also invite the instructional coaches in to see the skill being implemented.
    - There is no official followup document or documentation of this.

### **Staff Quality, Recruitment, and Retention Strengths**

For the 23-24 school year, there were no resignations during the school year. There have been 20 staff development sessions delivered throughout the year from the Instructional Coaches. We have at least one experienced teacher in each grade level. The mentor program has been successful at giving new teachers support in both learning strategies and behavior strategies.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Unable to hire the number of certified Bilingual teachers to cover the number of Bilingual Classrooms. **Root Cause:** Shortage in the state of certified Bilingual Teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum Instruction and Assessment

1. The district uses TEKS Resource as their curriculum and also provides pacing guides that are by week and pacing calendars for a year at a glance. For grades 2-5 assessments are provided for both the middle of the unit and the end of the unit.
2. Yes, the sequence of the units follows an appropriate sequence that is progressive of the skills.
3. Data is used from the summative assessments to form skill based intervention groups and the teachers that serve the groups are chosen based on who performed best on the standard. Formative assessments are used to guide small group instruction in the classroom.
4. The backwards design process is used in order to determine rigor and mastery of the skill. Activities are expected to be standards based and align with what the expectation of the standard is. Instructional strategies are shared in some grade levels but are not consistent across the campus. Teachers are allowed to choose from the resources available to them so many times there is not consistency.
5. Our **CCRS** are rigorous academic standards that build from Kinder all the way to 12th grade. These skills are created to help students enroll in college courses.
6. The end of year assessments provide evidence of high quality instruction, but they also show us where there is a lack thereof.
7. We break up subject minutes into mini lessons, small groups and stations to maximize student engagement.
8. When planning each unit, teachers decide what instructional materials are needed to help meet the needs of students and scaffold learning. If they are not available we research the materials and get them ordered.
9. Teachers will reteach and then reassess where the students had not mastered the skill in order for them to get out of the intervention group.
10. The assessments are from the TEKS resource bank and or STAAR released and this is where we get our MOU and EOU assessments from to meet state standards.
11. Assessments are created district wide and mastery levels are already set. For open ended responses we all use the state rubric for scoring. Students do not seem to like these assessments and they are tested too much.
12. There is a middle of unit assessment to gauge where students are prior to the end of unit assessment. This guides instruction and helps teachers determine if students are ready to move forward with additional skills and/or content. The assessment questions are from TEKS resource bank, so they are aligned to the standards. This provides a picture of how students may do on state assessments.

## Curriculum, Instruction, and Assessment Strengths

We use the backwards design when planning with our teams. We use the CSAs to plan backwards and create our learning targets which drives our instruction. Student mastery is increasing due to the end of unit assessments which has allowed for better planning for T.1 instruction.

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Tier 1 instruction needs to be improved. **Root Cause:** Targeted Professional Development and instructional coaching are needed to strengthen Tier 1 classroom instruction. Teachers need to receive regular feedback on their instructional practices with action items for follow-up.



# Parent and Community Engagement

## Parent and Community Engagement Summary

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning?
  - We usually have a lot of families that come to our school activities. Sometimes we run out of room in the cafeteria for all the parents that come to watch programs and award ceremonies.
  - There are always lots of parents and students involved in the family academic nights.
  
2. What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
  - Meet the Teacher
  - Open House/Information Night
  - Family Reading Night
  - Family Math Night
  - Book Fair
  - Watch D.O.G.S./Cannan M.O.M.S.
  - End of Year Awards
  - Kindergarten Graduation
  - I notice that most parents that have younger students (K-3 graders) are usually involved more than parents who have the older elementary students (4-5 graders)
  - More parents tend to come at the beginning of the year to meet their child's teachers rather than open house/information night. They love the Reading and Math nights, especially when there is food or special guests (**pizza**, Santa, etc). We usually schedule these around the time of the book fair as well.
  
