

# Willis Independent School District



## Cannan Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

*Cannan Elementary will thrive in a nurturing environment with high expectations by:*

- *fostering a positive and safe school culture.*
- *setting and maintaining high academic expectations.*
- *strengthening instructional practices through High Quality Instructional Materials (HQIM).*
- *building strong parent and community partnerships.*
- *providing equitable support for all students.*
- *empowering students to own their learning.*
- *creating a collaborative staff culture.*

# Value Statement

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

Friendly, Innovative, Encouraging, Responsible, Courageous, Empathetic

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# Comprehensive Needs Assessment

# Demographics

## Summary

Cannan Elementary continues to serve a diverse and growing student population. Enrollment has steadily increased, and the campus serves a significant number of English Learners (LEP) and students receiving Special Education services. These student groups require targeted instructional strategies and additional support to meet their academic and developmental needs. Weekly student attendance has shown improvement, thanks to the ongoing efforts of teachers and staff who consistently communicate attendance expectations and the importance of daily attendance with families.

Willis Independent School District													Enrollment Counts				04/21/2025						
													04-17-2025				10:07 AM						
Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Cannan Elementary			118	126	117	122	101	145								729	706	23		135	308	51	0

Student Demographics	Count	Percent
<b>Gender</b>		
Female	332	46.50%
Male	382	53.50%
<b>Ethnicity</b>		
Hispanic-Latino	419	58.68%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	9	1.26%
Two-or-More	4	0.56%

Student Programs	Count	Percent
Dyslexia	41	5.74%
Gifted and Talented	20	2.80%
Regional Day School Program for the Deaf	1	0.14%
Section 504	26	3.64%
Special Education (SPED)	0	0.00%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	296	41.46%
Bilingual	30	4.20%
English as a Second Language (ESL)	19	2.66%
Alternative Methods for Bilingual Education	242	33.89%
Alternative Methods for ESL	3	0.42%
<b>Title I Part A</b>		
Schoolwide Program	714	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	462	64.71%
Foster Care	1	0.14%
IEP Continuer	0	0.00%
Immigrant	44	6.16%
Intervention Indicator	13	1.82%
Migrant	0	0.00%
Military Connected	43	6.02%
Transfer In Students	15	2.1008%
Unenrolled Asylum/Refugee	0	0.00%

Undiscarded Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	496	69.47%
Free Meals	449	62.89%
Reduced-Price Meals	47	6.58%

## Strengths

Weekly attendance has consistently been higher compared to the same weeks in previous years. Increased communication between staff and the attendance office has led to quicker responses to attendance concerns. In addition, more frequent attendance celebrations now recognize students and classes showing improvement, reinforcing the importance of regular school attendance.

2023-2024 Attendance Percentages by Week		2024-2025 Attendance Percentages by Week	
A	B	C	D
8/18/2023	98.89%	8/16/2024	98.31%
8/25/2023	96.12%	8/23/2024	96.56%
9/1/2023	95.45%	8/30/2024	95.60%
9/8/2023	95.57%	9/6/2024	95.46%
9/15/2023	95.47%	9/13/2024	95.91%
9/22/2023	95.45%	9/20/2024	95.25%
9/29/2023	95.18%	9/27/2024	94.94%
10/6/2023	94.75%	10/4/2024	95.05%
10/13/2023	94.33%	10/11/2024	94.94%
10/20/2023	94.31%	10/25/2024	94.90%
10/27/2023	94.24%	11/1/2024	94.73%
11/3/2023	94.19%	11/8/2024	94.65%
11/10/2023	94.20%	11/15/2024	94.60%
11/17/2023	94.17%	11/22/2024	94.40%
12/1/2023	94.23%	12/6/2024	94.40%
12/8/2023	94.26%	12/13/2024	94.41%
12/15/2023	94.05%	12/20/2024	94.33%
1/5/2024	93.97%	1/10/2025	94.23%
1/12/2024	93.96%	1/17/2025	94.22%
1/19/2024	93.75%	1/24/2025	94.27%
1/26/2024	93.54%	1/31/2025	94.06%
2/2/2024	93.64%	2/7/2025	93.80%
2/9/2024	93.68%	2/14/2025	93.75%
2/16/2024	93.69%	2/21/2025	93.69%
2/23/2024	93.71%	2/28/2025	93.75%
3/1/2024	93.72%	3/7/2025	93.78%
3/8/2024	93.74%	3/21/2025	93.78%
3/15/2024	93.75%	3/28/2025	93.83%
3/29/2024	93.81%	4/4/2025	93.84%
4/5/2024	93.83%	4/11/2025	93.87%
4/19/2024	93.77%	4/18/2025	93.90%
4/26/2024	93.84%	4/25/2025	93.92%
5/3/2024	93.83%	5/2/2025	93.99%
5/10/2024	93.85%	5/9/2025	94.05%
5/17/2024	93.85%	5/16/2025	94.07%
5/24/2024	93.72%	5/23/2025	94.00%

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



While overall attendance at Cannan Elementary is improving, the campus has not yet consistently met the district goal of 95% daily attendance.

There is a lack of consistent, campus-wide communication procedures with parents when a student's attendance becomes a concern. More proactive and timely steps are needed to address attendance issues before they become chronic.

2



An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

 = Priority

# Student Achievement

## Summary

Based on multiple data sources—including MAP BOY and MOY data, Interim Assessments, and district-wide unit assessments—Cannan Elementary has identified several areas of strengths, along with continued opportunities for growth.

MAP data shows that students, particularly within our supergroups (White and Hispanic), have demonstrated significant gains in both reading and math. Third grade has made notable progress in closing achievement gaps, with many students meeting or exceeding their projected growth targets on MAP assessments.

The implementation of an explicit, scripted phonics program in grades K–3 is beginning to yield positive results. Early literacy data indicates that this structured approach is laying a strong foundation for success as students move into upper-grade levels.

Despite these gains, challenges remain. RTI meeting data indicates that students continue to read below grade level, and students in upper grades are experiencing difficulty with foundational skills such as basic computation. Continued targeted interventions and instructional support are needed to address these gaps and ensure all students are on track for academic success.

## NWEA Winter 2024 vs Winter 2025 Supergroups

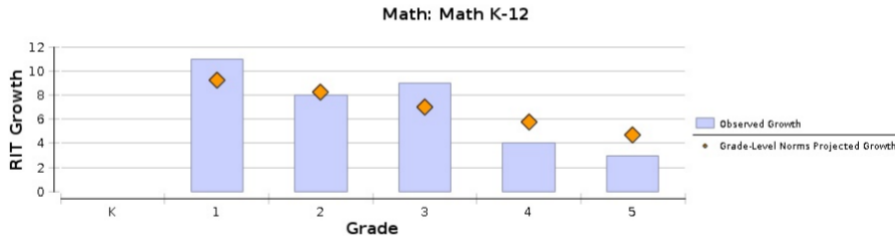
5th Grade	4th Grade	3rd Grade
<b>White - Reading</b> W 2024 - DNM 48.15% W 2025 - DNM 21.67%	<b>White - Reading</b> W 2024 - DNM 18.18% W 2025 - DNM 5.71%	<b>White - Reading</b> W 2024 - DNM 45.1% W 2025 - DNM 18.18%  W 2024 - Masters 3.92% W 2025 - Masters 20.45%
<b>White - Math</b> W 2024 - Meets 12.9% W 2025 - Meets 37.29%	<b>Hispanic - Math</b> W 2024 - DNM 49.12% W 2025 - DNM 29.8%	<b>White - Math</b> W 2024 - DNM 45% W 2025 - DNM 34%
<b>Hispanic - Reading</b> W 2024 - Meets 11.59% W 2025 - Meets 27.4%		<b>Hispanic - Reading</b> W 2024 - Meets 7.25% W 2025 - 30.43%
<b>Hispanic - Math</b> W 2024 - Meets 11.59% W 2025 - Meets 24.29%		<b>Hispanic - Math</b> W 2024 - DNM 39.13% W 2025 - 12.24%  W 2024 - Meets 21.7% W 2025 Meets - 40.82%

