

Decatur Independent School District



Rann Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

Board Approval Date:
September 21, 2026

Public Presentation Date:
September 21, 2026

Mission Statement

At Rann Elementary, every student matters, every student is challenged, and every student is supported to grow and succeed. We are a genuine, collaborative team committed to excellence, accountability, growth, leadership, and empathy. Together, we ensure that students and staff leave each day feeling accomplished, valued, and knowing they matter.

Vision

Every student will grow, succeed, and SOAR onward.

Value Statement

Excellence. Accountability. Growth Mindset. Listening and Leadership. Empathy.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	16
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Student Data: Assessments	19
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	20
Employee Data	20
Parent/Community Data	21
Support Systems and Other Data	21
Priorities	22
Priority 1 : Nurture learning to ensure high performance	23
Priority 2 : Invests in faculty & staff growth to ensure a highly engaged staff	27
Priority 3 : Fosters a culture of excellence with family & community support	32
Priority 4 : Fiscal responsibility & transparency & maximize community investment	36



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Rann Elementary Comprehensive Needs Assessment Overview

Rann Elementary's 2026–2027 Comprehensive Needs Assessment reflects a campus with **strong relationships, established instructional systems, engaged staff, and a clear commitment to improving outcomes for every student**. Analysis of demographic, student achievement, school process, and perception data identifies **high-quality Tier 1 instruction and individual student growth as the primary instructional priorities**. This need is especially significant for students receiving special education services, as Rann was identified for **Targeted Support and Improvement in 2026**, with the current Special Education student group demonstrating a three-year pattern of missed accountability indicators. In response, the campus has strengthened systems for intervention, progress monitoring, data-driven decision making, and professional learning. Rann's redesigned master schedule provides a daily one-hour WIN block for all students, a 20-minute reteach opportunity, and a protected weekly one-hour PLC. Continued implementation of Bluebonnet Learning, blended learning, MAP data analysis, targeted intervention, and collaboration between general and special education staff will support increased achievement and growth. Stakeholder feedback also indicates a positive staff culture and appreciation for protecting instructional time, while identifying expanded parent involvement in student learning as an opportunity for continued growth. Overall, the CNA demonstrates a need to move from **having strong systems in place to ensuring consistent, high-quality implementation and measurable impact across every classroom and student group**.

Key Priorities Identified

- **Strengthen Tier 1 instruction** through rigorous, TEKS-aligned instruction, Bluebonnet Learning, differentiation, scaffolding, coaching, and professional development.
- **Increase student achievement and individual growth**, with a specific focus on increasing **STAAR growth points for students receiving special education services**.
- **Strengthen intervention and progress monitoring** through the daily one-hour WIN block, flexible needs-based grouping, MAP Learning Continuum, formative assessments, and frequent regrouping.
- **Use weekly PLCs to drive instructional decisions** through TEKS unpacking, student work analysis, assessment data, progress monitoring, and collaborative planning.
- **Ensure consistent implementation of campus systems** across grade levels and classrooms, including Bluebonnet Learning, blended learning, WIN, reteach, and data-driven instruction.
- **Support Emergent Bilingual students** through language-rich Tier 1 instruction, academic vocabulary, scaffolding, student discourse, and continued monitoring of language proficiency.
- **Expand meaningful family engagement**, particularly opportunities for parents to participate in their students' learning and become more involved on campus.
- **Protect instructional time and strengthen staff capacity** through intentional scheduling, reduced interruptions, professional learning, shared leadership, and ongoing staff feedback.

Ultimately, the work centers on one clear idea: **stronger Tier 1 instruction + intentional intervention + consistent progress monitoring = greater growth for every Rann student**.

Demographics

Summary

School Community: Students, Staff, & Community Student Population and Demographics

Rann Elementary is an EE-5 elementary campus in Decatur ISD serving **464 students during the 2025–2026 school year**. The student population reflects a diverse and changing community. Current TEA data indicate that **62.1% of students are economically disadvantaged, 40.3% are emergent bilingual, and 12.7% receive special education services**.

The most recently available detailed student demographic data show that Rann's population is approximately **61% Hispanic and 35% White**, with smaller populations of African American, American Indian, and students identifying with two or more races. This represents a continued demographic shift toward a larger Hispanic student population and highlights the importance of culturally responsive practices, language development, and strong instructional supports for emergent bilingual students.

Gender

Rann serves both male and female students across grades EE-5. Student achievement data will continue to be disaggregated by gender to identify differences in academic performance, growth, attendance, behavior, and access to programs. Campus teams will use disaggregated data during PLC and MTSS processes to ensure that instructional and intervention decisions are responsive to student needs.

Attendance and Mobility

Rann Elementary's most recently reported **attendance rate is 96.4%**, with **6.0% of students identified as chronically absent**. Attendance continues to be an important campus focus because consistent attendance directly impacts access to Tier 1 instruction and opportunities for academic growth.

The most recently available TEA comparison data reported a campus **mobility rate of approximately 11.1%**. Student mobility presents an instructional consideration because students entering throughout the year may have differences in prior curriculum, instructional experiences, assessment data, and intervention history. Systems for quickly identifying the needs of newly enrolled students and integrating them into Tier 1 and intervention structures remain important.

Graduation, Completion, Dropout, and CCMR

Graduation rates, completion rates, dropout rates, and College, Career, and Military Readiness (CCMR) indicators are **not applicable at the campus level for Rann Elementary because Rann serves students in EE-5**.

Although CCMR accountability measures do not apply directly to an elementary campus, Rann contributes to long-term college, career, and military readiness by developing strong foundational literacy, mathematics, science, communication, leadership, problem-solving, and student agency skills.