3. How are families and community members involved in school decisions?
  - Monthly PTO Meetings
  - Surveys
  - Voting (bonds, etc.)
  - Monthly Board Meetings
  
4. What types of services are available to support families, community members, and students to encourage healthy family relationships?
  - Care Solace
  - Wildkat Resource Center

- Backpack Food Program
- LPC Interventionist at CES on Thursdays
- Mental Health Facility Resources (Tri-County, etc.)
- Counselor-led Small Groups

5. If families speak languages other than English, what are those languages? How does the school communicate in those languages?  
-Our other language spoken here is Spanish. We have bilingual teachers, paras, and front office staff who can assist when speaking to parents. We send home our flyers and newsletters, etc. in English and Spanish. Our receptionist and secretary speak both languages so they communicate with all parents that call the school and need information.
6. What types of services are available to support students in special programs? **What are the results?**  
-504, GT, Bilingual, SPED, Dyslexia, Speech
7. What types of community partnerships exist to support families and students?  
-Montgomery County Food Bank  
-Wildkat Resource Center Donations from Community  
-Operation School Bell in association with The Assistance League of Montgomery County and local clothing stores
8. What is the PTO involvement at CES?  
We have a small PTO group but they do their best to make things special for the teachers and students. They usually have a treat for the teachers monthly and have activities planned for students such as the color run and things like that throughout the year.

### **Parent and Community Engagement Strengths**

We have many opportunities for parents to attend events such as: Reading Night, Math Night, Cannan Corral, Open House, Academic Night, awards, eating with students, meet the teacher, Grandparents lunch, fun runs, etc.,

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** There is low attendance at after school events. **Root Cause:** Timeliness of Communication needs to be improved.

**Problem Statement 2:** Parents have voiced concern that there is not enough communication about how their child is doing academically. **Root Cause:** Parent awareness of their student's success has not be communicated consistently.

# School Context and Organization

## School Context and Organization Summary

Collaborative Comprehensive Needs Assessment  
“School Context and Organization”

### How does the district/school support the organization? What supports are offered or in place?

The district supports the organization by providing money to the school to purchase educational materials or provide professional development for teachers.

Trainings are held for specific content areas and/or classroom processes.

Materials and resources can be requested to assist with teaching and learning.

- Counseling sessions
- Character Trait lessons
- Morning announcements
- Library schedule
- Communication through Remind and DoJo
- Coaching by instructional staff

### What does the data reflect about classes, schedules, and the student/staff teams?

Think about how the number of teachers have changed, teacher team issues, bilingual staffing

- Data shows that about half of the campus population fall under “emergent bilingual” which means we have a need for bilingual teachers in every grade level.
- Because of student numbers in some grade levels, we have some groups of students part of a teaching triad where there is a math teacher, RLA teacher, and science/social studies teacher.
- Other classes have two teachers where one teaches math and science and the other teaches reading and social studies.
- Because of the growing issue with finding certified bilingual teachers, a group of 1st grade bilingual students are part of a team so the bilingual teacher can teach SLA while the non-bilingual teacher works with math.

### What time is set aside in the daily schedule for kids needing support in subjects that they are performing lower than average in?

Intervention times were set at the beginning of the year for all grade levels to hold intervention at the same time. There was an adjustment made to change Kindergarten, First and 4th grade to better meet the needs of the students.

### How do teachers have a voice in decision-making and school policies?

<b>How does the district/school support the organization? What supports are offered or in place?</b>
<ul style="list-style-type: none"> <li>• Guiding coalition team</li> <li>• School improvement committee</li> <li>• Team leader meetings</li> <li>• Leadership meetings</li> </ul>
<b>What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?</b>
Teachers decide on their formative assessments. The district provides the end of unit assessments and the screeners at beginning, middle, and end of year.
<b>How easy is it for teachers, parents, paraprofessionals, support staff, and students to have a voice in determining solutions for school identified challenges?</b>
<p>Teachers: team leader discussion, guiding coalition team</p> <p>Parents: option to be a part of the PTO or the Campus Improvement Team</p> <p>Paras:</p> <p>Students:</p>
<b>What is the overall perception of the campus from students, parents, and community?</b>

**School Context and Organization Strengths**

Since we are a Title 1 campus, we have a large allotment of monies available to support student needs and teacher materials. Students do live school announcements which has been successful. Recognizing students' birthdays, teacher of the month, bus shout outs for students, character trait awards have all been successful as well. We created a daily schedule that includes SEL which helps build relationships in the classroom.

# Technology

## Technology Summary

Collaborative Comprehensive Needs Assessment  
"Technology"

What technology resources do we have?	
<ul style="list-style-type: none"><li>• Projectors</li><li>• Document cameras</li><li>• Laptops</li><li>• iPads (K-1)</li></ul>	<ul style="list-style-type: none"><li>• Chromebooks (2-5)</li><li>• speakers</li></ul>
How does staff feel about technology? (content areas)	
Staff feelings toward technology (content areas) shows acceptance because they know that students must know how to use tech tools for state testing. Most of the staff is willing to try implementing technology or tools that will enhance learning if they feel comfortable using the equipment or tool. There is some hesitation towards use of some technology due to pricing of premium features, availability, or ease of use.	
What technology professional development have we provided, and what has been the impact for staff and students?	