## Student Growth Summary Reading

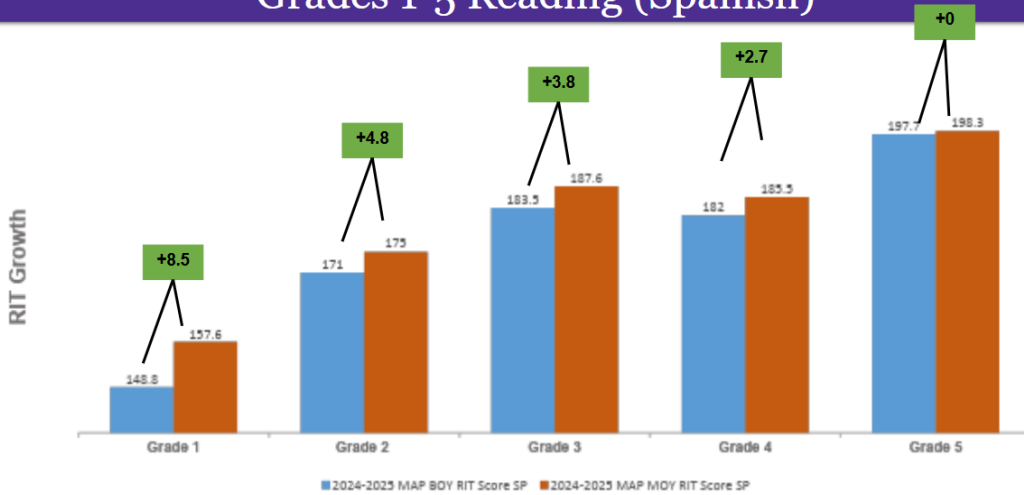




# Student Growth Summary Math



# Student Growth Summary Grades 1-5 Reading (Spanish)



## Strengths

Cannan’s supergroups, specifically White and Hispanic students, demonstrated substantial growth in both reading and math when comparing their 2024 MOY MAP data to their 2025 MOY results.

The implementation of our phonics curriculum has contributed to increased reading levels and improved decoding skills among students.

Collaborative teams consistently analyze data to identify learning gaps and determine targeted intervention needs. These teams effectively share students across grade levels to provide support tailored to each student's instructional level. This collaborative and data-driven approach has resulted in more intensive and focused interventions, ensuring students receive high-quality reteaching and support when necessary.

# Problem Statements Identifying Student Achievement Needs

## Problem Statement

## Root Cause

1



While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

 = Priority

# School Culture and Climate

## Summary

Based on staff and community surveys, the overall climate and culture at Cannan Elementary have significantly improved this year. The campus operates with a clear mission and vision, which staff members are striving to embody daily. Survey feedback indicates that staff feel supported and believe their voices are heard in decision-making processes. However, there is a need to more regularly reinforce the mission and vision to ensure alignment across all areas of the campus.

Students are generally aware of campus behavior expectations, though consistent enforcement of those expectations across all settings remains an area for improvement. Morning meetings and daily SEL lessons aligned to monthly character traits provide students with age-appropriate social and emotional learning opportunities.

Positive behavior supports, such as the Cannan Cart and the use of Cannan Cash, have contributed to improved behavior across the campus. In addition, the weekly recognition of a “Cannan Class of the Week” celebrates classrooms with strong attendance and exemplary behavior in the cafeteria, hallways, and specials.

Parents have expressed satisfaction with the progress the campus is making, often commenting on the positive difference they feel when entering the building this year.

Semester 1

Teacher survey

How would you rate the overall school climate and culture this year?
Excellent
Needs Improvement
Excellent
Excellent
Excellent
Excellent
Good

Good
Excellent
Excellent
Excellent
Excellent
Excellent
Good
Good
Good
Good

## Strengths

Based on survey data, both staff and community members have expressed overall satisfaction with the positive changes on campus this school year. Parents reported an increase in effective communication from the school, noting they feel well-informed about events and campus updates in a timely manner.

Teachers shared that they feel more supported and empowered in their roles, contributing to a stronger sense of collaboration and shared purpose across the campus. These improvements have helped foster a more positive and connected school culture.

### Semester 1 Parent Survey

How would you describe the overall campus culture?
Very Positive
Neutral
Very Positive
Very Positive
Very Positive
Very Positive
Somewhat Positive
Very Positive
Neutral
Very Positive
Very Positive
Very Positive

### Semester 1 Parent Survey

How would you rate the opportunities
--------------------------------------

for parent involvement on campus (e.g., volunteering, attending events, conferences)?

Good

Needs Improvement

Neutral

Excellent

Excellent

Neutral

Good

Good

Excellent

Excellent

Excellent

Excellent

# Problem Statements Identifying School Culture and Climate Needs

## Problem Statement

## Root Cause

1  
★

Campus-wide behavior expectations and positive rewards are not being enforced consistently across all settings, leading to confusion among students and inconsistencies in behavior management.

There is a lack of clear, campus-wide understanding of behavior expectations and how to effectively implement the positive reward system. Consistent training and ongoing monitoring are needed to ensure all staff are aligned in their approach to behavior management and reinforcement.

★ = Priority

# Staff Quality, Recruitment, and Retention

## Summary

At Cannan Elementary, we strive to hire and retain highly qualified teachers who are committed to student success. This school year, we began with three teachers hired under the District of Innovation (DOI) plan, all of whom will enter the upcoming school year as fully certified educators. For the 2025–2026 school year, we will be hiring six new teachers due to staff relocations and retirements.

As a bilingual campus, we continue to face challenges in recruiting fully certified bilingual educators. This remains an area of focus as we work to meet the needs of our diverse student population.

First-year teachers and those new to Willis ISD often experience challenges in navigating district processes and expectations. While monthly professional development sessions were provided based on campus needs, feedback indicated that the sessions were not as hands-on as needed. Moving forward, PD will include more opportunities for teachers to internalize and rehearse lessons and curriculum content in a practical, collaborative setting.

Teachers have also expressed interest in implementing a "buddy teacher" system next year. This initiative would pair new-to-Willis and veteran staff members to foster connection, build relationships, and provide peer support throughout the year.

## Strengths

Cannan Elementary has fostered a collaborative and supportive environment for staff. Teachers report that instructional coaches and administrators are accessible, approachable, and helpful in supporting instruction and professional growth.

Collaborative teams are functioning effectively, working together to plan lessons, disaggregate data, and design targeted interventions. The majority of our teaching staff is fully certified, and all staff members demonstrate a strong commitment to student success—consistently going above and beyond to meet the needs of their learners.

This positive energy and strong campus culture are noticeable to others during job fairs and recruitment events, helping attract quality candidates to our school.

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

## Problem Statement

## Root Cause

1  
★

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

2  
★

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

★ = Priority

# Curriculum, Instruction, and Assessment

## Summary

Cannan Elementary has seen notable academic progress, particularly in 3rd grade reading and math. The integration of Heggerty phonemic awareness instruction in grades K–3 has significantly supported early literacy development and helped close reading gaps. Additionally, the district-developed MOUs (Middle of Unit) and EOUs (End of Unit) have enabled teachers to plan with the end in mind, allowing for more intentional lesson design and anticipation of student misconceptions.

Collaborative teacher teams are actively using data to plan targeted interventions and identify specific areas of misunderstanding. This data-driven approach has positively impacted student achievement and supported more strategic instructional planning.

Despite these strengths, there is still a need for further training on how to fully utilize collaborative team time. Teachers would benefit from clear guidance on using this time to internalize lessons, disaggregate data effectively, and plan for strong instructional delivery.

The campus also needs access to high-quality instructional materials and more explicit staff training on how to implement newly adopted curricula. As a bilingual campus, limited resources specific to bilingual education continue to be a challenge. Bilingual teachers need targeted professional development and materials that meet the unique learning needs of their students.

## Strengths

Cannan teachers are deeply committed to delivering high-quality instruction aligned with state standards. The use of district-created assessments, including Middle of Unit (MOU) and End of Unit (EOU) assessments, ensures alignment with TEKS and maintains the rigor necessary for student success.