Student Programs and Special Populations

Rann serves a significant number of students receiving specialized services. Current TEA data indicate:

- **62.1% Economically Disadvantaged**
- **40.3% Emergent Bilingual**
- **12.7% Special Education**

Rann Elementary also provides programming and services that include **One-Way Dual Language Immersion, Early Childhood Special Education (ECSE), tuition-based Prekindergarten, bilingual/ESL services, dyslexia services, and Gifted and Talented services**.

The size of Rann's emergent bilingual population is particularly significant to campus instructional planning. Language development, academic vocabulary, intentional scaffolding, opportunities for student discourse, and differentiated supports must be embedded within Tier 1 instruction rather than viewed solely as intervention strategies.

Advanced Courses

Advanced course enrollment is **not applicable in the same manner as secondary campuses** because Rann serves elementary students. Gifted and Talented programming provides advanced learning opportunities for qualifying elementary students. The campus will continue monitoring identification and participation in GT programming to ensure equitable access across student groups.

Discipline and Student Support

Campus discipline data are reviewed to identify patterns related to grade level, student group, location, behavior type, frequency, and repeated incidents. Rann will continue prioritizing proactive behavioral supports, consistent campus expectations, relationship building, social-emotional development, and early intervention while maintaining high expectations for student behavior and safety.

Discipline data should be reviewed alongside academic, attendance, special education, and intervention data to identify students who may require additional behavioral, social-emotional, or academic supports.

Staffing, Teacher Experience, and Student-Teacher Ratio

For 2025–2026, TEA reports **46.4 full-time staff members and 33.2 full-time teachers** at Rann Elementary, with approximately **14 students per teacher**.

The most recently available detailed staffing data indicate an average teacher experience level of approximately **11.1 years**, with approximately **6.4 years of average teacher tenure within the district**. The teaching staff includes educators ranging from beginning teachers to highly experienced teachers with more than 20 years in education.

Teacher recruitment and retention remain important components of maintaining strong Tier 1 instruction. Campus leadership will continue emphasizing collaborative PLCs, instructional coaching, professional learning, leadership opportunities, supportive working conditions, and a positive campus culture to retain high-quality staff and build instructional capacity.

Paraprofessional Qualifications

Rann employs instructional paraprofessionals who provide support across general education, special education, intervention, and other instructional settings. Paraprofessionals assigned to instructional roles must meet applicable state and federal qualification requirements. Continued professional learning and intentional collaboration between teachers and paraprofessionals are important to ensure that instructional support is aligned with student needs and campus expectations.

Community

Rann Elementary is an integral part of the Decatur community and values strong partnerships among students, staff, families, businesses, volunteers, and community organizations. These relationships contribute to student success and strengthen the sense of connection, belonging, and shared responsibility within the school community.

Rann Elementary's work aligns with Decatur ISD's four strategic pillars: **High-Performing Students, Highly Engaged Staff, Community Engagement, and Strategic Resource Management**. Rann supports high-performing students through rigorous Tier 1 instruction, targeted intervention, and a focus on individual student growth. Highly engaged staff are supported through collaboration, professional learning, shared leadership, and a positive campus culture. Community engagement is strengthened through meaningful opportunities for families and community partners to connect with and support the campus. Strategic resource management ensures that time, personnel, programs, and resources are intentionally aligned to identified student and campus needs.

Through these four pillars, Rann will continue building a collaborative school community focused on ensuring that every student grows, succeeds, and SOARs onward.

Identified Campus Implications

Analysis of school community data identifies several priorities for Rann Elementary. The campus serves a diverse student population with significant percentages of economically disadvantaged and emergent bilingual students. These demographics, combined with student mobility, special education needs, attendance concerns, and differences in academic readiness, reinforce the need for a strong instructional system.

Rann Elementary will continue prioritizing **high-quality Tier 1 instruction, TEKS alignment, intentional scaffolding, language-rich instruction, data-driven PLCs, targeted intervention, progress monitoring, student growth, consistent behavioral expectations, attendance, and family engagement**.

The campus will also continue investing in staff development, collaboration, leadership capacity, and teacher retention to ensure

that every classroom provides students with rigorous, supportive, and responsive learning experiences.

Strengths

Rann Elementary's diverse student population is a strength that enriches learning experiences and builds a culturally responsive school community. Strong relationships among students, staff, families, and community partners create a sense of belonging and shared commitment to student success. A dedicated and experienced staff provides a strong foundation for meeting diverse student needs while maintaining high expectations for growth and achievement.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Students receiving special education services are not consistently demonstrating expected levels of academic growth in reading and mathematics.	Greater alignment is needed among Tier 1 instruction, IEP goals, accommodations, specially designed instruction, intervention, and progress monitoring to ensure instruction is responsive to individual student needs.
2 Rann Elementary's growing Emergent Bilingual population creates an increased need for intentional language and academic supports across all classrooms.	Language-rich instructional strategies, academic vocabulary, scaffolding, and differentiation are not yet implemented consistently across all Tier 1 classrooms.
3 Rann Elementary's high percentage of economically disadvantaged students presents a need for additional academic, social, and instructional supports to ensure equitable opportunities for growth and achievement.	Some students experience differences in access to academic resources, enrichment opportunities, background knowledge, and learning supports outside of the school setting, increasing the importance of strong Tier 1 instruction and targeted support during the school day.

★ = Priority

Student Learning

Summary

Student Achievement

Rann Elementary uses multiple measures to monitor student achievement and academic growth, including STAAR, NWEA MAP Growth, district and campus assessments, classroom formative assessments, grades, progress-monitoring data, special education progress, and English language proficiency data. Data are analyzed throughout the year by grade level, content area, student group, TEKS, and individual student to identify strengths, learning gaps, and instructional priorities.