### What technology resources do we have?

Trainings held during the year:  
Aug: Document camera work-arounds  
Sept: Google Classroom and Flippity  
Oct: Storyjumper and Flip  
Nov: District Techsgiving  
Jan: Padlet  
Feb: My Short Answer  
Mar: District Spring Bingo  
Apr: Curipod

Teachers receive an hour of PL credit if they attend the training and then implement the tool in the classroom. Because of this framework, several tools that were not familiar or were not being used are used regularly and are providing students with engaging lessons/activities.

### How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

- Interactive lesson plans with AI feedback allow students to practice writing and get feedback on their work immediately. Teachers have more time to conference with students and build on knowledge or reteach misconceptions.
- Click and Drag activities are built in Google Slides, Flippity, and more so students can practice working with the computer in the way that state testing will have them manipulating test questions.
- Use of Google Classroom as an LMS allows work to be posted so students have continuous access.
- Unit assessments are given online to mimic the style of state testing.
- District-wide intervention programs provide guided learning for students who are working at and below grade level.
- Audio and video platforms give students voice with their learning.

### What are some barriers that prevent effective use of technology?

- Up-to-date technology that allows for more student use
- Too many apps and programs that teachers think are true tech integration
- Teachers who are reluctant to use tech because they do not understand how to balance tech use with other learning

## Technology Strengths

We have 1-1 devices. Every teachers has the option to project daily learning in some way. We are increasing our number of interactive boards. Our instructional coach has done a technology focus every month to use in the classroom. We have our technology coach on campus and available every day.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Technology is not used effectively in the classrooms to enhance instruction. **Root Cause:** There is a lack of understanding of how to integrate technology to enhance instruction and engage students.



# Priority Problem Statements

**Problem Statement 1:** Our student attendance rate continues to be lower than the District average

**Root Cause 1:** The campus needs to improve communication regarding attendance policies and their effect on learning.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students at Cannan score consistently lower on all assessments when compared to the District.

**Root Cause 2:** Tier I instruction is not at the depth and complexity needed for student success.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There is a large gap in achievement between our sub-populations in Reading STAAR.

**Root Cause 3:** Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Tier 1 instruction needs to be improved.

**Root Cause 4:** Targeted Professional Development and instructional coaching are needed to strengthen Tier 1 classroom instruction. Teachers need to receive regular feedback on their instructional practices with action items for follow-up.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Technology is not used effectively in the classrooms to enhance instruction.

**Root Cause 5:** There is a lack of understanding of how to integrate technology to enhance instruction and engage students.

**Problem Statement 5 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


# Goals


## Goal 1: Student Achievement and Post-Secondary Success

**Performance Objective 1:** The percentage of Kindergarten students that score on track on the TX-KEA for Vocabulary and Listening Comprehension from Wave 1 (BOY) to Wave 3 (EOY) will increase yearly for each cohort by 10%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten classrooms will use high-leverage, research-based instructional strategies to ensure student mastery of foundational reading skills in their daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Kindergarten students will master foundational reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten classrooms will use Heggerty Bridge to Reading to teach foundational reading skills daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will master foundational reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Coaches Admin</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will practice their phonemic awareness and phonological skills through the trading Eggs Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonological awareness TX-KEA and DRA Results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 2:** The percentage of Kindergarten students that score average or above from the BOY to the EOY on the TEMI assessment will increase yearly for each cohort by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Hand2Mind math kits to improve fact fluency.  <b>Strategy's Expected Result/Impact:</b> Increase in TEMI results and understanding of basic math concepts.  <b>Staff Responsible for Monitoring:</b> Teachers                      Coaches                      Admin</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Math Seeds will be utilized in math intervention to target specific skills and support the growth of students.  <b>Strategy's Expected Result/Impact:</b> Increase in TEMI results and students' understanding of basic math concepts.  <b>Staff Responsible for Monitoring:</b> Teachers                      Coaches                      Admin</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 1:** Student Achievement and Post-Secondary Success