Teachers regularly analyze and disaggregate data to identify misconceptions and instructional gaps. This data-driven approach enables teams to provide timely and targeted interventions. A strong campus focus on aggressive monitoring allows teachers to address learning needs in real time, leading to improved student understanding and progress. Several grade levels have already seen measurable success as a result of these practices.

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

## Problem Statement

## Root Cause

1  
★

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

2  
★

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

★ = Priority

# Family and Community Engagement

## Summary

Cannan Elementary offers a variety of family and community engagement events throughout the year, and there has been a significant increase in attendance at these events. Parents have shared positive feedback, noting that communication about events has improved, thanks to consistent Principal Newsletters and teacher communication via Class Dojo.

Teachers support this communication by sending out a "Week at a Glance" to keep families informed of weekly academic and classroom updates. Overall, the communication between the campus and families has strengthened.

However, there is still a disconnect between some families and their awareness of their child's academic progress and learning. While many parents attended the parent conference day hosted each semester, ongoing, frequent communication about student performance is still needed. In addition, many families are not regularly checking the Parent Portal or are unsure how to use it, which limits their access to real-time grade and progress information.

Cannan's PTO, while small, is highly involved and deeply committed. A core group of four dedicated parents has led successful fundraisers and provided meaningful support and surprises for staff and students throughout the year. Their continued partnership has positively impacted campus culture and morale.

## Strengths

Cannan has successfully hosted multiple events throughout the year that welcomed families onto campus to learn about school initiatives and participate in engaging, content-based activities. Attendance at these events has significantly increased compared to previous years, reflecting a stronger connection between families and the school.

In an effort to build community, local vendors were invited to participate, allowing families to connect with both the school and the broader community.

The PTO has been extremely active and supportive this school year. Their consistent presence, successful fundraising efforts, and ongoing appreciation initiatives for staff have played a key role in positively reshaping campus climate and culture.

# Problem Statements Identifying Family and Community Engagement Needs

## Problem Statement

## Root Cause

1  
★

While parent participation in after-hours events has increased, there is minimal parent involvement during the school day, including limited participation in the PTO and the WATCH (volunteer) program.

There needs to be more communication with parents about the impact of participating in school-day events on their child's learning and there are no flexible opportunities or varied time options for parent involvement that accommodate different family schedules.

2  
★

Many parents are not consistently utilizing the Parent Portal or checking email, which results in gaps in communication and limits their awareness of campus events, student progress, and how to support their student's academic growth.

There is limited support and guidance provided to parents on how to effectively use the Parent Portal and access school communication through email. Additionally, inconsistent communication between teachers and parents regarding student academic progress and strategies for at-home support creates gaps in engagement and understanding.

★ = Priority

# School Organization

## Summary

Cannan Elementary has established a strong collaborative culture that supports shared decision-making and continuous improvement. The Guiding Coalition and team leaders work together to make informed campus decisions that align with the school's mission and vision.

The master schedule is intentionally designed to allow each grade level to meet twice weekly for Collaborative Team Time. During this protected time, teams internalize upcoming lessons, analyze student data, identify misconceptions, and rehearse lesson delivery to ensure high-quality Tier 1 instruction. The schedule also provides designated time for daily intervention and extension, allowing for targeted support and enrichment based on student needs.

Campus communication is consistent and multi-faceted. The principal shares a weekly "Peek of the Week" and SMORE newsletter to keep staff informed of reminders, expectations, and upcoming events. Students take ownership of the morning announcements via Google Meet, celebrating birthdays, Character Awards, Teacher/Para of the Month, and Class of the Week recognitions. While the administrative team strives to deliver a Monday Message, consistency in this practice is an area of growth identified for next year. The goal is to ensure regular admin visibility during announcements and create opportunities for staff to participate as guest speakers.

A campus-wide PBIS system has been implemented. Students are rewarded for meeting behavior expectations through the use of Cannan Cash, which can be redeemed at the Cannan Cart. This system fosters a positive campus culture and reinforces expected behaviors in a fun, motivating way.

## Strengths

Consistent communication, student-led announcements, and a well-implemented PBIS system contribute to a positive, well-organized campus environment at CES.

# Problem Statements Identifying School Organization Needs

## Problem Statement

## Root Cause

1



While collaborative team (CT) meetings are scheduled regularly, their intended purpose-- focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

 = Priority

# Technology

## Summary

Cannan teachers effectively utilize digital platforms such as Google Classroom, Exact Path, IXL, and Curipod to support and enhance student learning. These tools allow for individualized instruction that meets the diverse needs of students across all grade levels.

All K-1 classrooms are equipped with iPad carts, and grades 2-5 have Chromebook carts, ensuring students have regular access to devices. In grades K-2, Promethean Boards are used to provide interactive instruction and engage students in daily lessons. Curipod is implemented across all grade levels, particularly in grades 3-5, where it supports writing practice and allows students to receive real-time feedback on their Extended Constructed Responses (ECRs). This has improved teachers' ability to conference and provide targeted writing support.

However, there is still a need for additional professional development focused on using available technology tools to enhance—not replace—student learning. Teachers need continued support in integrating digital tools purposefully into instruction. In addition, bilingual classrooms face limited access to resources and language-specific support within some programs, which creates equity gaps. Ensuring equitable access to digital resources and providing targeted PD for bilingual staff will be a continued focus moving forward.

## Strengths

Cannan has made strategic decisions to reduce the number of technology programs in use, focusing instead on tools that truly enhance instruction rather than replace it. The implementation of IXL has been especially impactful—students are more engaged, and the platform provides individualized instruction aligned to their specific needs. Teachers are able to assign targeted activities that address specific learning gaps, ensuring that all students receive focused academic support to promote growth. Notably, IXL also offers equitable learning experiences for bilingual students, making it a valuable resource across all classrooms. The use of Curipod has supported student growth in writing by allowing for real-time feedback and timely teacher conferencing, particularly in grades 3-5. Promethean Boards in lower grades have helped create interactive and engaging classrooms, fostering active participation and deeper learning.

# Problem Statements Identifying Technology Needs

## Problem Statement

## Root Cause


1



Technology is utilized across all grade levels; however, the rigor and effectiveness of its use are inconsistent.

There is a need for ongoing professional development to support teachers in effectively integrating technology into daily instruction with the rigor necessary for students to master the learning intentions.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

While overall attendance at Cannan Elementary is improving, the campus has not yet consistently met the district goal of 95% daily attendance.

There is a lack of consistent, campus-wide communication procedures with parents when a student's attendance becomes a concern. More proactive and timely steps are needed to address attendance issues before they become chronic.

2  
★

An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

3  
★

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

4  
★

Campus-wide behavior expectations and positive rewards are not being enforced consistently across all settings, leading to confusion among students and inconsistencies in behavior management.

There is a lack of clear, campus-wide understanding of behavior expectations and how to effectively implement the positive reward system. Consistent training and ongoing monitoring are needed to ensure all staff are aligned in their approach to behavior management and reinforcement.

5  
★

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

6  
★

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

7  
★

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

8  
★

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

9  
★

While parent participation in after-hours events has increased, there is minimal parent involvement during the school day, including limited participation in the PTO and the WATCH (volunteer) program.

There needs to be more communication with parents about the impact of participating in school-day events on their child's learning and there are no flexible opportunities or varied time options for parent involvement that accommodate different family schedules.

10  
★

Many parents are not consistently utilizing the Parent Portal or checking email, which results in gaps in communication and limits their awareness of campus events, student progress, and how to support their student's academic growth.

There is limited support and guidance provided to parents on how to effectively use the Parent Portal and access school communication through email. Additionally, inconsistent communication between teachers and parents regarding student academic progress and strategies for at-home support creates gaps in engagement and understanding.

11  
★

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

12  
★

Technology is utilized across all grade levels; however, the rigor and effectiveness of its use are inconsistent.

There is a need for ongoing professional development to support teachers in effectively integrating technology into daily instruction with the rigor necessary for students to master the learning intentions.