State Assessment and Academic Growth: Rann Elementary earned an overall **C accountability rating with a score of 73** in the 2025 accountability year. Student Achievement received a score of **70 (C)**, Academic Growth received a score of **71 (C)**, Relative Performance received a score of **69 (D)**, and Closing the Gaps received a score of **76 (C)**. These results demonstrate a continued need to increase both overall achievement and individual student growth. Campus efforts will focus on increasing the percentage of students achieving at Meets and Masters Grade Level while also ensuring that students performing below grade level demonstrate expected or accelerated growth.

Special Education Achievement and Growth: Students receiving special education services represent **12.7% of Rann's current student population** and are a significant area of focus for academic improvement. The August 2026 TEA Identification of Schools for Improvement report identifies Rann Elementary for **Targeted Support and Improvement**. TEA's three-year analysis shows that the current Special Education student group missed **three indicators across three consecutive years**, contributing to the campus identification.

The 2026 data provide additional direction for campus improvement efforts. In **RLA Academic Achievement**, the current Special Education student group received an indicator score of **1**, while in **Mathematics Academic Growth**, the group also received an indicator score of **1**. These data demonstrate the need to focus not only on whether students receiving special education services reach grade-level achievement standards, but also on whether individual students demonstrate sufficient year-to-year academic growth.

Increasing the number of students receiving special education services who earn **STAAR academic growth points** will be a targeted instructional priority for the 2026–2027 school year. Rann will strengthen alignment among high-quality Tier 1 instruction, specially designed instruction, IEP goals, accommodations, targeted intervention, and frequent progress monitoring. General education and special education teachers will collaboratively analyze individual student data during weekly PLCs to identify specific skill deficits, monitor student response to instruction, and adjust supports to accelerate growth.

Local Assessment and Progress Monitoring: NWEA MAP Growth serves as a primary local measure of student achievement and growth in reading and mathematics. BOY, MOY, and EOY MAP data are used to establish individual student growth goals, identify specific areas of strength and need, organize intervention groups, and monitor progress toward grade-level expectations. During 2026–2027, Rann has established a campus goal for **80% of students to meet their individual MAP growth targets in reading and mathematics** by the end of the school year.

MAP RIT bands and the NWEA Learning Continuum are being used to identify specific skill deficits and provide scaffolded instructional supports. Intervention groups have been reorganized based on identified student needs rather than broad ability levels. Short-cycle formative assessments and progress-monitoring measures will be used between MAP benchmark windows to determine whether students are responding to instruction and whether regrouping or instructional adjustments are necessary.

Emergent Bilingual Achievement and Language Development: Emergent Bilingual students currently represent **40.3% of Rann's student population**, making achievement and English language development for this student group an important component of campus instructional planning. TELPAS and other English language proficiency data are analyzed alongside STAAR, MAP, classroom, and formative assessment data to identify academic and language-development needs. The 2026 TEA report shows that the EB Current student group received a **3 for Progress in Achieving English Language Proficiency**, compared with a **4 in both 2024 and 2025**, providing an additional area for continued monitoring.

Tier 1 instruction will emphasize academic vocabulary, student discourse, language-rich instructional practices, intentional scaffolding, and differentiated supports so that Emergent Bilingual students have access to rigorous grade-level content while continuing to develop English proficiency.

Grades, Retention, and Student Progress: Student grades, classroom formative assessments, intervention data, progress-monitoring results, and teacher observations provide additional measures of student achievement. Students demonstrating insufficient progress are identified through weekly PLC and MTSS processes so instructional adjustments and additional supports can occur as early as possible. Retention decisions are considered using multiple measures of student performance, with an emphasis on early identification and intervention to address learning gaps before retention becomes necessary.

Overall Instructional Implication: Current achievement data indicate that Rann must continue strengthening **high-quality Tier 1 instruction while increasing individual student growth**, with particular attention to students receiving special education services. Rann's **73/C accountability rating, 71 Academic Growth score, 2026 Targeted Support and Improvement identification, and three-year pattern of missed indicators for the current Special Education student group** provide a clear rationale for this instructional priority.

For 2026–2027, Rann will prioritize rigorous TEKS-aligned Tier 1 instruction, weekly data-driven PLCs, intentional scaffolding, targeted intervention, frequent progress monitoring, and stronger collaboration between general and special education staff. **Increasing STAAR growth points for students receiving special education services and achieving the campus goal of 80% of students meeting individual MAP growth targets in reading and mathematics will serve as key measures of progress.**

Strengths

Rann Elementary demonstrates strengths in its continued focus on **student growth, data-driven instruction, and early identification of individual student needs**. Current data show areas of improvement across student groups, including stronger performance in several 2026 accountability indicators compared to previous years. The campus has established strong systems through **weekly PLCs, NWEA MAP data analysis, targeted intervention, and collaboration between general and special education staff** to support continued academic growth for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Rann Elementary continues to demonstrate a need for increased overall student achievement and academic growth, as reflected by a 2025 Student Achievement score of 70 and Academic Growth score of 71.	Tier 1 instruction is not yet consistently rigorous, TEKS-aligned, and responsive to student data across all classrooms, resulting in variability in student mastery and growth.
2 Students receiving special education services are not consistently demonstrating sufficient academic achievement and growth, contributing to Rann's 2026 Targeted Support and Improvement identification.	Greater alignment is needed among Tier 1 instruction, specially designed instruction, IEP goals, accommodations, intervention, and progress monitoring. Instructional planning must place increased emphasis on individual student growth and intentionally targeting the skills necessary for students to earn STAAR growth points.
3 Student assessment data indicate varying levels of mastery and unfinished learning in reading and mathematics, requiring more intentional differentiation and intervention based on individual skill deficits.	Campus systems for using MAP, STAAR, formative assessment, and progress-monitoring data to identify specific skill gaps, create flexible intervention groups, monitor mastery, and adjust instruction have not been implemented consistently across all grade levels.