**Performance Objective 3:** The percentage of 1st-grade students who meet NWEA Map Growth measure in Reading will increase by 15% by August 2027.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize decodable and guided reading books to increase student reading ability on grade level through guided reading lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA and Fluency MAP data and DRA levels will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will differentiate word study instruction based on student needs during small group reading instruction and daily intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> DRA Levles increase along with reading and Fluency MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Kinder and 1st grade teachers will attend a Region 6 - Using BOY Data to Create Personalized Small Group professional development in October.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to use BOY data to pull small groups to meet the needs of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will use the Reading Eggs program to practice their phonemic awareness and phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonological awareness, Tx-Kea, and DRA results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will use Heggerty Bridge to Reading to teach foundational reading skills daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's foundational reading skills will grow.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> There is a large gap in achievement between our sub-populations in Reading STAAR. <b>Root Cause:</b> Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.</p> <p><b>Problem Statement 2:</b> Students at Cannan score consistently lower on all assessments when compared to the District. <b>Root Cause:</b> Tier I instruction is not at the depth and complexity needed for student success.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 4:** The percentage of 1st-grade students who meet the NWEA Map Growth measure in Math will increase by 15% by August 2027.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Hand2Mind math kits to improve fact fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TEMI results, MAP growth, and understanding of basic math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Math Seeds will be utilized in math intervention to target specific skills and support the growth of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase TEMI</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Students at Cannan score consistently lower on all assessments when compared to the District. <b>Root Cause:</b> Tier I instruction is not at the depth and complexity needed for student success.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 5:** The percentage of 2nd-grade students who meet the NWEA Map Growth measure in Reading will increase by 15% by August 2027.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize decodable and guided reading books to increase student reading ability on grade level through guided reading lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA fluency, MAP data, and DRAs will increase</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will differentiate word study instruction based on student needs during small group reading instruction and daily intervention time</p> <p><b>Strategy's Expected Result/Impact:</b> RLA fluency, MAP data, and DRA will increase</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will use the Reading Eggs program to practice their phonemic awareness and phonological skills.  <b>Strategy's Expected Result/Impact:</b> Reading fluency, MAP scores will show student growth toward grade level expectations.,  <b>Staff Responsible for Monitoring:</b> Teachers            Coaches            Admin</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use Heggerty Bridge to Reading to teach foundational reading skills daily.  <b>Strategy's Expected Result/Impact:</b> Student's foundational reading skills will improve.  <b>Staff Responsible for Monitoring:</b> Teachers            Coaches            Admin</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1, 2  <b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> There is a large gap in achievement between our sub-populations in Reading STAAR. <b>Root Cause:</b> Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.</p>
<p><b>Problem Statement 2:</b> Students at Cannan score consistently lower on all assessments when compared to the District. <b>Root Cause:</b> Tier I instruction is not at the depth and complexity needed for student success.</p>

**Goal 1:** Student Achievement and Post-Secondary Success

**Performance Objective 6:** The percentage of 2nd-grade students who meet the NWEA Map Growth measure in Math will increase by 5% by August 2027.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Hand2Mind math kits to improve fact fluency.  <b>Strategy's Expected Result/Impact:</b> Increase in Math MAP data and foundational skills.  <b>Staff Responsible for Monitoring:</b> Teachers                      Coaches                      Admin</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Math Seeds will be utilized in math intervention to target specific skills and support the growth of students.  <b>Strategy's Expected Result/Impact:</b> Growth in MAP data  <b>Staff Responsible for Monitoring:</b> Teachers                      Coaches                      Admin</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> - 211 - Title 1-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 7:** Cannan Elementary students will reach high academic standards, in the area of Reading Language Arts with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus Interim Assessments  
 District Created MOU and EOU assessments for each unit  
 MAP (BOY-MOY-EOY) Data  
 STAAR Achievement Report 2025

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize BOY, MOY, and EOY MAP Reading data to monitor student growth, set growth goals with students, and conference with parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> This data will give teachers an understanding of where students are performing and aid in the development of lesson plans, interventions, and enrichment activities for all students. Teachers will use testing data to conference with students and create individual growth goals with each student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize weekly grade-level collaborative meetings to analyze student learning data, backward design using district assessments, model high-impact instructional strategies, and create common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexible grouping for Interventions and Extensions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1 teacher from both kinder and 1st grade will attend the Region 6 "Patterns of Wonder" professional development and train their peers on their learning and strategies will be shared through collaborative teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will train their team members on the strategies learned to improve their Tier 1 instruction and increase student writing in K-1.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 1 5th grade teacher will attend the Region 6 "RLA ECR" workshop and will train the 3rd-5th RLA teachers on their learning and strategies will be modeled in their collaborative teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will train staff on effective Tier 1 instructional strategies for the ECR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The instructional leadership team will utilize weekly walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong Tier 1 instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring teachers understand the expectations for every lesson. Provide timely and actionable feedback to teachers on their classroom instruction, with follow-up to see the implementation of action items.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers utilize a data notebook to track student learning and growth by standard.</p> <p><b>Strategy's Expected Result/Impact:</b> Students data will allow teachers to monitor student learning on MOU and EOU assessment to track how each student is doing on each standard.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 7 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> There is a large gap in achievement between our sub-populations in Reading STAAR. <b>Root Cause:</b> Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.</p>