# Goals

# Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

## Performance Objective 1

Cannan students will reach high academic standards in the areas of Reading, Math, and Science, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments in the 2025-2026 accountability year.

**Evaluation Data Source:** 2026 Reading, Math, and Science STAAR

### Strategy 1

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement.

**Staff Responsible for Monitoring:** Administration, instructional coaches, and teachers.

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

### Formative Reviews



### Strategy 2

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 3

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 4

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

## Strategy 5

Students at Cannan Elementary will use data trackers to monitor their progress on EOU assessments and MAP, and to set personalized goals for academic growth.

**Strategy's Expected Result/Impact:** Increased student achievement and student ownership

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 6

All K-3 teachers will use Heggerty Bridge to Reading to provide support in decoding and phonemic awareness.

**Strategy's Expected Result/Impact:** Increase student achievement in reading.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Considerable Progress

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May

## Strategy 7

Students will use individualized learning paths through IXL, tailored to their MAP assessment data, to support targeted practice and promote mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Increase in MAP growth and student achievement.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

Moderate Progress

October

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### Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

### Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

### Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these

strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

### Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

### Performance Objective 2 HB3 Goal

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%.

**Evaluation Data Source:** BOY to EOY TX-KEA for Vocabulary and Listening Comprehension

#### Strategy 1

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

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## Strategy 2

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

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May

## Strategy 3

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches.

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 4

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

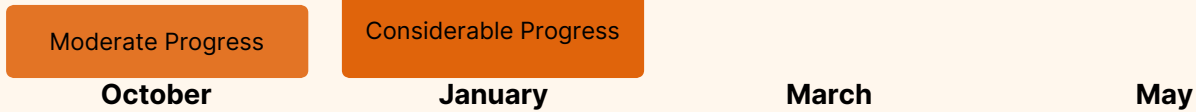
**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews



## Strategy 5

Students at Cannan Elementary will use data trackers to monitor their progress on EOU assessments and MAP, and to set personalized goals for academic growth.

**Strategy's Expected Result/Impact:** Increase student achievement and student ownership.

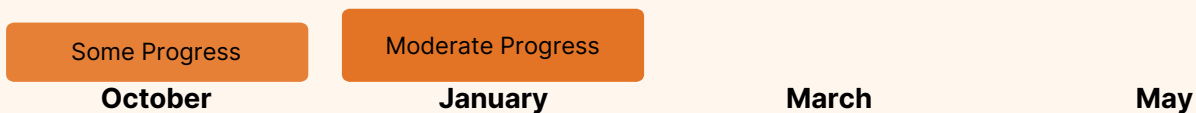
**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews



## Strategy 6

All Kindergarten teachers will use Heggerty Bridge to Reading to provide support in decoding and phonemic awareness.

**Strategy's Expected Result/Impact:** Increase student achievement in reading.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

Moderate Progress

October

Moderate Progress

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### Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

### Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

### Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these

strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

### Performance Objective 3 HB3 Goal

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

#### Strategy 1

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

#### Strategy 2

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 3

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches.

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 4

Teachers will utilize data notebooks to track and analyze assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Considerable Progress

January

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May

**Performance Objective 3 Problem Statements Identifying Student Achievement**

Problem Statement	Root Cause	
1	While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.	A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

**Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention**

Problem Statement	Root Cause	
1	First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.	There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.
2	Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.	Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

**Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment**

Problem Statement	Root Cause	
1	High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.	There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

**Performance Objective 4**  **HB3 Goal**

The percentage of 1st grade and 2nd grade students who meet NWEA MAP Growth measure in Reading and Math will increase by 15% by May 2026.

**Evaluation Data Source:** EOY MAP Achievement Status/Growth Reports

**Strategy 1**

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement.

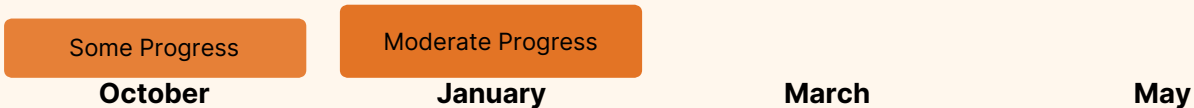
**Staff Responsible for Monitoring:** Administration, instructional coaches, and teachers.

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Formative Reviews**



**Strategy 2**

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

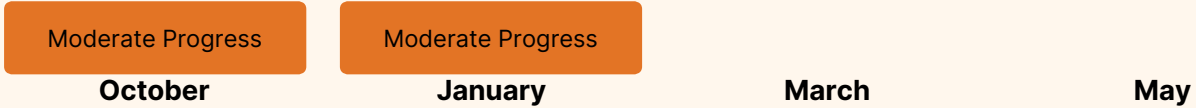
**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

**Formative Reviews**



**Strategy 3**

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

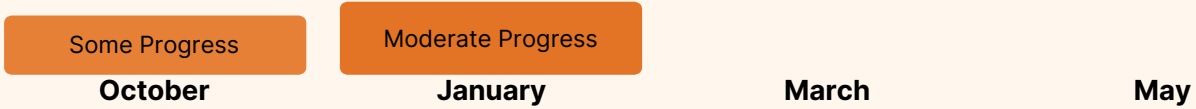
**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**Formative Reviews**



**Strategy 4**

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

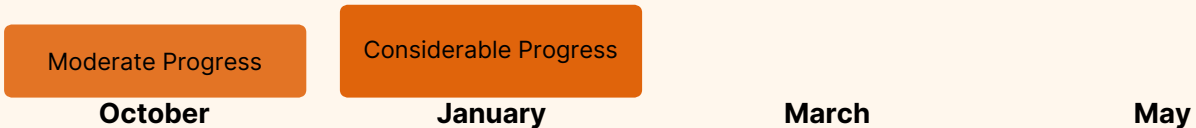
**Staff Responsible for Monitoring:** Administration, instructional Coaches, and teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

**Formative Reviews**



## Strategy 5

Students will use individualized learning paths through IXL, tailored to their MAP assessment data, to support targeted practice and promote mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Increase in MAP growth and student achievement.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 6

MAP Growth Parties will be scheduled to celebrate students who meet their growth goals for MOY and EOY.

**Strategy's Expected Result/Impact:** Increased student MAP growth.

**Staff Responsible for Monitoring:** Administration, Teachers, and Students

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

No Progress

October

Moderate Progress

January

March

May

## Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

**Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention**

	Problem Statement	Root Cause
1	First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.	There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.
2	Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.	Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

**Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment**

	Problem Statement	Root Cause
1	High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.	There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.
2	While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.	Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

**Performance Objective 4 Problem Statements Identifying School Organization**

	Problem Statement	Root Cause
1	While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This	There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for

misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

data-driven planning, lesson internalization, and improving student outcomes.

## Performance Objective 5 HB3 Goal

The percentage of 3rd grade student that score meets grade level expectations or above on the Reading STAAR will increase from 48% to 71% by August of 2030. August of 2026 - 52% August of 2027 - 57%

**Evaluation Data Source:** 2026 STAAR report.

### Strategy 1

All 3rd grade teachers will use Heggerty Bridge to Reading to provide support in decoding and phonemic awareness.

**Strategy's Expected Result/Impact:** Increased student achievement in Reading.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

#### Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

### Strategy 2

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers.

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 3

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

## Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 4

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 5

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers.

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 6

Students at Cannan Elementary will use data trackers to monitor their progress on EOU assessments and MAP, and to set personalized goals for academic growth.

**Strategy's Expected Result/Impact:** Increased student achievement and student ownership

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

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May

## Strategy 7

Students will use individualized learning paths through IXL, tailored to their MAP assessment data, to support targeted practice and promote mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Increase in MAP growth and student achievement.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

Moderate Progress

October

Moderate Progress

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May

### Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

### Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

### Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these

strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

### Performance Objective 5 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

### Performance Objective 6 HB3 Goal

The percentage of 3rd grade student that score meets grade level expectations or above on the Math STAAR will increase from 44% to 65% by August of 2030. August of 2026 - 49% August of 2027 - 53%

**Evaluation Data Source:** 2026 STAAR Report

#### Strategy 1

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Increase student achievement.