★ = Priority

School Processes & Programs

Summary

Programs and Processes

Curriculum and Instruction: Rann Elementary's primary instructional focus for the 2026–2027 school year is strengthening **high-quality Tier 1 instruction** to increase student achievement and individual academic growth. Teachers utilize district-adopted, TEKS-aligned curriculum, including **Bluebonnet Learning**, while using STAAR, NWEA MAP Growth, formative assessments, and classroom data to identify student needs and adjust instruction. MAP RIT bands and the NWEA Learning Continuum are used to identify specific skill deficits and plan scaffolded supports. Instructional practices emphasize rigor, differentiation, student engagement, and ensuring all students have access to grade-level instruction.

Professional Development: Professional learning is intentionally aligned with campus instructional priorities and identified student needs. Areas of focus include strengthening Tier 1 instruction, effective implementation of **Bluebonnet Learning**, unpacking and understanding the TEKS, utilizing NWEA MAP data and resources, differentiation and scaffolding, special education supports, and effective intervention practices. Professional development also includes implementation of a **blended-learning instructional model**, with an emphasis on purposeful integration of teacher-led instruction, small-group instruction, student collaboration, and individualized digital learning. Teachers receive ongoing support through campus professional development, instructional coaching, collaborative planning, weekly PLCs, classroom walkthroughs, peer walkthroughs, and timely feedback. Professional learning is designed to build teacher capacity and increase consistency of high-quality instructional practices across classrooms.

PLCs and Data-Driven Decision Making: A protected **weekly one-hour PLC** is embedded within the master schedule to provide dedicated time for collaborative instructional planning and data analysis. PLCs focus on unpacking TEKS, analyzing student work and assessment results, identifying misconceptions and skill gaps, planning rigorous instruction, and monitoring student growth. STAAR, MAP, formative assessment, intervention, special education, and classroom data are used to determine instructional next steps and identify students requiring additional support or enrichment.

Intervention and WIN: Rann has established a daily **one-hour WIN (What I Need) block** in which **every student receives targeted instruction based on his or her specific academic needs**. WIN groups are intentionally organized according to identified skill needs rather than broad ability levels and provide opportunities for intervention, reinforcement, acceleration, and enrichment. MAP RIT bands, the NWEA Learning Continuum, STAAR data, classroom assessments, and progress-monitoring results are used to develop and adjust groups. Groups remain flexible so students can move as needs change and skills are mastered. A **blended-learning model** is incorporated within intervention to provide individualized practice alongside targeted teacher-led instruction.

Reteach and Progress Monitoring: In addition to the WIN block, the master schedule includes a daily **20-minute end-of-day reteach opportunity**. This allows teachers to respond quickly to misconceptions and unfinished learning identified during daily instruction rather than waiting for the next intervention cycle. Short-cycle formative assessments and progress-monitoring data are used to determine student mastery, evaluate the effectiveness of intervention, and identify when instructional adjustments or regrouping are necessary.

Special Education Processes: Rann is strengthening collaboration between general and special education staff to improve achievement and academic growth for students receiving special education services. Campus processes emphasize alignment among high-quality Tier 1 instruction, specially designed instruction, IEP goals, accommodations, WIN intervention, and progress monitoring. In response to Rann's 2026 Targeted Support and Improvement identification, increasing **STAAR academic growth points for students receiving special education services** is a targeted campus priority. General and special education teachers collaborate to analyze individual student performance and determine instructional responses designed to accelerate growth.

Leadership and Decision Making: Rann utilizes a **distributed leadership model** to increase staff ownership and build leadership capacity across the campus. An Instructional Leadership Team and campus committees provide structured opportunities for staff members to participate in decision making, problem solving, campus improvement, and school initiatives. Leadership decisions are informed by student achievement data, staff input, identified campus needs, and alignment with district goals.

Communication and Community Engagement: Rann prioritizes consistent and transparent communication among administration, staff, students, families, and community stakeholders. Multiple communication methods are used to share campus information, celebrate accomplishments, communicate expectations, and create opportunities for family participation. Campus efforts align with Decatur ISD's four strategic pillars of **High-Performing Students, Highly Engaged Staff, Community Engagement, and**

Strategic Resource Management.

Organization, Scheduling, and Support Services: The 2026–2027 master schedule has been intentionally redesigned to protect high-quality Tier 1 instructional time while creating dedicated structures for intervention, reteaching, collaboration, and professional learning. A daily **one-hour WIN block provides targeted instruction for every student based on specific academic needs**, while an additional **20-minute reteach block** provides immediate opportunities to address learning gaps. The schedule also protects a **weekly one-hour PLC** for collaborative planning, data analysis, and instructional decision making. Counseling, special education, dyslexia, bilingual/ESL, MTSS, gifted and talented, and other support services are intentionally coordinated with classroom instruction to provide comprehensive student support while protecting access to rigorous Tier 1 instruction.

Student Leadership and Enrichment Opportunities: Rann provides opportunities for students to develop leadership, responsibility, communication skills, and a sense of belonging beyond traditional classroom instruction. Student leadership and enrichment opportunities are provided across grade levels and reinforce the campus **Eagle Expectations: Excellence, Accountability, Growth Mindset, Listening & Leadership, and Empathy**. These experiences support the development of the whole child while providing opportunities for students to contribute meaningfully to the campus community.

Technology Integration: Technology is integrated into Tier 1 instruction, WIN intervention, blended learning, assessment, and progress monitoring. Students participate in scheduled Technology Applications instruction aligned with required standards. Digital instructional programs are used purposefully within the **blended-learning model** to differentiate learning, reinforce targeted skills, and provide individualized practice while supplementing rather than replacing high-quality teacher-led instruction.