**Student Achievement**

**Problem Statement 2:** Students at Cannan score consistently lower on all assessments when compared to the District. **Root Cause:** Tier I instruction is not at the depth and complexity needed for student success.





**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Tier 1 instruction needs to be improved. **Root Cause:** Targeted Professional Development and instructional coaching are needed to strengthen Tier 1 classroom instruction. Teachers need to receive regular feedback on their instructional practices with action items for follow-up.

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 8:** The percentage of 3rd-grade students that score meets grade level expectations or above on the Reading STAAR will increase from 52% to 60% by August 2027.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Heggerty Bridge to Reading to teach foundational reading skills daily to close the reading gaps in 3rd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's reading gaps will close with the use of an additional year of Heggerty.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 8 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> There is a large gap in achievement between our sub-populations in Reading STAAR. <b>Root Cause:</b> Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 9:** The percentage of 3rd-grade students that score meets grade level expectations or above on the Math STAAR will increase from 35% to 60% by August 2027.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use targeted intervention groups to pull students into small groups and address the learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 10:** Cannan Elementary students will reach high academic standards in the area of Mathematics, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize BOY, MOY, and EOY MAP Reading data to monitor student growth, set growth goals with students, and conference with parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> This data will give teachers an understanding of where students are performing and aid in the development of lesson plans, interventions, and enrichment activities for all students. Teachers will use testing data to conference with students and create individual growth goals with each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize weekly grade-level collaborative meetings to analyze student learning data, backward design using district assessments, model high-impact instructional strategies, and create common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexible grouping for Interventions and Extensions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will attend the Region 6 - From Blocks to Equations: The Evolution of Math Manipulatives from Kindergarten to Algebra 1 pd. Teachers will provide pd to the math teachers on campus to provide the strategies gained in the session to all of the math teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student's math skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will attend the Region 6 - Number Sense and Instructional Strategies in the Math Classroom pd. Teachers will provide pd to the math teachers on campus to provide the strategies gained in the session to all of the math teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student's math skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The instructional leadership team will utilize weekly walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong Tier 1 instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring teachers understand the expectations for every lesson. Provide timely and actionable feedback to teachers on their classroom instruction, with follow-up to see the implementation of action items.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers utilize a data notebook to track student learning and growth by standard.</p> <p><b>Strategy's Expected Result/Impact:</b> Students data will allow teachers to monitor student learning on MOU and EOU assessment to track how each student is doing on each standard.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coached Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 10 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> There is a large gap in achievement between our sub-populations in Reading STAAR. <b>Root Cause:</b> Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.</p>

## Student Achievement

**Problem Statement 2:** Students at Cannan score consistently lower on all assessments when compared to the District. **Root Cause:** Tier I instruction is not at the depth and complexity needed for student success.





**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 11:** Cannan Elementary students will reach high academic standards, in the area of Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade-level teams will utilize vertical alignment documents to determine the progression and depth of grade-level standards to be taught from unit -to to-unit (TEKs resource and STEMscopes) to increase student science ability on grade-level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in MOU/EOU for Science, Increases in STAAR achievement results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 12:** Cannan Elementary will provide effective and targeted foundational reading instruction to students in grades PK-5 with emphasis on students who are identified as reading below grade level.

**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** Increase all subgroup's reading scores by 5% as measured by TX-KEA, MAP Growth, and STAAR.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-3 teams will utilize Heggerty and Bridge to Reading to determine the progression and depth of grade-level standards to be taught every 9 weeks. 3rd-5th grade will utilize campus resources to build fluency and decoding. <b>Strategy's Expected Result/Impact:</b> Increase in students' reaching grade level expectations in Reading MAP, Fluency MAP, Tx-Kea, and DRA levels. <b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will differentiate word study instruction based on student needs during small group reading instruction and daily intervention time <b>Strategy's Expected Result/Impact:</b> Increase in DRA levels, reading and fluency MAP growth <b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 12 Problem Statements:**

**Student Achievement**





**Problem Statement 1:** There is a large gap in achievement between our sub-populations in Reading STAAR. **Root Cause:** Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 13:** Emergent bilinguals served in the Bilingual and ESL language programs will meet or exceed a 20% increase in TELPAS proficiency composite levels as compared over the previous year for grades 1st - 12th.

**High Priority**

**Evaluation Data Sources:** TELPAS  
Campus instructional observations





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Summit K-12 in grades 2nd-5th to grow students' TELPAS proficiency.  <b>Strategy's Expected Result/Impact:</b> Student's growth in their reading, speaking, listening, and writing for TELPAS.</p> <p><b>Title I:</b> 2.4, 2.5  <b>- TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide coaching and professional development for BIL teachers with the district BIL coach and campus teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' TELPAS results and building teachers' skills in providing instruction to BIL students  <b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5  <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 14:** Cannan Elementary will achieve a 96% attendance rate for all students during the 2024 - 2025 school year.





**High Priority**

**Evaluation Data Sources:** PIEMS attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will contact parents when a student has been absent for three consecutive days. The registrar and admin will contact the parents when absences exceed three days and send out an excessive absence letter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Registrar Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive reinforcements for class and individual student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Recruitment, Development and Retention of Staff

**Performance Objective 1:** Cannan Elementary's leadership team will implement a plan to attract and retain highly qualified and effective staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The admin team will recruit teachers through the district job fair that meet the CES campus expectations.  <b>Strategy's Expected Result/Impact:</b> Highly Qualified Staff  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The leadership team will focus on the culture and climate of the campus, including "pulse check" surveys every marking period, to continue to monitor and adjust the systems in place that impact and improve the campus culture and climate.  <b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers  <b>Staff Responsible for Monitoring:</b> Leadership team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Recruitment, Development and Retention of Staff

**Performance Objective 2:** Cannan Elementary will provide ongoing professional development opportunities, at the state, district and campus level, so 100% of staff are able to meet or exceed required professional learning expectations.

**Evaluation Data Sources:** Eduphoria Strive

**Goal 2:** Recruitment, Development and Retention of Staff

**Performance Objective 3:** Increase staff engagement.

**Evaluation Data Sources:** Professional Development Feedback, Attendance from district wide events

**Goal 3: Safe Campus Culture**





**Performance Objective 1:** Create and implement an ongoing cybersecurity safety plan in compliance with the Texas Safety Center Guidelines by September 30, 2024.



**Goal 3: Safe Campus Culture**





**Performance Objective 2:** Provide comprehensive support to students, families and staff to address substance use awareness, bullying, violence prevention, mental health awareness and suicide awareness and intervention.

**Evaluation Data Sources:** sign-in sheets, agendas, feedback surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will be trained at the beginning of the year in regards to suicide protocol, R U Ok?, Care Soliace, and our EQ pacing guide.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness and support for students</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive behavior systems will be implemented through PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive culture and student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: Safe Campus Culture**

**Performance Objective 3:** Cannan Elementary will meet or exceed compliance with Chapter 61 of the Commissioner's rules concerning school facilities.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All safety drills will be completed as assigned for the school year and monitored for proper procedures being followed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student and teacher awareness and following drill procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Door Checks will be done daily to ensure that the building is secured and annotated into SRO's documentation platform and administration spreadsheet.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring the building is secure.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SRO</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Effective Instruction**

**Performance Objective 1:** 85% of classrooms will implement district designated high impact instructional strategies.

**High Priority**

**Evaluation Data Sources:** Classroom observations and walkthrough form data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained on how to reach the levels of rigor focusing on DOK levels 2-4 in their daily instruction. Initial training will be provided at BOY and revised during monthly staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in meets and masters on MOUs, EOUs, and STAAR. Students will be learning to the depth of the standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The leadership team will conduct weekly walkthroughs and document information in the coaching form to determine what monthly professional development will be provided each month to improve Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Specific professional development based on campus needs that improves tier 1 instruction for student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Effective Instruction**

**Performance Objective 2:** 100% implementation of the Effective Schools Framework at all Willis ISD campuses.





**High Priority**

**Evaluation Data Sources:** ESF Diagnostics from ESC6

**Goal 4: Effective Instruction**

**Performance Objective 3:** 100% of Cannan Elementary classrooms will implement the locally adopted curriculum.

**Evaluation Data Sources:** Classroom observation, walkthrough form data, assessment data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade-level teams will utilize TEKS Resource to determine the progression and depth of grade-level number sense strategies through fluency to be taught every 9 weeks to increase in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers understanding of essential standards, vocabulary, misconceptions, and prerequisite skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Effective Instruction**

**Performance Objective 4:** Cannan Elementary will use the MTSS model to identify students in need of tier 2 and tier 3 intervention and enrichment.

**Evaluation Data Sources:** State and local assessment data.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet with the administration during scheduled MTSS meetings in CTs to discuss students' progress in the tiered process and come up with individualized plans for the student's growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Supporting the individual needs of each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During CTs Data Protocol meetings, teachers will assign students who need enrichment and intervention and monitor growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' understanding of their essential standards</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All GT students are pulled weekly to work on their GT project which is created to reach the depth and rigor needed to provide extensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in meets and masters on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Effective Instruction**

**Performance Objective 5:** 100% of core subject areas will utilize district funded digital resources.

**Evaluation Data Sources:** classroom observations, usage reports,





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All K-2 classes will have access to Reading Eggs and Math Seeds for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in basic math and reading skills</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus I coach will provide monthly technology training campus-wide and model lessons within the classrooms on the effective use of district-supported technology for student growth and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase interactive hands-on math skills using digital manipulatives and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 4: Effective Instruction**





**Performance Objective 6:** Cannan Elementary will continue to increase TEKS based Fine Arts, CTE and Elective experiences for all students.

**Evaluation Data Sources:** Classroom observations and local assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All grade levels will participate in a musical performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will foster a love for music</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher Admin</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Effective Instruction**

**Performance Objective 7:** All Cannan Elementary teachers will use data to drive highly effective instructional strategies in the classroom.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kinder and 1st-grade teachers will attend a Region 6 - Using BOY Data to Create Personalized Small Group professional development in October.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to use BOY data to pull small groups to meet the needs of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers utilize a data notebook to track student learning and growth by standard.</p> <p><b>Strategy's Expected Result/Impact:</b> Students data will allow teachers to monitor student learning on MOU and EOU assessment to track how each student is doing on each standard.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 7 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** There is a large gap in achievement between our sub-populations in Reading STAAR. **Root Cause:** Tier 1 Instruction and differentiation is not at the depth and complexity needed for student success.





**Problem Statement 2:** Students at Cannan score consistently lower on all assessments when compared to the District. **Root Cause:** Tier I instruction is not at the depth and complexity needed for student success.

**Goal 5: Fiscal Responsibility**

**Performance Objective 1:** Ensure the budgeting process supports integrity and efficient management of resources district-wide with 100% accuracy in spending during the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** External Audits





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> When events happen, the campus will create a PO request with a rationale for the purchase for events on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring that purchases are being utilized for specific events on campus</p> <p><b>Staff Responsible for Monitoring:</b> Admin Campous Secretary</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Funds will be utilized to support purchasing for students' needs and teacher/administration training based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Collaborative District Culture

**Performance Objective 1:** Cannan Elementary will improve Parent/Family Engagement in their student's academic success by having 15% more engaged parents by the end of the 2024-2025 school year.

**High Priority**





**Evaluation Data Sources:** Surveys, Attendance at PFE events, and CEIC participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through our volunteer program and PTO, we are going to increase parent volunteers in support of the academic and engagement progress of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> increase parent volunteers</p> <p><b>Staff Responsible for Monitoring:</b> Admin PTO</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Cannan Elementary will host 4 academic nights ( 2 in the fall and 2 in the spring) All Grade Levels SCI Night, All Grade Levels Reading Night, All Grade Levels Math Night, and 3-5 STAAR Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Help support parents on ways to support their child at home.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Collaborative District Culture

**Performance Objective 2:** Ensure 100% of our McKinney-Vento students are informed of and provided the opportunity to access resources from the Wildkat Resource Center.

**Evaluation Data Sources:** Sign-in sheets from Wildkat Resource Center and McKinney Vento Intake forms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will be sent information of resources through campus newsletters and flyers that are available from our Wildkat Resource Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure families are aware of the support provided within the community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.5</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	8	1			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
4	7	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>