**Staff Responsible for Monitoring:** Administration, instructional Coaches, and teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

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## Strategy 2

The instructional leadership team will utilize the Get Better Faster Waterfall framework to deliver actionable, data-driven feedback to teachers based on walkthrough observations and assessment data. Feedback loops will be implemented through targeted instructional coaching to support continuous improvement in classroom instruction.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

## Formative Reviews

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## Strategy 3

Targeted monthly professional development will be provided that is aligned to campus priorities, walkthrough trends, and assessment data.

**Strategy's Expected Result/Impact:** Increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Administration and Instructional Coaches

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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## Strategy 4

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

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## Strategy 5

Students at Cannan Elementary will use data trackers to monitor their progress on EOU assessments and MAP, and to set personalized goals for academic growth.

**Strategy's Expected Result/Impact:** Increased student achievement and student ownership

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

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## Strategy 6

Students will use individualized learning paths through IXL, tailored to their MAP assessment data, to support targeted practice and promote mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Increase in MAP growth and student achievement.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

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### Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

### Performance Objective 6 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-Willis teachers need additional support in understanding campus and district processes and procedures. Without sufficient guidance, these teachers can feel overwhelmed, which may impact their effectiveness and retention.

There is limited training provided to new hires that specifically addresses campus and district processes and expectations. This lack of structured onboarding contributes to new teachers feeling unprepared and overwhelmed as they transition into their roles.

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

### Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these

strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

### Performance Objective 6 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

### Performance Objective 7

Students who receive services through special education will increase their STAAR performance in Math, Reading, and Science by 5% by May 2026.

**Evaluation Data Source:** 2026 STAAR performance report

#### Strategy 1

Special education and general education teachers will receive professional development on accommodations, instructional strategies, and using MAP data to support academic growth and access to the general education curriculum for students.

**Strategy's Expected Result/Impact:** Increase in student achievement for students receiving special education services.

**Staff Responsible for Monitoring:** Administration, Special Education Teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

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## Strategy 2

Teachers will utilize data notebooks to track and analyze MOU and EOU assessment data to monitor student growth.

**Strategy's Expected Result/Impact:** Increased student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers - including special education teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

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## Strategy 3

Students at Cannan Elementary will use data trackers to monitor their progress on EOU assessments and MAP, and to set personalized goals for academic growth.

**Strategy's Expected Result/Impact:** Increased student achievement and student ownership

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

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## Strategy 4

Students will use individualized learning paths through IXL, tailored to their MAP assessment data, to support targeted practice and promote mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Increase in MAP growth and student achievement.

**Staff Responsible for Monitoring:** Administrators and Teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

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## Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

## Performance Objective 8

Students who meet the criteria as an Emergent Bilingual student will increase the percentage of meeting grade level expectations in Reading, Math, and Science STAAR by at least 5% by May 2026.

**Evaluation Data Source:** 2026 Reading, Math, and Science STAAR performance report

### Strategy 1

Instructional staff will receive professional development on delivering high-quality instruction and implementing effective linguistic accommodations to support Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administrators, Instructional Coaches

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

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## Strategy 2

Students who meet the criteria as an Emergent Bilingual student will use IXL to engage in TELPAS-aligned practice activities that support growth in listening, speaking, reading, and writing domains.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administrators, Teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

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## Strategy 3

Bilingual teachers will implement the new phonics program, Benchmark Spanish - Taller de Fonética, to enhance foundational Spanish literacy skills for Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

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## Performance Objective 8 Problem Statements Identifying Demographics

### Problem Statement

### Root Cause

2

An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

## Performance Objective 8 Problem Statements Identifying Student Achievement

### Problem Statement

### Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 8 Problem Statements Identifying Curriculum, Instruction, and Assessment

### Problem Statement

### Root Cause

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 9

50% of students who meet the criteria as an Emergent Bilingual student will meet or exceed their projected growth on the EOY MAP assessment.

**Evaluation Data Source:** End of Year MAP growth reports

### Strategy 1

Instructional staff will receive professional development on delivering high-quality instruction

and implementing effective linguistic accommodations to support Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administrators, Instructional Coaches

**Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

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## Strategy 2

Students who meet the criteria as an Emergent Bilingual student will use IXL to engage in TELPAS-aligned practice activities that support growth in listening, speaking, reading, and writing domains.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administrators, Teachers

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

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## Strategy 3

Bilingual teachers will implement the new phonics program, Benchmark Spanish - Taller de Fonética, to enhance foundational Spanish literacy skills for Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

## Formative Reviews

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### Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

### Performance Objective 9 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

### Performance Objective 9 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

### Performance Objective 10

Students who meet the criteria as an Emergent Bilingual student will demonstrate growth in English

language proficiency by improving in at least one domain on the TELPAS assessment.

**Evaluation Data Source:** 2026 TELPAS

### Strategy 1

Instructional staff will receive professional development on delivering high-quality instruction and implementing effective linguistic accommodations to support Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

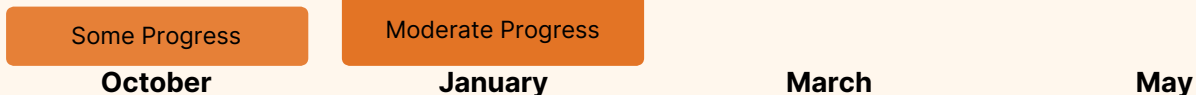
**Staff Responsible for Monitoring:** Administrators, Instructional Coaches

**Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews



### Strategy 2

Students who meet the criteria as an Emergent Bilingual student will use IXL to engage in TELPAS-aligned practice activities that support growth in listening, speaking, reading, and writing domains.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

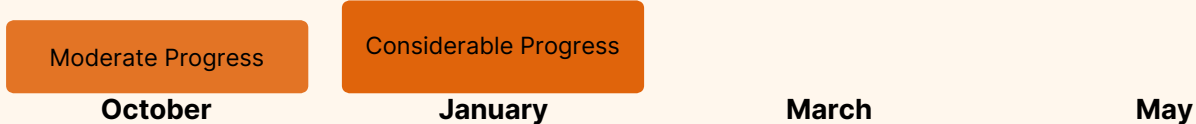
**Staff Responsible for Monitoring:** Administrators, Teachers

**Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews



### Strategy 3

Bilingual teachers will implement the new phonics program, Benchmark Spanish - Taller de Fonética, to enhance foundational Spanish literacy skills for Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Increase student achievement for Emergent Bilingual students.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Formative Reviews**

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## Performance Objective 10 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

An increase in the number of students receiving Special Education services and those identified as English Learners has created a greater need for differentiated instruction, specialized supports, and additional resources within the classroom environment to meet their academic and developmental needs.

The growth in the Special Education and English Learner populations has increased the demand for individualized supports and services. This rise has made it challenging to maintain adequate staffing and resources, resulting in staff being stretched thin and impacting the ability to consistently meet all students' diverse needs.

## Performance Objective 10 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 10 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 11

100% of Cannan teachers will consistently implement the districted adopted instructional materials by October 2025.

**Evaluation Data Source:** Walkthrough data

### Strategy 1

Administrators and instructional coaches will attend weekly collaborative planning meetings to

support the effective use of lesson internalization protocols and ensure a clear understanding and consistent implementation of instructional materials.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

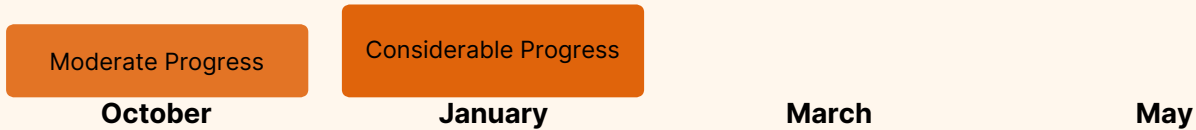
**Staff Responsible for Monitoring:** Administrators, Instructional Coaches

**Problem Statements:** Curriculum, Instruction, and Assessment 2 - School Organization 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

### Formative Reviews



## Strategy 2

Administrators and instructional coaches will conduct walkthroughs at least twice a month using a "look-for" document to monitor and support the effective implementation of high-quality instructional materials (HQIM) in the classroom.

**Strategy's Expected Result/Impact:** Increase in Tier 1 instruction

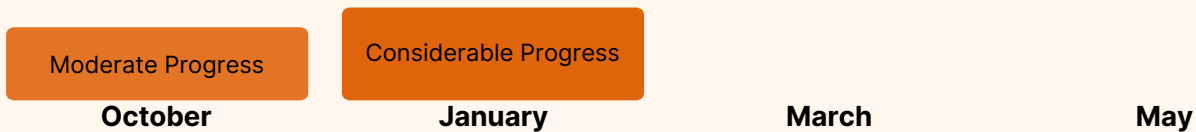
**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews



## Performance Objective 11 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional

support.

## Performance Objective 11 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

## Performance Objective 11 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 11 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

## Performance Objective 12

85% of teachers will report high confidence in HQIM materials by the end of the 2026 school year.

**Evaluation Data Source:** Campus/staff survey data

## Strategy 1

Training on high-quality instructional materials (HQIM) will be provided at the beginning of the year and continued throughout the year, with ongoing campus-based coaching and support to ensure effective implementation.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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## Strategy 2

Teachers will use the internalization protocols provided in both SAVVAS and Bluebonnet to deepen their understanding and effective implementation of high-quality instructional materials (HQIM).

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews

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Moderate Progress

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## Strategy 3

Observation, feedback, and coaching cycles will be implemented to support teacher growth and

HQIM implementation.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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## Performance Objective 12 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 12 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.

Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

## Performance Objective 12 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 13

100% of Cannan teachers will use unit/lesson internalization protocols at least once a week during planning time.

## Strategy 1

Campus administrators, instructional coaches, and district personnel will observe PLCs and collaborative planning using established protocols and teacher materials to verify lesson internalization. Observational data will be reviewed quarterly during campus leadership team meetings and district principal meetings.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum and increase in student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, District Personnel

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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## Strategy 2

All grade-level teams will engage in collaborative meetings at least twice per week, with a focus on internalizing high-quality instructional materials (HQIM) for reading and math using established protocols, and analyzing student data to inform instruction.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum and increase in student achievement.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, and teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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## Performance Objective 13 Problem Statements Identifying Student Achievement

### Problem Statement

### Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 13 Problem Statements Identifying Curriculum, Instruction, and Assessment

### Problem Statement

### Root Cause

1

High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.

There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.

2

While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.

Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 13 Problem Statements Identifying School Organization

### Problem Statement

### Root Cause

1

While collaborative team (CT) meetings are scheduled regularly, their intended purpose--focused lesson internalization, data analysis, and instructional planning--is not consistently upheld. This misalignment leads to missed opportunities for targeted instructional improvements and hampers student achievement.

There needs to be more targeted support and monitoring to help teachers understand the purpose and value of Collaborative Team (CT) time, resulting in inconsistent use of this protected time for data-driven planning, lesson internalization, and improving student outcomes.

## Performance Objective 14

Cannan Elementary will achieve an overall student attendance rate of 96% for the 2025-2026 school year.

**Evaluation Data Source:** End of year attendance data

## Strategy 1

To increase attendance, Cannan Elementary will implement positive reinforcement strategies such as monthly individual recognition and incentives, and grade-level and class competitions with rewards.

**Strategy's Expected Result/Impact:** Increase student attendance

**Staff Responsible for Monitoring:** Administration, Teachers

**Problem Statements:** Demographics 1

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Performance Objective 14 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While overall attendance at Cannan Elementary is improving, the campus has not yet consistently met the district goal of 95% daily attendance.

There is a lack of consistent, campus-wide communication procedures with parents when a student's attendance becomes a concern. More proactive and timely steps are needed to address attendance issues before they become chronic.

## Performance Objective 15

By May 2026, Cannan Elementary will reduce the number of discipline referrals related to inappropriate contact, classroom disruption, and disrespect by 30%.

**Evaluation Data Source:** End of year discipline referral data

## Strategy 1

Cannan's Behavior Coalition will meet monthly to review discipline and behavior data and make necessary decisions and evaluate effectiveness of campus expectations and systems.

**Strategy's Expected Result/Impact:** Determine changes to behavior systems.

**Staff Responsible for Monitoring:** Administration, Counselor

**Problem Statements:** School Culture and Climate 1

**Title I:**

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 2

Cannan staff will consistently use Cannan Cash to positively reinforce students for meeting behavior expectations. Students will have the opportunity twice a month, at minimum, to redeem their cash for items from a grade-level-specific Cannan Cart.

**Strategy's Expected Result/Impact:** Increase in student's meeting the behavior expectations.

**Staff Responsible for Monitoring:** Administration, Counselor, Behavior Paraprofessional

**Problem Statements:** School Culture and Climate 1

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

## Performance Objective 15 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus-wide behavior expectations and positive rewards are not being enforced consistently across all settings, leading to confusion among students and inconsistencies in behavior management.

There is a lack of clear, campus-wide understanding of behavior expectations and how to effectively implement the positive reward system. Consistent training and ongoing monitoring are needed to ensure all staff are aligned in their approach to behavior management and reinforcement.

## Performance Objective 16

By May 2026, 100% of staff and students will contribute to a safe learning environment by consistently

following established safety, behavior, and maintenance protocols.

**Evaluation Data Source:** Safety drill logs, discipline data, and monthly facility reports

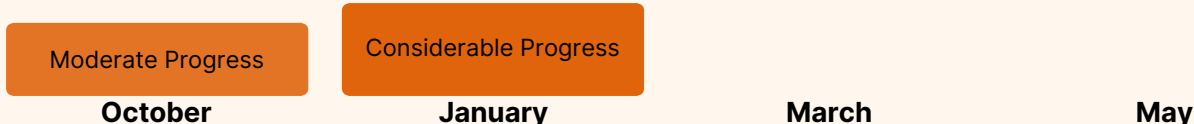
### Strategy 1

Provide monthly safety reminders to staff to reinforce procedures and promote a safe and secure working environment.

**Strategy's Expected Result/Impact:** Maintain a safe learning environment.

**Staff Responsible for Monitoring:** Administration, Office Staff

#### Formative Reviews



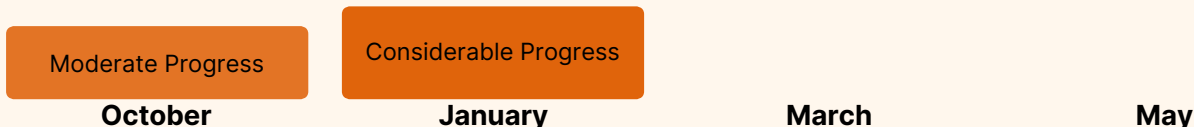
### Strategy 2

Track work orders for safety items to ensure that they are addressed in a timely manner.

**Strategy's Expected Result/Impact:** Maintain a safe learning environment

**Staff Responsible for Monitoring:** Administration, Teachers, Office Staff

#### Formative Reviews



## Performance Objective 17

Through the use of Behavior coalition, 100% of classroom teachers will establish norms for classroom climate, routines, and procedures that allow for productive struggle by the end of the 2025-2026 school year.

**Evaluation Data Source:** Behavior Coalition Agendas, Discipline Data, PBIS Data

### Strategy 1

The Cannan Behavior Coalition will meet monthly to discuss PBIS effectiveness, discipline referrals, identify campus wide trends, or needs for specific professional development.

**Strategy's Expected Result/Impact:** Decrease discipline referrals, consistent campus-wide routines and procedures

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

**Problem Statements:** School Culture and Climate 1

**Title I:**

**Formative Reviews**

Moderate Progress

Considerable Progress

**October**

**January**

**March**

**May**

**Performance Objective 17 Problem Statements Identifying School Culture and Climate**

Problem Statement

Root Cause

**1**

Campus-wide behavior expectations and positive rewards are not being enforced consistently across all settings, leading to confusion among students and inconsistencies in behavior management.

There is a lack of clear, campus-wide understanding of behavior expectations and how to effectively implement the positive reward system. Consistent training and ongoing monitoring are needed to ensure all staff are aligned in their approach to behavior management and reinforcement.

# Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

## Performance Objective 1

By May 2026, Cannan Elementary will increase the number of TIA-eligible teachers from 0 to at least 3 by identifying qualifying candidates, providing targeted support in collecting required evidence--including student growth data and teacher observation ratings--and ensuring the timely and accurate completion of all Texas Incentive Allotment (TIA) designation submission requirements.

**Evaluation Data Source:** MAP growth reports, observation and walkthrough data from GroweLab, STAAR data

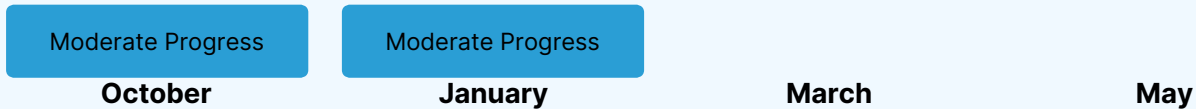
### Strategy 1

Align T-TESS goals to CIP and Domain 1 to Internalization (former planning) to ensure student growth and success.

**Strategy's Expected Result/Impact:** Alignment and increase student growth.

**Staff Responsible for Monitoring:** Administration, Teachers

#### Formative Reviews



## Performance Objective 2

By June 2026, Cannan Elementary budgeting process will be fully aligned with district guidelines to ensure the efficient, accurate, and ethical management of campus resources.

**Evaluation Data Source:** Campus budget audit and district monitoring.

### Strategy 1

All campus funding decisions will align with Campus Improvement Plan priorities. Quarterly budget reviews with leadership will ensure transparency and support for key instructional initiatives.

**Staff Responsible for Monitoring:** Administration

## Formative Reviews

Moderate Progress

**October**

Considerable Progress

**January**

**March**

**May**

## Development

# Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

### Performance Objective 1

All instructional staff at Cannan Elementary will engage in professional development focused on the effective implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) aligned with the Effective Schools Framework.

**Evaluation Data Source:** Internalization protocols, walkthroughs, sign-in sheets, CT meetings

#### Strategy 1

Training on high-quality instructional materials (HQIM) will be provided at the beginning of the year and continued throughout the year, with ongoing campus-based coaching and support to ensure effective implementation.

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

#### Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

#### Strategy 2

Teachers will use the internalization protocols provided in both SAVVAS and Bluebonnet to deepen their understanding and effective implementation of high-quality instructional materials (HQIM).

**Strategy's Expected Result/Impact:** Strengthen teacher confidence in understanding and delivering the new curriculum.

**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

## **Formative Reviews**

Some Progress

**October**

Moderate Progress

**January**

**March**

**May**

## Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause	
1	While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.	A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause	
2	Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.	Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

## Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause	
1	High - yield instructional strategies are not consistently implemented across classrooms to engage students in higher-order thinking.	There is a need for additional training on how to implement and utilize high-yield instructional strategies effectively, as well as consistent monitoring to ensure these strategies are being used to promote higher-order thinking across classrooms.
2	While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.	Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 2

Administrators and instructional coaches will deliver timely, actionable feedback aligned with the Effective Schools Framework and support the implementation of HQIM and lesson internalization.

## Strategy 1

With instructional coaches participating and providing guidance, all grade-level teams will hold collaborative meetings at least twice per week to focus on internalizing high-quality instructional materials (HQIM).

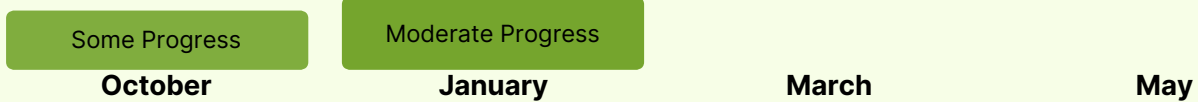
**Strategy's Expected Result/Impact:** Increased alignment and increase instructional capacity among teachers.

**Staff Responsible for Monitoring:** Instructional Coaches, Teachers

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

**Title I:** 2.5.1, 2.5.3

### Formative Reviews



## Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause	
1	While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.	A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

## Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause	
2	Campus-wide professional development sessions do not consistently engage staff or address specific grade-level needs. Additionally, there is a lack of hands-on application, limiting teachers' ability to internalize and implement new strategies effectively.	Due to time constraints and limited staffing, professional development is often designed to be general rather than tailored to specific grade-level needs. This lack of targeted, hands-on training contributes to reduced implementation of strategies in the classroom.

## Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause	
2	While students are showing growth on campus assessments, MAP, and district interims, a significant number are still not reaching the Approaches level of performance.	Teachers--especially those who are bilingual or new to the profession--need consistent, targeted professional development and coaching focused on effective Tier 1 instruction and evidence-based best practices to improve student outcomes.

## Performance Objective 3

By May 2026, Cannan Elementary will establish a campus-wide career mentor program that engages staff, students, and community members to promote career awareness and student goal-setting. The program will include structured mentoring opportunities, classroom presentations, and career exploration activities to ensure that 100% of students participate in at least one mentoring or career-related experience annually.

**Evaluation Data Source:** Events calendar, EQ presentations

## Strategy 1

Integrate Career Exploration through Career Day and Morning Meetings.

**Strategy's Expected Result/Impact:** Students will be exposed to various careers.

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

**Problem Statements:** Demographics 1

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While overall attendance at Cannan Elementary is improving, the campus has not yet consistently met the district goal of 95% daily attendance.

There is a lack of consistent, campus-wide communication procedures with parents when a student's attendance becomes a concern. More proactive and timely steps are needed to address attendance issues before they become chronic.

## Performance Objective 4

Cannan Elementary teachers will implement a campus-wide data tracker to monitor and utilize student performance data. The data will be used to identify individual student needs and inform decisions for enrichment, intervention, and remediation to support academic growth.

**Evaluation Data Source:** MTSS meetings, local and state assessment data

## Strategy 1

Teachers will use a data tracker to track individual student data on MOU, EOU, and MAP assessments to determine needs for interventions, enrichment, and monitor student growth.

**Strategy's Expected Result/Impact:** Student growth

**Staff Responsible for Monitoring:** Teachers  
Coaches  
Admin

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 2

Teachers and administrators will utilize a Data Wall in the CT room to track student progress and growth using individual student data cards. The wall will display STAAR and MAP (BOY, MOY, EOY) projection data, along with demographic information and special population indicators for each student to monitor performance over time.

**Strategy's Expected Result/Impact:** Student Growth

**Staff Responsible for Monitoring:** Teachers

Coaches

Admin

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Performance Objective 5

Cannan teachers will help students take ownership of their learning by guiding them to set goals, track their progress, and reflect on their growth in ways that support both their learning and personal success.

**Evaluation Data Source:** Student data trackers and goal setting documents

## Strategy 1

Teachers will guide students in setting goals after the BOY MAP assessment to work toward MOY and EOY targets. Students will track their progress on MOY and EOY MAP assessments as well as MOU and EOU assessments, and will set learning goals based on their results.

**Strategy's Expected Result/Impact:** Students take ownership of their learning

**Staff Responsible for Monitoring:** Admin, Teachers

**Problem Statements:** Student Achievement 1

**Title I:** 2.5.1, 2.5.3

## Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

## Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Cannan has made progress in student achievement, a significant number of students are still not meeting the Approaches or above on assessments.

A lack of consistent implementation of deeper questioning strategies (DOK) and aggressive progress monitoring during Tier 1 instruction limits students' opportunities to develop higher-level thinking skills and hinders timely identification of those needing additional support.

# Goal 4 We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

## Performance Objective 1

By May 2026, Cannan Elementary will implement district safety protocols and inclusive practices with fidelity, leading to 90% of students, staff, and families to report feeling physically safe, emotionally supported, and respected.

**Evaluation Data Source:** Campus surveys

### Strategy 1

Cannan Elementary students will participate in guidance lessons on Bullying Education and the R U Ok program.