Strengths

Rann Elementary demonstrates strong school processes through **protected Tier 1 instructional time, a daily one-hour WIN intervention block, and weekly PLCs focused on data-driven instructional decisions**. Intentional use of **Bluebonnet Learning, NWEA MAP data, blended learning, progress monitoring, and targeted intervention** provides multiple systems for responding to individual student needs. Collaborative leadership structures, ongoing professional development, and coordinated student support services further strengthen staff capacity and create shared responsibility for student growth and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 High-quality Tier 1 instructional practices are not yet implemented consistently across all classrooms and grade levels.	Teachers are at varying levels of understanding and implementation of rigorous TEKS-aligned instruction, Bluebonnet Learning, differentiation, scaffolding, and effective instructional practices, creating a need for continued professional development, coaching, PLC support, and feedback.
2 Intervention and progress-monitoring processes are not yet consistently implemented to ensure that every student receives timely, targeted instruction based on demonstrated needs.	The redesigned one-hour WIN block, needs-based grouping, NWEA Learning Continuum, blended learning, and progress-monitoring processes are still being refined and require consistent campus-wide expectations for grouping, monitoring mastery, regrouping students, and evaluating intervention effectiveness.
3 Campus instructional systems and data-driven decision-making processes need greater consistency and alignment across grade levels and programs.	Multiple new or strengthened systems--including weekly PLCs, Bluebonnet Learning, blended learning, WIN intervention, the 20-minute reteach block, and increased use of MAP and formative assessment data--require continued training, monitoring, collaboration, and leadership support to ensure consistent implementation and alignment.

★ = Priority

Perceptions

Summary

Perceptions: Students, Staff, Parents, and Community

Staff Feedback and Engagement: Rann Elementary intentionally gathers staff feedback through **weekly staff surveys embedded in campus newsletters, individual 1:1 meetings with staff members, campus committees, leadership teams, and weekly PLCs.** These structures provide multiple opportunities for staff members to share concerns, celebrate successes, provide input, and participate in campus decision making. Teacher feedback has been positive regarding campus efforts to **protect instructional minutes and reduce unnecessary interruptions to the school day**, including limiting assemblies and other activities that take students away from core instruction.

Shared Leadership and Staff Voice: Campus committees and leadership teams provide staff with opportunities to take an active role in decisions that impact instruction, culture, student experiences, and campus operations. Weekly PLCs also create a consistent structure for collaboration, problem solving, and instructional feedback. Individual meetings between administration and staff provide an additional avenue for relationship building and open communication.

Parent and Family Feedback: Parent input is gathered through **weekly surveys included in parent newsletters**, as well as feedback collected through campus events, meetings, and ongoing communication with families. Parent feedback indicates a desire for **additional opportunities to be involved in their students' learning and to participate more actively on campus.** This feedback provides an opportunity for Rann to expand family engagement beyond attendance at school events and create more meaningful connections between families, classrooms, and student learning.

Culture, Climate, and Values: Rann strives to maintain a culture in which students, staff, and families feel valued, connected, and heard. The campus ****Eagle Expectations—Excellence, Accountability, Growth Mindset, Listening & Leadership, and Empathy—****provide common language for expectations and reinforce the values of the school community. Staff voice, recognition, collaboration, shared leadership, and opportunities for feedback support a positive campus climate and sense of belonging.

Community Partnerships and Volunteers: Rann values partnerships with families, volunteers, local businesses, and community organizations. Community members and families support campus events and student experiences, while parent feedback demonstrates interest in even greater involvement. Expanding structured volunteer opportunities and providing families with additional ways to support learning will strengthen Rann's alignment with the district pillar of **Community Engagement.**

Communication: Regular communication is maintained through staff and parent newsletters, surveys, meetings, campus events, and direct communication from teachers and administrators. The inclusion of recurring feedback opportunities within newsletters allows communication to be **two-way rather than solely informational.** Feedback gathered through these systems is used to identify needs, make adjustments, and inform campus decisions.

Overall Perception: Current feedback indicates strengths in **staff communication, shared leadership, protection of instructional time, and opportunities for staff voice.** A continued area of growth is expanding meaningful family engagement, particularly by providing parents with more opportunities to participate in their child's learning and become involved on campus. Rann will continue using frequent stakeholder feedback to evaluate campus practices and ensure that decisions remain responsive to the needs of students, staff, families, and the community.

Strengths

Rann Elementary demonstrates a strong culture of **open communication, staff voice, and shared leadership** through weekly surveys, one-on-one meetings, committees, leadership teams, and PLCs. Staff feedback reflects positively on campus efforts to **protect instructional time and reduce unnecessary interruptions to student learning.** Consistent parent communication and feedback opportunities have also strengthened connections with families and provided valuable input for continued growth in family and community engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Parent feedback indicates families want more meaningful opportunities to be involved in their students' learning and participate on campus.	Family engagement opportunities have often centered on campus events rather than providing consistent opportunities for parents to engage directly with student learning, classroom experiences, and academic goals.
2 While Rann provides frequent opportunities for stakeholder feedback, participation and response rates are not always consistent across all stakeholder groups.	Surveys and feedback opportunities are available regularly, but additional strategies are needed to increase participation and ensure feedback represents a broad range of students, families, and staff.
3 Staff value the increased protection of instructional time, but maintaining this focus requires continued attention to campus scheduling, communication, and competing activities.	Assemblies, special events, meetings, programs, and other campus responsibilities can compete with instructional time when processes for scheduling and prioritization are not consistently aligned with the campus focus on protecting Tier 1 instruction.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Student surveys and/or other feedback
- ☒ School safety data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Technology and resource allocation data



Priorities

Priority 1 Nurture learning to ensure high performance

Performance Objective 1

Students will be Safe and Secure

Key Strategic Action 1

Strengthen Emergency Preparedness Through Safety Drills

Conduct and monitor all required emergency and safety drills throughout the school year, including opportunities to review procedures, identify areas for improvement, and provide staff and students with clear expectations for responding effectively during an emergency.

Strategy's Expected Result/Impact: Increase staff and student preparedness, confidence, and consistency in responding to emergency situations while ensuring campus safety procedures are understood and practiced.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Key Strategic Action 2

Maintain a Safe and Secure Campus Environment

Implement consistent campus safety monitoring practices, including routine exterior and classroom door safety checks, verification that doors remain secured, visitor procedures, and ongoing staff reminders and communication regarding campus safety expectations. Identified concerns will be addressed promptly and monitored for continued compliance.

Strategy's Expected Result/Impact: Strengthen daily safety practices, increase staff accountability for maintaining a secure environment, and proactively identify and address potential campus security concerns.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2 High Priority

Yearly Growth- By the end of the 2026-2027 school year, 80% of students at Rann Elementary will meet or exceed their individual growth measure in Reading and Math as measured by NWEA MAP Growth assessments, and the percentage of students achieving Meets Grade Level or Above on STAAR Reading, Math, and Science will increase by at least 10 percentage points from 2026 baseline performance, as measured by the 2027 STAAR assessment.

Evaluation Data Source: STAAR Data
NWEA MAP Growth Data (BOY, MOY, EOY)
Interim/Benchmark Assessment Data
Campus Assessment Data
Common Formative Assessment Data
Classroom Walkthrough Data
PLC Data Analysis
Student Work
Intervention Progress-Monitoring Data

Key Strategic Action 1 Targeted Support Key Strategic Action

Strengthen Tier 1 Instruction Through Weekly PLCs
Implement protected weekly PLCs focused on TEKS alignment, data analysis, student work, instructional planning, and common formative assessment results to identify learning gaps, strengthen Tier 1 instructional practices, and determine timely reteach and enrichment needs.

Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS, stronger performance on campus assessments, increased MAP growth, and improved STAAR achievement and academic growth.

Staff Responsible for Monitoring: Principal, assistant principal, interventionists

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Key Strategic Action 2

Provide Data-Driven, Targeted Intervention

Utilize NWEA MAP RIT bands, the MAP Learning Continuum, campus assessment data, and student performance data to create and regularly adjust intervention groups based on specific skill deficits. Provide targeted teacher-led small-group instruction and individualized blended-learning opportunities matched to identified student needs.

Strategy's Expected Result/Impact: Increase the effectiveness of intervention by ensuring instruction is matched to specific student skill deficits, resulting in accelerated academic growth, increased MAP goal attainment, improved mastery of grade-level TEKS, and stronger STAAR achievement and growth.

Staff Responsible for Monitoring: Teachers, principal, assistant principal, interventionists, teachers

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

NovemberFebruaryAprilJune

Key Strategic Action 3

Implement a Continuous Instructional Response Cycle
Establish a systematic Plan - Teach - Assess - Analyze - Respond - Monitor - Adjust cycle using weekly STAAR-aligned formative assessments, campus assessments, MAP data, and classroom walkthrough data to monitor student mastery and instructional effectiveness. Use results to provide immediate reteach or enrichment and adjust Tier 1 instruction before learning gaps widen.

Strategy's Expected Result/Impact: Create a consistent, responsive instructional cycle that allows teachers to identify learning gaps early, provide timely reteach and enrichment, and adjust instruction based on evidence of student learning, resulting in increased TEKS mastery, stronger MAP growth, and improved STAAR achievement and academic growth.

Staff Responsible for Monitoring: Principal, assistant principal, interventionists, teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

Students will be College and Career Ready

Evaluation Data Source: Student Club Participation Data
Student Leadership Participation Data
Student Ambassador Participation
Eagle Nest Leadership Team Participation
FLAG Club Participation
Student Greeter and Announcement Participation
Eagle Soar Store Leadership Participation
Book Buddies Participation
Extracurricular Activity Participation
Student Service and Volunteer Participation
Attendance Data
Discipline/Behavior Data
Campus Activity and Event Participation Data

Key Strategic Action 1

Provide students in grades K-5 with intentional opportunities to develop leadership, communication, collaboration, responsibility, and problem-solving skills through student leadership roles, campus clubs, service opportunities, and extracurricular activities. Expand student ownership and connectedness by providing age-appropriate opportunities such as Student Ambassadors, FLAG Club, Basketball Club, Spanish Club, campus greeters, student announcements, Eagle Soar Store, Eagle Nest Leadership Team, and Book Buddies.

Strategy's Expected Result/Impact: Students will develop the leadership skills, confidence, responsibility, and interpersonal competencies necessary for future success while increasing student engagement, school connectedness, and ownership of the campus community.

Staff Responsible for Monitoring: Principal, club leaders, teachers

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	February	April	June
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Priority 2

Invests in faculty & staff growth to ensure a highly engaged staff

Performance Objective 1

Staff will be Safe and Secure

Evaluation Data Source: Emergency Response Badge Training Records
SRP Training Attendance and Completion Data
Safety Drill Documentation and Reports
Post-Drill Staff Feedback and Debrief Data
Campus Door Safety Check Logs
Exterior Door Audit Data
Safety and Security Walkthrough Data
Staff Safety Surveys and Feedback
Safety Concern/Incident Reports
District Safety Audit Findings
Staff Emergency Preparedness Training Records

Key Strategic Action 1

Emergency Response Badge Training

Provide annual and ongoing training for all staff on the emergency response button/badge system, including when and how to activate the system and staff responsibilities during an emergency. Reinforce procedures through refreshers and practice opportunities throughout the year.

Strategy's Expected Result/Impact: Increase staff confidence and preparedness to respond quickly and appropriately during an emergency, supporting a safer and more secure campus environment.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Key Strategic Action 2

Strengthen Staff Understanding of SRP Protocols

Provide ongoing training and practice on Standard Response Protocol (SRP) procedures, ensuring all staff understand their roles and responsibilities during Hold, Secure, Lockdown, Evacuate, and Shelter situations.