**Strategy's Expected Result/Impact:** Increased safety

**Staff Responsible for Monitoring:** Counselor

**Problem Statements:** School Culture and Climate 1

**Title I:** 2.5.3

### Formative Reviews

Moderate Progress

Accomplished

October

January

March

May

## Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus-wide behavior expectations and positive rewards are not being enforced consistently across all settings, leading to confusion among students and inconsistencies in behavior management.

There is a lack of clear, campus-wide understanding of behavior expectations and how to effectively implement the positive reward system. Consistent training and ongoing monitoring are needed to ensure all staff are aligned in their approach to behavior management and reinforcement.

## Performance Objective 2

By May 2026, Cannan Elementary will strengthen partnerships with families and the broader community through increased outreach, consistent engagement, and collaboration--resulting in at least a 10% increase in family and community participation in school events, feedback opportunities, and volunteer programs.

**Evaluation Data Source:** Volunteer sign-up, sign-in sheets, feedback opportunities

### Strategy 1

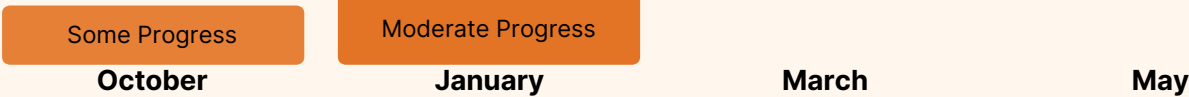
Host four events (2 per semester) to increase parent engagement and provide parents the opportunity to learn about how they can support their child's learning in Reading, Math, SCI, and growth on STAAR.

**Strategy's Expected Result/Impact:** Increase parent involvement and student academic growth.

**Staff Responsible for Monitoring:** Admin  
Coaches  
Teachers

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

### Formative Reviews



## Performance Objective 3

Campus leadership and staff will build and maintain genuine, trust-based relationships with students, families, and colleagues by consistently modeling clear expectations, providing timely and constructive feedback, and fostering open communication. This ongoing work will result in at least 90% positive responses on the May 2026 campus culture and climate surveys in the areas of trust, communication, and mutual respect.

**Evaluation Data Source:** Campus Surveys

### Strategy 1

Feedback will be collected from families during our Parent Engagement Events via Google forms.

**Strategy's Expected Result/Impact:** Increase in parent feedback that supports the growth of the campus climate.

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Family and Community Engagement 2

## Formative Reviews

No Progress

October

Moderate Progress

January

March

May

## Strategy 2

All teachers will utilize DOJO to regularly communicate with parents and have two parent-conference days.

**Strategy's Expected Result/Impact:** Increase communication and collaboration between parents and teachers to support their student's success.

**Staff Responsible for Monitoring:** Teachers, Administrators

**Problem Statements:** Family and Community Engagement 1, 2

## Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

## Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

While parent participation in after-hours events has increased, there is minimal parent involvement during the school day, including limited participation in the PTO and the WATCH (volunteer) program.

There needs to be more communication with parents about the impact of participating in school-day events on their child's learning and there are no flexible opportunities or varied time options for parent involvement that accommodate different family schedules.

2

Many parents are not consistently utilizing the Parent Portal or checking email, which results in gaps in communication and limits their awareness of campus events, student progress, and how to support their student's academic growth.

There is limited support and guidance provided to parents on how to effectively use the Parent Portal and access school communication through email. Additionally, inconsistent communication between teachers and parents regarding student academic progress and strategies for at-home support creates gaps in engagement and understanding.

## Performance Objective 4

Staff will build and maintain genuine, trust-based relationships with students by consistently modeling clear expectations, providing constructive feedback, and fostering open communication across the campus.

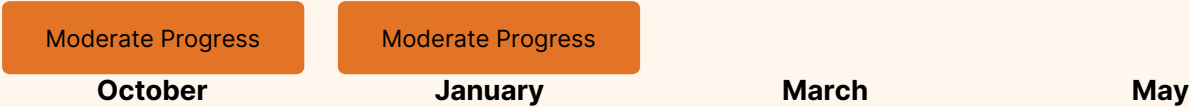
### Strategy 1

Teachers will be trained on implementing PBIS across the campus, behavior support, and school policies and procedures.

**Strategy's Expected Result/Impact:** Safe, consistent, and supportive school environment for all students.

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

#### Formative Reviews



# Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

## Performance Objective 1

By May 2026, Cannan Elementary will increase family engagement and communication satisfaction by distributing monthly campus newsletters via Smore , weekly social media posts, and class DOJO.

**Evaluation Data Source:** Platform engagement, attendance at campus events

### Strategy 1

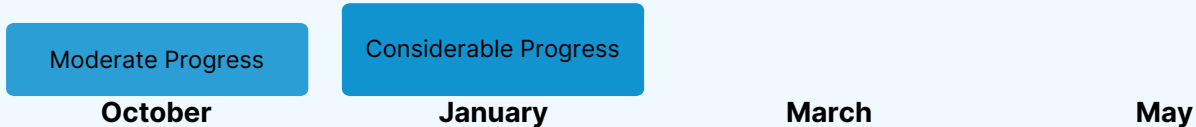
The Principal Newsletters will be distributed via email, shared through Dojo and social media platforms to provide all stakeholders with information regarding campus events, updates, and reminders.

**Strategy's Expected Result/Impact:** Increase parent awareness.

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

**Problem Statements:** Family and Community Engagement 2

#### Formative Reviews



### Strategy 2

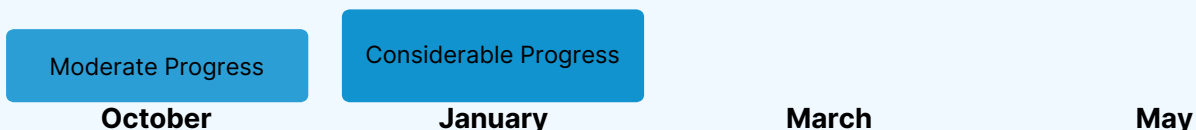
Teachers will send a weekly "Peek of the Week" to all parents via DOJO to inform them of upcoming activities and their child's learning focus for the week.

**Strategy's Expected Result/Impact:** Increase parent awareness.

**Staff Responsible for Monitoring:** Teachers

**Problem Statements:** Family and Community Engagement 2

#### Formative Reviews



## Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

Many parents are not consistently utilizing the Parent Portal or checking email, which results in gaps in communication and limits their awareness of campus events, student progress, and how to support their student's academic growth.

There is limited support and guidance provided to parents on how to effectively use the Parent Portal and access school communication through email. Additionally, inconsistent communication between teachers and parents regarding student academic progress and strategies for at-home support creates gaps in engagement and understanding.

## Performance Objective 2

By May 2026, the campus leadership team will gather input on the effectiveness and clarity of campus communication by collecting feedback from at least 80% of staff and 30% of families through surveys and/or focus groups.

**Evaluation Data Source:** Campus and Parent surveys

### Strategy 1

By October 2025, distribute a communication survey to families and staff to assess current communication perceptions, identify communication gaps, and gather data on preferred methods of communication.

**Strategy's Expected Result/Impact:** Gather data of communication preferences, understanding of communication perception

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Family and Community Engagement 2

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

### Strategy 2

Distribute survey to staff and families at the end of December 2025 and March 2026 to evaluate the effectiveness of communication and make necessary adjustments.

**Strategy's Expected Result/Impact:** Increase communication

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Family and Community Engagement 2

**TEA Priorities:** Improve low-performing schools

**Formative Reviews**

No Progress

Considerable Progress

**October**

**January**

**March**

**May**

**Performance Objective 2 Problem Statements Identifying Family and Community Engagement**

Problem Statement

Root Cause

**2**

Many parents are not consistently utilizing the Parent Portal or checking email, which results in gaps in communication and limits their awareness of campus events, student progress, and how to support their student's academic growth.

There is limited support and guidance provided to parents on how to effectively use the Parent Portal and access school communication through email. Additionally, inconsistent communication between teachers and parents regarding student academic progress and strategies for at-home support creates gaps in engagement and understanding.