Strategy's Expected Result/Impact: Increase consistency and effectiveness of staff emergency response by ensuring all employees can quickly recognize and appropriately implement SRP protocols.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2 High Priority

Faculty/Staff Professional Development to Build Capacity

Evaluation Data Source: Professional Development Attendance and Participation Data

Professional Development Agendas and Training Materials

Staff Professional Learning Surveys and Feedback

PLC Agendas and Meeting Notes

Classroom Walkthrough Data

T-TESS Observation and Feedback Data

Instructional Coaching and Feedback Documentation

Peer Learning Walk Data

Campus Committee Agendas and Meeting Notes

Committee Participation and Leadership Data

Instructional Leadership Team Agendas and Meeting Notes

Staff Professional Goals and Growth Data

NWEA MAP Growth Data

Campus Assessment Data

STAAR Achievement and Growth Data

Key Strategic Action 1

Build Instructional Capacity Through Targeted Professional Learning

Provide ongoing, job-embedded professional development aligned to identified campus needs, including Tier 1 instruction, TEKS alignment and unpacking, data-driven instruction, NWEA MAP data utilization, Bluebonnet implementation, blended learning, differentiation, and effective intervention practices. Professional learning will be reinforced through PLCs and opportunities for application throughout the year.

Strategy's Expected Result/Impact: Increase teacher knowledge, confidence, and instructional effectiveness, resulting in stronger Tier 1 instruction, increased student growth, and improved academic achievement.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Key Strategic Action 2

Build Capacity Through Coaching, Feedback, and Peer Learning

Implement a continuous professional growth cycle that includes frequent classroom walkthroughs, timely and actionable feedback, coaching conversations, peer learning walks, and opportunities for teachers to observe and learn from effective practices across the campus.

Strategy's Expected Result/Impact: Develop a culture of continuous professional growth in which teachers collaborate, reflect on practice, implement feedback, and build collective instructional capacity to improve student outcomes.

Staff Responsible for Monitoring: Admin team, interventionists, teachers

Title I: 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Performance Objective 3 **High Priority**

Faculty/Staff Engagement and Culture

Evaluation Data Source: Professional Development Attendance and Participation Data
Professional Development Agendas and Training Materials
Staff Professional Learning Surveys and Feedback
PLC Agendas and Meeting Notes
Classroom Walkthrough Data
T-TESS Observation and Feedback Data
Instructional Coaching and Feedback Documentation
Peer Learning Walk Data
Campus Committee Agendas and Meeting Notes
Committee Participation and Leadership Data
Instructional Leadership Team Agendas and Meeting Notes
Staff Professional Goals and Growth Data
NWEA MAP Growth Data
Campus Assessment Data

Key Strategic Action 1

Strengthen Shared Leadership Through Campus Committees

Implement and sustain campus committees that provide staff members with meaningful opportunities to lead, collaborate, contribute to campus decision-making, and take ownership of schoolwide initiatives. Committees will meet regularly, establish goals and action steps, and share progress with staff throughout the year.

Strategy's Expected Result/Impact: Increase staff ownership, engagement, collaboration, and shared responsibility for campus culture and continuous improvement.

Staff Responsible for Monitoring: Admin team, committee leaders

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Key Strategic Action 2

Develop Instructional Leadership Capacity

Establish and utilize grade-level instructional team leads and an Instructional Leadership Team to strengthen communication, support high-quality Tier 1 instruction, analyze campus needs, and provide teacher voice in instructional decision-making. Team leads will serve as a bridge between administration and grade-level teams while building leadership capacity across the campus.

Strategy's Expected Result/Impact: Develop teacher leaders, strengthen instructional consistency, increase collaboration, and create greater collective responsibility for student achievement.

Staff Responsible for Monitoring: Admin team, team leads

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Key Strategic Action 3

Strengthen Staff Voice, Communication, and Connectedness

Implement weekly staff check-ins through the campus newsletter, frequent individual and team check-ins, and ongoing opportunities for staff feedback to proactively identify celebrations, concerns, needs, and opportunities for improvement. Administration will use staff feedback to provide responsive support, adjust campus systems when appropriate, and maintain open two-way communication.

Strategy's Expected Result/Impact: Increase staff voice, trust, connectedness, and engagement while creating a positive campus culture in which staff members feel heard, supported, and valued.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	February	April	June
----------	----------	-------	------

Priority 3

Fosters a culture of excellence with family & community support

Performance Objective 1 High Priority

Parent and Family/Community Engagement

Evaluation Data Source: Weekly Parent Newsletter Data
Parent Newsletter Feedback/Survey Data
See Me SOAR Night Participation Data
Student-Led Conference and Goal-Setting Participation Data
Parent and Family Event Attendance Data
Monthly Family Engagement Participation Data
Parent Volunteer Participation Data
Campus Event Sign-In/RSVP Data
Parent Surveys and Feedback
Parent Communication Logs
Family Engagement Committee Agendas and Meeting Notes
PTO Participation Data
Community Partnership and Volunteer Data
Student Goal-Setting/Data Folder Documentation
Parent Feedback Following Campus Events

Key Strategic Action 1

Increase Family Ownership of Student Learning

Create intentional opportunities for families to understand student academic data, celebrate progress, participate in student goal setting, and partner with teachers in supporting continued growth, including student-led events such as See Me SOAR Night, where students share their data, goals, strengths, and areas for growth.

Strategy's Expected Result/Impact: Increase family understanding and ownership of student learning, strengthen the home-school partnership, and empower families to actively support student academic growth and achievement.

Staff Responsible for Monitoring: Admin, teachers

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Key Strategic Action 2

Expand Family and Community Engagement Opportunities

Provide monthly opportunities for parents and families to engage on campus, intentionally offering events at varied times throughout the school day and evening to increase accessibility for families with different schedules. Opportunities will include academic events, celebrations, volunteer opportunities, family activities, and other experiences that strengthen connections between families, students, staff, and the school.

Strategy's Expected Result/Impact: Increase family participation and connectedness to the campus by providing diverse and accessible opportunities for families to be present, involved, and active members of the Rann Elementary community.

Staff Responsible for Monitoring: Principal

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2

Community Partnerships

Evaluation Data Source: Watch D.O.G.S. Dad Participation and Volunteer Logs

Student Mentor Program Participation Data

Mentor/Mentee Meeting and Engagement Logs

Monthly Campus Event Sign-In and RSVP Data

Community Volunteer Participation Data

Fifth Grade Leadership Lunch Participation Data

Community Speaker Participation and Presentation Logs

Community Partnership Records

PTO Participation and Partnership Data

Family and Community Feedback Surveys

Campus Volunteer Sign-In Data

Community Partner Donations and Resource Contributions

Student Participation and Feedback Data

Community Partnership Event Calendars and Documentation

Key Strategic Action 1

Strengthen and Expand Community Partnerships

Develop and maintain partnerships with local businesses, organizations, churches, and community members to provide resources, volunteers, mentorship, and opportunities that support students, staff, and campus initiatives.

Strategy's Expected Result/Impact: Increase community investment and involvement in Rann Elementary while expanding resources, experiences, and support available to students and families.

Staff Responsible for Monitoring: Admin team

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Key Strategic Action 2

Increase Community Presence and Participation

Create intentional opportunities for community partners to actively participate in campus events, student programs, celebrations, service projects, and learning experiences, strengthening the connection between Rann Elementary and the broader community.

Strategy's Expected Result/Impact: Strengthen school-community relationships, increase community ownership and support of the campus, and provide students with meaningful connections and experiences beyond the classroom.

Staff Responsible for Monitoring: Admin

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

Stakeholder Communication and Feedback

- Evaluation Data Source:** Weekly Parent Newsletter Feedback/Survey Data
Parent and Family Survey Results
PTO Meeting Attendance and Participation Data
PTO Meeting Agendas and Feedback
Campus Event Sign-In and Participation Data
Parent Communication Logs
Digital Communication Engagement Data
Campus Committee Parent/Community Participation
Family and Community Feedback Following Events
Stakeholder Suggestions and Feedback Documentation
Volunteer Participation Data
Community Partner Feedback
Documentation of Campus Changes/Actions Made in Response to Stakeholder Feedback

Key Strategic Action 1

Establish Consistent Two-Way Stakeholder Communication

Utilize weekly campus newsletters, surveys, and digital communication tools to consistently share campus information while providing opportunities for families and community members to ask questions, provide feedback, and share input.

Strategy's Expected Result/Impact: Increase transparency, strengthen trust, and ensure stakeholders have consistent opportunities to stay informed and provide meaningful feedback.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Key Strategic Action 2

Create Meaningful Opportunities for Stakeholder Voice

Utilize PTO meetings, family events, campus committees, and other in-person engagement opportunities to gather stakeholder feedback, discuss campus needs and goals, and involve families and community members in continuous campus improvement.

Strategy's Expected Result/Impact:
Increase stakeholder voice and participation in campus decision-making while strengthening shared ownership of Rann Elementary's goals and success.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Priority 4

Fiscal responsibility & transparency & maximize community investment

Performance Objective 1

Ensure Strong Financial Stewardship

Evaluation Data Source: Campus Budget Reports and Expenditure Data
CIP Budget and Funding Allocation Documentation
Purchase Orders and Campus Spending Records

Key Strategic Action 1

Ensure Responsible and Strategic Use of Campus Resources

Align campus spending and resource allocation with identified student needs, CIP goals, instructional priorities, and campus data, while regularly monitoring the campus budget to ensure funds are used responsibly, efficiently, and in support of improved student outcomes.

Strategy's Expected Result/Impact: Maximize available financial resources to support high-quality instruction, student achievement, staff development, and campus priorities while maintaining responsible fiscal stewardship.

Staff Responsible for Monitoring: Principal and secretary

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Performance Objective 2

Processes and Planning for Well-Maintained Facilities

Evaluation Data Source: Daily Building Walk Documentation
Facility Inspection and Safety Check Data
Maintenance Work Orders and Completion Records
Custodial and Facility Concern Logs

Key Strategic Action 1

Conduct daily building walks and routine facility inspections to proactively identify maintenance, cleanliness, safety, and operational needs. Communicate identified concerns promptly, submit and monitor work orders, and collaborate with custodial and district personnel to ensure campus facilities remain safe, clean, functional, and conducive to student learning.

Strategy's Expected Result/Impact: Maintain a safe, welcoming, and well-functioning learning environment by identifying and addressing facility needs proactively and efficiently.

Staff Responsible for Monitoring: admin team

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

Provide Operational Efficiency, Effectiveness, and Transparency

Evaluation Data Source: Campus Procedures and Operational Documentation
Staff Feedback and Communication Data
Campus Schedules and Operational Process Reviews

Key Strategic Action 1

Strategic Action: Strengthen Operational Systems and Communication

Implement and consistently monitor clear, efficient campus procedures and systems for daily operations, scheduling, communication, documentation, and resource management. Regularly review processes, gather staff feedback, and make adjustments to improve efficiency, effectiveness, consistency, and transparency across campus operations.

Strategy's Expected Result/Impact: Increase operational efficiency and staff understanding of campus procedures while ensuring systems are consistent, transparent, and responsive to the needs of students and staff.

Staff Responsible for Monitoring: Admin team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune