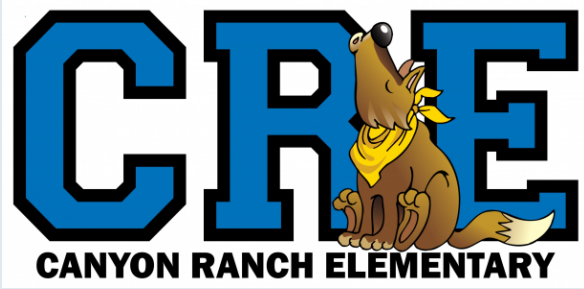


Coppell Independent School District



Canyon Ranch Elementary

2026-2027 Campus Improvement Plan

Mission Statement

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

Core Values

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Canyon Ranch Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 688 which represents an increase of 3.7% from the prior year (+27 total learners).

In 2025-26, the student population was 82% Asian, 6.7% White, 3.9% Hispanic, 4.4% African American, 0.7% American Indian/Alaskan Native and 2.3% multi-racial. Females made up 47.8% of the learners and males represented 52.2%. Our economically disadvantaged percentage was 8.6%.

Our Emergent Bilingual (EB) population consisted of 257 learners that made up 37.4% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (33.5%), Tamil (16%), Hindi (12.8%), Urdu (6.6%), and Nepali (6.6%). Additionally, 6.6% of our EBs were also economically disadvantaged.

Our 62 gifted and talented learners constituted 9% of our population. Our gender split in the GT group was 33.9% female and 66.1% male. Of the four major ethnic groups, our GT learners were 88.7% Asian, 4.8% White, 3.2% Hispanic and 3.2% African American.

We had 102 learners that qualified for special education services, which represented 14.8% of our population. There were 11 learners with 504 accommodations, which was 1.6% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 97.2%, which increased by 0.8% from the prior year.

STAFFING

Canyon Ranch employed 48 educators and 14 instructional aides in the 2025-26 school year. The number of teachers increased by 1 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 2.1% Asian, 81.3% White, 14.6% Hispanic, and 2.1% multi-racial. Females made up 93.8% of the educators and males represented 6.2%.

Overall, our educators had a varied level of professional experience: 4.2% (2) were new to teaching with 0-1 years of experience, 45.8% (22) had 2-5 years, 29.2% (14) had 6-10 years, 4.2% (2) had 11-15 years, 12.5% (6) had 16-20 years, and 4.2% (2) had more than 20 years. Looking at longevity within the district, 27.1% of our teachers had 0-1 years in district, 62.5% had 2-5 years, and 10.4% had 6-10 years. The average years of professional experience was 7.4 with 2.7 years in the district.

Advanced degrees were held by 25% of our teachers: 12 with master's degrees. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 17 years in Coppell. Our assistant principal had 14 years of professional experience and 11 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 76%. For educational aides it was 90.9%. We hired 11 new teachers in 2025-26. The characteristics of our new teachers were as follows: 54.5% White, 36.4% Hispanic, 9.1% multi-racial, 90.9% female, 9.1% male, 9.1% new to teaching, 36.4% with 2-5 years of professional experience, 45.5% with 6-10 years, 9.1% with 16-20 years and 22.9% new to the campus. The average years of professional experience was 6.5 with 1 year in the district. 18.2% of our new teachers had advanced degrees.

Strengths

- Many families move into our area for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- We have many languages and cultures represented in our school.
- We have increased our daily average attendance in the last 2 years.
- We have two Language Acquisition Specialists and an ESL aide to help support our growing number of Emergent Bilinguals.
- Our educators who are new to the profession are supported in several ways. They are assigned mentors. They are also supported by our administrators, Learning Coach, Language Acquisition Specialists, and the GT Specialist.

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Canyon Ranch Elementary						
Total Students	50	66	35	30	36	34
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	0%	23.73%	85.71%	57.14%	70.97%	43.75%
1 Level Higher	0%	69.49%	14.29%	39.29%	25.81%	50%
2 Levels Higher	100%	6.78%	0%	3.57%	3.23%	6.25%
3 Levels Higher	0%	0%	0%	0%	0%	0%
TELPAS Composite Score	2.78	3.12	2.61	3.04	3.14	3.35
No Rating	0%	0%	2.86%	0%	0%	0%
Beginning	2%	3.03%	2.86%	0%	0%	0%
Intermediate	26%	19.70%	31.43%	26.67%	16.67%	8.82%
Advanced	46%	28.79%	60%	46.67%	55.56%	50%
Advanced High	26%	48.48%	2.86%	26.67%	27.78%	41.18%
Listening Raw Score	0	0	19.71	21.83	20.75	20.44
Listening Scale Score	0	0	1599.29	1646.3	1549.36	1541
Speaking Raw Score	0	0	24.06	26.23	27.03	27.62
Speaking Scale Score	0	0	1506.54	1543.2	1532.47	1544.06
Writing Raw Score	0	0	14.2	18.43	27.67	31.74
Writing Scale Score	0	0	1480.86	1511.4	1532.69	1571.47
Reading Raw Score	0	0	15.83	22.57	25.67	26.41
Reading Scale Score	0	0	1465.03	1587.8	1625.5	1640.18
Economic Disadvantage						

Total Students	2	6	2	1	-	5
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	-	03/01/26
Lower/Same Level	-	0%	100%	100%	-	20%
1 Level Higher	-	100%	0%	0%	-	80%
2 Levels Higher	-	0%	0%	0%	-	0%
3 Levels Higher	-	0%	0%	0%	-	0%
TELPAS Composite Score	2.5	2.6	2.3	2.8	-	3.34
No Rating	0%	0%	0%	0%	-	0%
Beginning	0%	0%	0%	0%	-	0%
Intermediate	50%	50%	50%	100%	-	0%
Advanced	0%	16.67%	50%	0%	-	60%
Advanced High	50%	33.33%	0%	0%	-	40%
Listening Raw Score	0	0	18	22	-	20.2
Listening Scale Score	0	0	1575.5	1629	-	1571
Speaking Raw Score	0	0	18.5	30	-	29.4
Speaking Scale Score	0	0	1419.5	1613	-	1603.2
Writing Raw Score	0	0	12	10	-	31.8
Writing Scale Score	0	0	1487	1386	-	1583.2
Reading Raw Score	0	0	13.5	12	-	27
Reading Scale Score	0	0	1480	1445	-	1646.4
Asian						
Total Students	47	61	34	27	35	31
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	0%	25.93%	85.19%	56%	73.33%	44.83%
1 Level Higher	0%	66.67%	14.81%	40%	23.33%	48.28%
2 Levels Higher	100%	7.41%	0%	4%	3.33%	6.90%
3 Levels Higher	0%	0%	0%	0%	0%	0%
TELPAS Composite Score	2.85	3.08	2.61	3.07	3.13	3.35
No Rating	0%	0%	2.94%	0%	0%	0%
Beginning	2.13%	3.28%	2.94%	0%	0%	0%
Intermediate	21.28%	21.31%	32.35%	25.93%	17.14%	6.45%
Advanced	48.94%	29.51%	58.82%	44.44%	57.14%	51.61%
Advanced High	27.66%	45.90%	2.94%	29.63%	25.71%	41.94%
Listening Raw Score	0	0	19.74	22.19	20.66	20.39
Listening Scale Score	0	0	1599.85	1652.67	1547.03	1537.74
Speaking Raw Score	0	0	23.97	26.3	27	27.77

Speaking Scale Score	0	0	1505.29	1544.78	1531.14	1541.77
Writing Raw Score	0	0	14.26	18.44	27.54	31.74
Writing Scale Score	0	0	1480.56	1511.52	1531.57	1571.84
Reading Raw Score	0	0	15.76	22.67	25.49	26.65
Reading Scale Score	0	0	1463.32	1590.22	1622.77	1644.94
Black/African American						
Total Students	-	1	-	-	-	-
Date Taken	-	03/01/26	-	-	-	-
Lower/Same Level	-	0%	-	-	-	-
1 Level Higher	-	100%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
TELPAS Composite Score	-	4	-	-	-	-
No Rating	-	0%	-	-	-	-
Beginning	-	0%	-	-	-	-
Intermediate	-	0%	-	-	-	-
Advanced	-	0%	-	-	-	-
Advanced High	-	100%	-	-	-	-
Listening Raw Score	-	0	-	-	-	-
Listening Scale Score	-	0	-	-	-	-
Speaking Raw Score	-	0	-	-	-	-
Speaking Scale Score	-	0	-	-	-	-
Writing Raw Score	-	0	-	-	-	-
Writing Scale Score	-	0	-	-	-	-
Reading Raw Score	-	0	-	-	-	-
Reading Scale Score	-	0	-	-	-	-
Hispanic						
Total Students	1	1	-	1	-	1
Date Taken	03/01/26	03/01/26	-	03/01/26	-	03/01/26
Lower/Same Level	-	0%	-	0%	-	100%
1 Level Higher	-	100%	-	100%	-	0%
2 Levels Higher	-	0%	-	0%	-	0%
3 Levels Higher	-	0%	-	0%	-	0%
TELPAS Composite Score	1.5	4	-	3.3	-	2.8
No Rating	0%	0%	-	0%	-	0%

Beginning	0%	0%	-	0%	-	0%
Intermediate	100%	0%	-	0%	-	100%
Advanced	0%	0%	-	100%	-	0%
Advanced High	0%	100%	-	0%	-	0%
Listening Raw Score	0	0	-	22	-	20
Listening Scale Score	0	0	-	1629	-	1560
Speaking Raw Score	0	0	-	29	-	17
Speaking Scale Score	0	0	-	1593	-	1439
Writing Raw Score	0	0	-	19	-	37
Writing Scale Score	0	0	-	1522	-	1614
Reading Raw Score	0	0	-	27	-	20
Reading Scale Score	0	0	-	1637	-	1542
Two or More Races						
Total Students	1	-	1	1	-	-
Date Taken	03/01/26	-	03/01/26	03/01/26	-	-
Lower/Same Level	-	-	100%	100%	-	-
1 Level Higher	-	-	0%	0%	-	-
2 Levels Higher	-	-	0%	0%	-	-
3 Levels Higher	-	-	0%	0%	-	-
TELPAS Composite Score	1.5	-	2.5	3	-	-
No Rating	0%	-	0%	0%	-	-
Beginning	0%	-	0%	0%	-	-
Intermediate	100%	-	0%	0%	-	-
Advanced	0%	-	100%	100%	-	-
Advanced High	0%	-	0%	0%	-	-
Listening Raw Score	0	-	19	24	-	-
Listening Scale Score	0	-	1580	1674	-	-
Speaking Raw Score	0	-	27	25	-	-
Speaking Scale Score	0	-	1549	1512	-	-
Writing Raw Score	0	-	12	24	-	-
Writing Scale Score	0	-	1491	1598	-	-
Reading Raw Score	0	-	18	23	-	-
Reading Scale Score	0	-	1523	1579	-	-
White						
Total Students	1	3	-	1	1	2

Date Taken	03/01/26	03/01/26	-	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	0%	-	100%	0%	0%
1 Level Higher	-	100%	-	0%	100%	100%
2 Levels Higher	-	0%	-	0%	0%	0%
3 Levels Higher	-	0%	-	0%	0%	0%
TELPAS Composite Score	2	3.37	-	2	3.5	3.55
No Rating	0%	0%	-	0%	0%	0%
Beginning	0%	0%	-	0%	0%	0%
Intermediate	100%	0%	-	100%	0%	0%
Advanced	0%	33.33%	-	0%	0%	50%
Advanced High	0%	66.67%	-	0%	100%	50%
Listening Raw Score	0	0	-	10	24	21.5
Listening Scale Score	0	0	-	1464	1631	1582
Speaking Raw Score	0	0	-	23	28	30.5
Speaking Scale Score	0	0	-	1482	1579	1632
Writing Raw Score	0	0	-	12	32	29
Writing Scale Score	0	0	-	1411	1572	1544.5
Reading Raw Score	0	0	-	15	32	26
Reading Scale Score	0	0	-	1482	1721	1615.5
Currently Emergent Bilingual						
Total Students	50	66	35	30	36	34
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	0%	23.73%	85.71%	57.14%	70.97%	43.75%
1 Level Higher	0%	69.49%	14.29%	39.29%	25.81%	50%
2 Levels Higher	100%	6.78%	0%	3.57%	3.23%	6.25%
3 Levels Higher	0%	0%	0%	0%	0%	0%
TELPAS Composite Score	2.78	3.12	2.61	3.04	3.14	3.35
No Rating	0%	0%	2.86%	0%	0%	0%
Beginning	2%	3.03%	2.86%	0%	0%	0%
Intermediate	26%	19.70%	31.43%	26.67%	16.67%	8.82%
Advanced	46%	28.79%	60%	46.67%	55.56%	50%
Advanced High	26%	48.48%	2.86%	26.67%	27.78%	41.18%
Listening Raw Score	0	0	19.71	21.83	20.75	20.44
Listening Scale Score	0	0	1599.29	1646.3	1549.36	1541
Speaking Raw Score	0	0	24.06	26.23	27.03	27.62
Speaking Scale Score	0	0	1506.54	1543.2	1532.47	1544.06

Writing Raw Score	0	0	14.2	18.43	27.67	31.74
Writing Scale Score	0	0	1480.86	1511.4	1532.69	1571.47
Reading Raw Score	0	0	15.83	22.57	25.67	26.41
Reading Scale Score	0	0	1465.03	1587.8	1625.5	1640.18
Special Ed Indicator						
Total Students	4	13	3	8	5	7
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	33.33%	66.67%	50%	60%	66.67%
1 Level Higher	-	66.67%	33.33%	50%	40%	33.33%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.95	2.76	2.5	2.48	2.76	2.64
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	15.38%	0%	0%	0%	0%
Intermediate	0%	23.08%	33.33%	62.50%	40%	28.57%
Advanced	75%	15.38%	66.67%	37.50%	40%	71.43%
Advanced High	25%	46.15%	0%	0%	20%	0%
Listening Raw Score	0	0	14.67	17.88	13.8	14.43
Listening Scale Score	0	0	1523.67	1568.25	1228.6	1308.71
Speaking Raw Score	0	0	25	25	23.2	22.43
Speaking Scale Score	0	0	1523	1518.75	1279.2	1322.43
Writing Raw Score	0	0	13.33	14	25	23.86
Writing Scale Score	0	0	1508.67	1443.75	1507.4	1494.71
Reading Raw Score	0	0	15	16.25	21.6	19.71
Reading Scale Score	0	0	1494.33	1497.88	1570.2	1542

	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3	May 2026 STAAR Reading Language Arts, Grade 4	May 2026 STAAR Reading Language Arts, Grade 5	May 2026 STAAR Science, Grade 5
Canyon Ranch Elementary							
Total Students	91	136	142	90	135	142	142
Raw Score	26	30	32	36	38	40	19
Scale Score	1595	1717	1807	1610	1723	1784	0

Percent Score	70.45%	75.20%	75.64%	68.44%	72.79%	77.82%	63.52%
Approaches Grade Level (TX)	87.91%	93.38%	94.37%	90%	96.30%	92.96%	0%
Meets Grade Level (TX)	75.82%	80.88%	80.99%	82.22%	88.89%	88.73%	0%
Masters Grade Level (TX)	51.65%	52.21%	49.30%	56.67%	61.48%	71.13%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	5.49%	0.74%	1.41%	4.44%	2.22%	3.52%	-
Did Not Meet High	6.59%	5.88%	4.23%	5.56%	1.48%	3.52%	-
Approaches Low	4.40%	2.94%	6.34%	1.11%	1.48%	2.11%	-
Approaches High	7.69%	9.56%	7.04%	6.67%	5.93%	2.11%	-
Meets	24.18%	28.68%	31.69%	25.56%	27.41%	17.61%	-
Masters	51.65%	52.21%	49.30%	56.67%	61.48%	71.13%	-
Economic Disadvantage							
Total Students	6	9	17	6	9	17	17
Raw Score	25	28	25	31	36	33	15
Scale Score	1572	1681	1682	1524	1670	1664	0
Percent Score	67.12%	69.72%	58.54%	59.94%	69.87%	64.03%	48.82%
Approaches Grade Level (TX)	66.67%	88.89%	82.35%	83.33%	88.89%	70.59%	0%
Meets Grade Level (TX)	66.67%	55.56%	41.18%	66.67%	88.89%	64.71%	0%
Masters Grade Level (TX)	50%	44.44%	23.53%	50%	77.78%	41.18%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	5.88%	0%	0%	11.76%	-
Did Not Meet High	33.33%	11.11%	11.76%	16.67%	11.11%	17.65%	-
Approaches Low	0%	0%	17.65%	0%	0%	5.88%	-
Approaches High	0%	33.33%	23.53%	16.67%	0%	0%	-
Meets	16.67%	11.11%	17.65%	16.67%	11.11%	23.53%	-
Masters	50%	44.44%	23.53%	50%	77.78%	41.18%	-
American Indian/Alaskan Native							
Total Students	-	1	1	-	1	1	1

Raw Score	-	31	17	-	43	33	15
Scale Score	-	1690	1529	-	1766	1625	0
Percent Score	-	77.50%	40.48%	-	82.69%	63.46%	50%
Approaches Grade Level (TX)	-	100%	100%	-	100%	100%	0%
Meets Grade Level (TX)	-	100%	0%	-	100%	100%	0%
Masters Grade Level (TX)	-	100%	0%	-	100%	0%	0%
Date Taken	-	05/01/26	05/01/26	-	05/01/26	05/01/26	05/01/26
Excluded	-	0%	0%	-	0%	0%	-
Did Not Meet Low	-	0%	0%	-	0%	0%	-
Did Not Meet High	-	0%	0%	-	0%	0%	-
Approaches Low	-	0%	100%	-	0%	0%	-
Approaches High	-	0%	0%	-	0%	0%	-
Meets	-	0%	0%	-	0%	100%	-
Masters	-	100%	0%	-	100%	0%	-

Asian

Total Students	71	116	118	70	115	118	118
Raw Score	27	31	33	36	38	41	20
Scale Score	1614	1737	1832	1612	1734	1804	0
Percent Score	72.48%	77.39%	78.31%	68.57%	73.90%	79.64%	65.68%
Approaches Grade Level (TX)	88.73%	94.83%	96.61%	90%	97.39%	94.92%	0%
Meets Grade Level (TX)	77.46%	85.34%	85.59%	84.29%	90.43%	90.68%	0%
Masters Grade Level (TX)	59.15%	56.03%	54.24%	54.29%	60.87%	73.73%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	5.63%	0%	0.85%	5.71%	1.74%	1.69%	-
Did Not Meet High	5.63%	5.17%	2.54%	4.29%	0.87%	3.39%	-
Approaches Low	4.23%	1.72%	5.93%	1.43%	0.87%	1.69%	-
Approaches High	7.04%	7.76%	5.08%	4.29%	6.09%	2.54%	-
Meets	18.31%	29.31%	31.36%	30%	29.57%	16.95%	-
Masters	59.15%	56.03%	54.24%	54.29%	60.87%	73.73%	-

Black/African American

Total Students	3	8	5	3	8	5	5
Raw Score	22	26	19	28	36	28	14
Scale Score	1502	1618	1558	1486	1698	1573	0
Percent Score	60.36%	65%	45.24%	53.85%	68.51%	53.85%	46.67%
Approaches Grade Level (TX)	66.67%	87.50%	60%	100%	87.50%	60%	0%
Meets Grade Level (TX)	66.67%	62.50%	20%	33.33%	75%	40%	0%
Masters Grade Level (TX)	33.33%	37.50%	0%	33.33%	50%	20%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	20%	0%	0%	20%	-
Did Not Meet High	33.33%	12.50%	20%	0%	12.50%	20%	-
Approaches Low	0%	12.50%	20%	0%	0%	20%	-
Approaches High	0%	12.50%	20%	66.67%	12.50%	0%	-
Meets	33.33%	25%	20%	0%	25%	20%	-
Masters	33.33%	37.50%	0%	33.33%	50%	20%	-

Hispanic

Total Students	5	3	6	5	3	6	6
Raw Score	22	23	24	33	31	36	13
Scale Score	1496	1550	1626	1572	1590	1684	0
Percent Score	60%	56.67%	56.35%	63.08%	58.97%	69.23%	43.33%
Approaches Grade Level (TX)	80%	66.67%	83.33%	80%	100%	83.33%	0%
Meets Grade Level (TX)	40%	33.33%	50%	80%	66.67%	83.33%	0%
Masters Grade Level (TX)	40%	0%	16.67%	40%	66.67%	66.67%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	16.67%	-
Did Not Meet High	20%	33.33%	16.67%	20%	0%	0%	-
Approaches Low	20%	0%	0%	0%	33.33%	0%	-
Approaches High	20%	33.33%	33.33%	0%	0%	0%	-
Meets	0%	33.33%	33.33%	40%	0%	16.67%	-

Masters	40%	0%	16.67%	40%	66.67%	66.67%	-
Two or More Races							
Total Students	5	1	2	5	1	2	2
Raw Score	25	21	32	38	37	40	17
Scale Score	1534	1520	1812	1640	1663	1726	0
Percent Score	66.49%	52.50%	75%	73.46%	71.15%	76.92%	56.67%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	80%	0%	50%	80%	100%	100%	0%
Masters Grade Level (TX)	20%	0%	50%	80%	100%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	20%	100%	50%	20%	0%	0%	-
Meets	60%	0%	0%	0%	0%	0%	-
Masters	20%	0%	50%	80%	100%	100%	-
White							
Total Students	7	7	10	7	7	10	10
Raw Score	24	25	31	38	33	39	18
Scale Score	1549	1593	1780	1646	1629	1731	0
Percent Score	64.48%	61.43%	74.52%	73.63%	64.29%	75%	61.33%
Approaches Grade Level (TX)	85.71%	85.71%	90%	85.71%	85.71%	90%	0%
Meets Grade Level (TX)	85.71%	57.14%	90%	85.71%	85.71%	90%	0%
Masters Grade Level (TX)	14.29%	28.57%	40%	85.71%	71.43%	70%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	14.29%	14.29%	0%	0%	14.29%	10%	-
Did Not Meet High	0%	0%	10%	14.29%	0%	0%	-
Approaches Low	0%	14.29%	0%	0%	0%	0%	-

Approaches High	0%	14.29%	0%	0%	0%	0%	-
Meets	71.43%	28.57%	50%	0%	14.29%	20%	-
Masters	14.29%	28.57%	40%	85.71%	71.43%	70%	-
Currently Emergent Bilingual							
Total Students	31	37	34	30	36	34	34
Raw Score	22	27	26	29	32	32	15
Scale Score	1513	1623	1669	1498	1618	1613	0
Percent Score	60.51%	66.55%	62.61%	55.90%	61.32%	60.80%	49.51%
Approaches Grade Level (TX)	74.19%	83.78%	85.29%	76.67%	91.67%	79.41%	0%
Meets Grade Level (TX)	51.61%	67.57%	61.76%	63.33%	77.78%	67.65%	0%
Masters Grade Level (TX)	41.94%	29.73%	17.65%	33.33%	30.56%	26.47%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	16.13%	0%	2.94%	13.33%	5.56%	8.82%	-
Did Not Meet High	9.68%	16.22%	11.76%	10%	2.78%	11.76%	-
Approaches Low	9.68%	2.70%	5.88%	3.33%	2.78%	2.94%	-
Approaches High	12.90%	13.51%	17.65%	10%	11.11%	8.82%	-
Meets	9.68%	37.84%	44.12%	30%	47.22%	41.18%	-
Masters	41.94%	29.73%	17.65%	33.33%	30.56%	26.47%	-
First Year of Monitoring							
Total Students	2	13	16	2	13	16	16
Raw Score	35	30	35	45	39	45	21
Scale Score	1856	1690	1856	1754	1708	1851	0
Percent Score	93.24%	75.77%	82.74%	86.54%	74.56%	86.78%	68.33%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	100%	84.62%	100%	100%	100%	100%	0%
Masters Grade Level (TX)	100%	53.85%	56.25%	100%	69.23%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-

Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	0%	15.38%	0%	0%	0%	0%	-
Meets	0%	30.77%	43.75%	0%	30.77%	0%	-
Masters	100%	53.85%	56.25%	100%	69.23%	100%	-
Second Year of Monitoring							
Total Students	16	26	13	16	26	13	13
Raw Score	31	36	35	42	44	45	21
Scale Score	1724	1895	1892	1719	1832	1848	0
Percent Score	83.45%	90.29%	83.88%	79.93%	84.47%	86.83%	69.23%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	93.75%	96.15%	84.62%	100%	96.15%	100%	0%
Masters Grade Level (TX)	75%	96.15%	76.92%	81.25%	84.62%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	7.69%	0%	0%	0%	-
Approaches High	6.25%	3.85%	7.69%	0%	3.85%	0%	-
Meets	18.75%	0%	7.69%	18.75%	11.54%	0%	-
Masters	75%	96.15%	76.92%	81.25%	84.62%	100%	-
Third Year of Monitoring							
Total Students	-	-	8	-	-	8	8
Raw Score	-	-	38	-	-	47	24
Scale Score	-	-	1943	-	-	1985	0
Percent Score	-	-	89.88%	-	-	91.11%	79.17%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	87.50%	-	-	87.50%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-

Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	12.50%	-	-	12.50%	-
Masters	-	-	87.50%	-	-	87.50%	-
Special Ed Indicator							
Total Students	17	13	17	17	13	17	17
Raw Score	21	19	22	27	28	28	13
Scale Score	1507	1495	1637	1476	1564	1578	0
Percent Score	57.87%	48.08%	53.36%	52.49%	53.99%	53.05%	44.12%
Approaches Grade Level (TX)	64.71%	53.85%	70.59%	64.71%	76.92%	58.82%	0%
Meets Grade Level (TX)	47.06%	15.38%	41.18%	52.94%	61.54%	47.06%	0%
Masters Grade Level (TX)	35.29%	15.38%	11.76%	35.29%	38.46%	35.29%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	17.65%	7.69%	5.88%	17.65%	15.38%	23.53%	-
Did Not Meet High	17.65%	38.46%	23.53%	17.65%	7.69%	17.65%	-
Approaches Low	5.88%	23.08%	17.65%	5.88%	7.69%	11.76%	-
Approaches High	11.76%	15.38%	11.76%	5.88%	7.69%	0%	-
Meets	11.76%	0%	29.41%	17.65%	23.08%	11.76%	-
Masters	35.29%	15.38%	11.76%	35.29%	38.46%	35.29%	-

As we move into the 2026-2027 school year, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

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

Strengths

Canyon Ranch Elementary Campus #

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- Our district provides many quality resources for instruction and assessment.
- Our educators were able to collect qualitative and quantitative data as collaborative teams to help inform instructional decisions.
- Our learners performed at high levels on the STAAR assessment, with over 90% of learners scoring Approaches Grade Level or higher across Reading and Math in 4th and 5th grades.
- A large percentage of learners are not just meeting, but exceeding grade-level expectations on STAAR.
 - 51.65% Masters in Grade 3 Math
 - 52.21% Masters in Grade 4 Math
 - 71.13% Masters in Grade 5 Reading
 - 61.48% Masters in Grade 4 Reading
- We had particularly strong performance in 4th and 5th grade with 96.3% Approaches in Reading for 4th Grade and 94.37% Approaches in Math for 5th Grade
- Our Emergent Bilingual students continue to grow in their overall linguistic abilities. The majority of our Emergent Bilingual learners are progressing one or more proficiency levels per year, with many moving into Advanced and Advanced High levels by upper grades.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ There is a need to strengthen instruction and rigor in our Kinder-2nd grades foundational skills, as data shows progress, but less growth in our younger grades compared to our upper grades.	There is sometimes less emphasis on rigor and a need for more frequent assessment and progress monitoring in the younger grades.
2★ There is a need for professional learning in high-impact instructional strategies for educators.	We are shifting towards a more balanced approach to teaching with technology, and we are implementing a new ELAR curriculum this year.
3★ There is a need to continue supporting our Emergent Bilinguals.	Though our EBs are making growth, we see less growth in the our data in the expressive areas, particularly in writing.
4★ Learners receiving special education services performed below grade-level averages on STAAR Reading and Math.	There is a need to more consistently analyze individual skill gaps and instructional needs of learners receiving special education services, which can be masked by overall grade-level performance data.
5★ There is a need to provide a balanced approach to learning that intentionally integrates technology with hands-on experiences, collaboration, and opportunities for critical thinking.	Coppell ISD has introduced a new framework for technology use in the classroom based on research and stakeholder feedback.

★ = Priority

School Processes & Programs

Summary

The 2025-2026 school year is the eighth year for Canyon Ranch Elementary, a school serving about 680 Pre-Kindergarten through 5th grade learners.

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

Many systems have been established and maintained to support our Professional Learning Community (PLC). In 2025, Canyon Ranch was awarded the Promising Practices designation from Solution Tree to recognize our work as a PLC. The master schedule allows for protected time for educators to collaborate, as well as a school-wide intervention and enrichment time called Den Time. All staff members, including aides, administrators, and support staff work with learners during this time. Educators also meet weekly for House Meetings, which is a time for them to address learner needs and plan for House morning meetings centered around community building, character education, and social-emotional learning. We intentionally use the Multi-Tiered Systems of Support (MTSS) process to identify areas to target in intervention with learners. The MTSS team is composed of educators, Administrators, Instructional Coach, Language Acquisition Specialists, and our Counselor as needed. Intervention is provided on a consistent basis, and ongoing progress is reviewed as a collaborative team. Educators participate in ongoing professional learning within their collaborative teams and are supported by administrators, the Instructional Coach, the GT Specialist, and our Language Acquisition Specialists.

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

Strengths

- The work we do as a Professional Learning Community helps our educators work collaboratively to meet the needs of all learners and to grow as professionals in content knowledge and instructional practices. Our efforts were recognized by Solution Tree in 2025 with the Promising Practices designation.
- Our school-wide Den Time allows for dedicated time for intervention and enrichment. Educators are able to share learners in small groups across campus. With everyone participating, the focus remains on our "all kids are our kids" philosophy.
- Our MTSS/RtI system and process has been effective for supporting learners and helping close academic gaps and social-emotional needs.
- Our House system provides opportunities for vertical alignment, learner mentorship, flexible grouping, and relationship-building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need for ongoing work as Professional Learning Communities.	It is necessary to align our practices and continue to refine the work we do as collaborative teams, as many teams have changed this year.
2 ★ There is a need to continue with our CRE coaching team (GT Specialist, Learning Coach, LAS, Librarian) and refining collaborative team time with this group to best support educators with coaching.	We need to continue building on the work the coaching team did last year as we add a new Language Acquisition Specialist this year and focus on Tier 1 instruction.

★ = Priority

Perceptions

Summary

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

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

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

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

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

Canyon Ranch has a supportive parent community and high attendance at campus events. Parents are engaged and committed to helping support their children at home.

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

As a staff, we work hard to connect with each other and work as true collaborative teams. Each team sets collective commitments together each year. Our coaching team is comprised of our Language Acquisition Specialists, GT Specialist, Learning Coach, and Librarian. They collaborate together to provide support to educators in many different areas.

Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district.	We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.
2 ★ There is a need for more communication to stakeholders and professional learning in this area for our staff.	Parents desire an increase in the amount of communication about their learners' progress and information about our school.
3 ★ There is a need to engage our community and families with school events and to showcase the learning in our building.	Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not not be meaningfully engaged.
4 ★ There is a need to increase the opportunities for learners to be involved in clubs or passion-based activities.	We have a limited amount of choices for clubs learners and more learners that are interested than we can accommodate with what we offered in the past.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district.

We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

2
★

There is a need for ongoing work as Professional Learning Communities.

It is necessary to align our practices and continue to refine the work we do as collaborative teams, as many teams have changed this year.

3
★

There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.

4
★

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

Parents desire an increase in the amount of communication about their learners' progress and information about our school.

5
★

There is a need to engage our community and families with school events and to showcase the learning in our building.

Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not not be meaningfully engaged.

6
★

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

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

7
★

There is a need to strengthen instruction and rigor in our Kinder-2nd grades foundational skills, as data shows progress, but less growth in our younger grades compared to our upper grades.

There is sometimes less emphasis on rigor and a need for more frequent assessment and progress monitoring in the younger grades.

8
★

There is a need for professional learning in high-impact instructional strategies for educators.

We are shifting towards a more balanced approach to teaching with technology, and we are implementing a new ELAR curriculum this year.

9
★

There is a need to continue supporting our Emergent Bilinguals.

Though our EBs are making growth, we see less growth in the our data in the expressive areas, particularly in writing.

10
★

There is a need to continue with our CRE coaching team (GT Specialist, Learning Coach, LAS, Librarian) and refining collaborative team time with this group to best support educators with coaching.

We need to continue building on the work the coaching team did last year as we add a new Language Acquisition Specialist this year and focus on Tier 1 instruction.

11
★

There is a need to increase the opportunities for learners to be involved in clubs or passion-based activities.

We have a limited amount of choices for clubs learners and more learners that are interested than we can accommodate with what we offered in the past.

12
★

Learners receiving special education services performed below grade-level averages on STAAR Reading and Math.

There is a need to more consistently analyze individual skill gaps and instructional needs of learners receiving special education services, which can be masked by overall grade-level performance data.

13



There is a need to provide a balanced approach to learning that intentionally integrates technology with hands-on experiences, collaboration, and opportunities for critical thinking.

Coppell ISD has introduced a new framework for technology use in the classroom based on research and stakeholder feedback.

★ = 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
- ☒ State and federal planning requirements

Accountability Data

- ☒ Student Achievement Domain

Student Data: Assessments

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

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

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



Goals

Goal 1

Accountability for Learning: At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels, taking ownership of our learning and staying focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1

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

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

Strategy 1

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 85% in June 2024 to 95% in June 2029.

Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension

- Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction.
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data.
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension.
- mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention.
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.
- Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills.
- High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors."
- Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math.

Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist, Librarian

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

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Strategy 2

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 64% in June 2024 to 74% in June 2029.

Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills

- DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.
- Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning.
- Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.
- Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills.
- Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD

Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November

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Strategy 3

Instructional leaders will provide professional learning and support for classroom educators in implementing high quality Tier I instructional strategies with a specific focus on high levels of engagement, collaboration, and critical thinking. Professional learning will include Kagan, Building Thinking Classrooms for Math, Argument Driven Inquiry strategies in science, and co-teaching models.

Strategy's Expected Result/Impact: Educators will deepen their knowledge of high quality Tier 1 instructional strategies.

Educators will apply learning from professional learning during design days and planning.

Tier 1 instruction will be positively impacted.

All learners will demonstrate mastery or anticipated growth of High Priority Learning Standards.

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Educators, Language Acquisition Specialists, GT Specialist. Special Education Educators

Problem Statements: Student Learning 2

Formative Reviews

November	February	April	June
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Strategy 4

Instructional leaders will continue to provide professional learning focused on sheltered instruction strategies and effective use of the new ELP resources to strengthen educators' ability to support and accelerate learning for Emergent Bilingual students, particularly in the expressive areas of speaking and writing.

Strategy's Expected Result/Impact: Educators will grow in their knowledge of instructional strategies that support Emergent Bilingual learners.

Educators will utilize the new ELPS resources to plan intentional instructional strategies and accommodations needed to support Emergent Bilingual learners.

Emergent Bilingual learners will show anticipated growth in academics and language development.

Staff Responsible for Monitoring: Language Acquisition Specialists, Principal, Assistant Principal, Learning Coach, Educators

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	April	June
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Strategy 5

Educators will deepen their understanding of the updated district curriculum documents, new curriculum, and district resources in order to plan instruction.

Strategy's Expected Result/Impact: -Educators will deepen their understanding of the new ELAR curriculum and other district resources.

Educators will be in alignment with the district scope and sequence.

Educators will become proficient with using district resources for designing instruction.

Learners will make projected growth.

Staff Responsible for Monitoring: Campus Administrators, Educators, Learning Coach

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to strengthen instruction and rigor in our Kinder-2nd grades foundational skills, as data shows progress, but less growth in our younger grades compared to our upper grades.

There is sometimes less emphasis on rigor and a need for more frequent assessment and progress monitoring in the younger grades.

2

There is a need for professional learning in high-impact instructional strategies for educators.

We are shifting towards a more balanced approach to teaching with technology, and we are implementing a new ELAR curriculum this year.

3

There is a need to continue supporting our Emergent Bilinguals.

Though our EBs are making growth, we see less growth in the our data in the expressive areas, particularly in writing.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need for ongoing work as Professional Learning Communities.

It is necessary to align our practices and continue to refine the work we do as collaborative teams, as many teams have changed this year.

Performance Objective 2

Educators will engage in continuous professional growth opportunities to strengthen instructional practices and improve learning outcomes for all students.

Evaluation Data Source: Lesson plans, team time agendas, walkthroughs, evaluations, coaching conversations, team goals

Strategy 1

We will leverage our coaching team (LAS, Learning Coach, Librarian, GT Specialist) to enhance professional learning and support Tier 1 instructional strategies.

Strategy's Expected Result/Impact: Educators will increase the use of coaching opportunities.

Educators will implement new instructional strategies that impact the growth of all learners.

Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialists, GT Specialist, Librarian, Learning Coach

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November

February

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Strategy 2

We will align the practices of collaborative team time with our Special Education team and our Early Childhood team to more intentionally use the 4 Questions of PLC to guide their work.

Strategy's Expected Result/Impact: These teams will gain a clearer understanding of using the 4 questions of a PLC to guide the work.

Learners will make growth, especially in our sub-populations.

Teams will consistently use data to make informed instructional decisions.

Staff Responsible for Monitoring: Campus Administrators, Special Education educators, Early Childhood educators

Problem Statements: Student Learning 4 - School Processes & Programs 1, 2

Formative Reviews

November

February

April

June

Strategy 3

Each team will establish a quantitative student-learning goal during Team Time, using baseline data to set a measurable semester target and regularly monitor progress to inform instructional decisions and adjustments. State Comp Ed Funds will be used to provide intentional Design Days for educators to use this data to make informed instructional decisions in their lesson plans targeting specific learner needs, including learners who are identified as at-risk.

Strategy's Expected Result/Impact: Learners will make projected growth.

The work done in team time will be focused and intentional.

Educators will grow in their practices, learning from each other and from the data.

Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coach, Language Acquisition Specialists, GT Specialist

Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1

Funding Sources: Substitutes for Design Days 199 - State Comp Ed, 199-11-6112-00-113-24-000, \$5,357

Formative Reviews

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Strategy 4

Educators will participate in campus learning walks to observe high-impact instructional strategies in action, reflect on effective practices, and learn from one another to strengthen instruction and improve learner outcomes.

Strategy's Expected Result/Impact: Educators will observe high-impact instructional strategies in the classroom.

Educators will observe evidence of the application of professional learning focused on instructional strategies.

Educators will reflect on their practices and make adjustments based on what they learn from each other.

Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coach, Language Acquisition Specialists, GT Specialist

Problem Statements: Student Learning 2

Formative Reviews

November

February

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to strengthen instruction and rigor in our Kinder-2nd grades foundational skills, as data shows progress, but less growth in our younger grades compared to our upper grades.

There is sometimes less emphasis on rigor and a need for more frequent assessment and progress monitoring in the younger grades.

2

There is a need for professional learning in high-impact instructional strategies for educators.

We are shifting towards a more balanced approach to teaching with technology, and we are implementing a new ELAR curriculum this year.

3

There is a need to continue supporting our Emergent Bilinguals.

Though our EBs are making growth, we see less growth in the our data in the expressive areas, particularly in writing.

4

Learners receiving special education services performed below grade-level averages on STAAR Reading and Math.

There is a need to more consistently analyze individual skill gaps and instructional needs of learners receiving special education services, which can be masked by overall grade-level performance data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need for ongoing work as Professional Learning Communities.

It is necessary to align our practices and continue to refine the work we do as collaborative teams, as many teams have changed this year.

2

There is a need to continue with our CRE coaching team (GT Specialist, Learning Coach, LAS, Librarian) and refining collaborative team time with this group to best support educators with coaching.

We need to continue building on the work the coaching team did last year as we add a new Language Acquisition Specialist this year and focus on Tier 1 instruction.

Goal 2

Organization that Cultivates Excellence: At Canyon Ranch Elementary, we will maintain high standards as we reimagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners.

Performance Objective 1

Using the CISD Technology framework as a guide, educators will create and utilize a balanced approach when integrating technology in order to reduce screen time and increase engagement and hands-on, meaningful learning.

Evaluation Data Source: Lesson plans, learner products, classroom observations, learning walks

Strategy 1

Educators will receive training on the CISD Technology Framework and will use it as a lens to design instruction.

Strategy's Expected Result/Impact: Educators will understand the CISD Technology Framework.

Educators will use technology effectively and in innovative ways to promote problem-solving and application of learning.

Learners will use technology safely and responsibly.

There will be a balanced use of technology in the classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Coach, Educators

Problem Statements: Student Learning 5

Formative Reviews

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June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

There is a need to provide a balanced approach to learning that intentionally integrates technology with hands-on experiences, collaboration, and opportunities for critical thinking.

Coppell ISD has introduced a new framework for technology use in the classroom based on research and stakeholder feedback.

Performance Objective 2

There will be an increase in opportunities for learners to explore their individual interests, strengths, and passions through authentic learning experiences.

Strategy 1

Expand our offerings of clubs and leadership opportunities on campus.

Strategy's Expected Result/Impact: More learners will be able to participate in clubs that interest them and are related to their passions.

Increased opportunities will develop leadership in our learners.

Problem Statements: Perceptions 4

Formative Reviews

November	February	April	June
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Strategy 2

Expand Den Time group offerings to provide learners with meaningful opportunities to explore and develop their interests and passions, including partnering with parents and community members to facilitate passion-based clubs such as chess, crafts, gardening, and other areas of expertise.

Strategy's Expected Result/Impact: Parent engagement will increase.

More learners will have the opportunity to be involved in passion-based Den Time groups.

Problem Statements: Perceptions 4

Formative Reviews

November	February	April	June
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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

There is a need to increase the opportunities for learners to be involved in clubs or passion-based activities.

We have a limited amount of choices for clubs learners and more learners that are interested than we can accommodate with what we offered in the past.

Goal 3

Safety, Wellness and Belonging: At Canyon Ranch Elementary, we will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

Canyon Ranch Elementary learners will experience a safe and supportive school environment that promotes mental health, emotional well-being, positive relationships, and a sense of belonging.

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

Strategy 1

Continue building on our health curriculum supports to implement health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, responsible decision-making, and suicide prevention. This also includes recognizing suicide-related risk factors and warning signs (human sexuality, child abuse, family violence, dating violence, and sex-trafficking) and specific opt-in procedures for this content.

Strategy's Expected Result/Impact: Learners will be engaged in activities related to the new health TEKS.

Educators will be more aware of warning signs and risk factors.

Learners will make growth academically and socially-emotionally and will be appropriately supported.

Staff Responsible for Monitoring: Counselors, PE Educators, Educators, Campus Administrators, Learning Coaches

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.

Strategy's Expected Result/Impact: We will align our practices and ensure equity.

The Panorama Student Success platform will be used to track data and to support discussions of these areas during MTSS meetings.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Campus Administrators, Educators, Special Education Educators, Language Acquisition Specialists, Counselor

Problem Statements: Perceptions 1

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

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

Performance Objective 2

We will strengthen family partnerships by creating meaningful opportunities for parents and families to engage in their child's learning and contribute to the school community.

Evaluation Data Source: attendance data from events, parent feedback, Panorama survey

Strategy 1

We will ensure our parents and stakeholders receive timely and relevant information about their children and their academic progress. Each grade-level will send a weekly newsletter as well as develop a communication plan for the types of work and communication that will go home this school year to keep parents informed.

Strategy's Expected Result/Impact: Parents will be more engaged.

Parents will feel more informed about their child's academic progress and how to support at home.

Problem Statements: Perceptions 2

Formative Reviews

November

February

April

June

Strategy 2

We will continue to strengthen the monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of intentional attendance intervention plans as needed.

Strategy's Expected Result/Impact: There will be an increase in our attendance rates as a campus.

There will be increased communication between schools, learners, and families regarding attendance and the impact on instruction and learner growth.

There will be an increase in funding from the state due to attendance growth.

Staff Responsible for Monitoring: Campus Administrators, District Administrators, Educators, Campus Secretary and Attendance Clerk

Problem Statements: Demographics 1

Formative Reviews

November

February

April

June

Strategy 3

We will strengthen community partnerships and create meaningful opportunities for families to engage with our school, helping them better understand and connect with the learning that happens each day. This includes community events such as trunk-or-treat and Little Library, as well as grade-level academic showcases.

Strategy's Expected Result/Impact: Attendance at the event will increase.

Parents will be more involved.

Staff Responsible for Monitoring: Educators, Campus Administrators

Problem Statements: Perceptions 3, 4

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need for more communication to stakeholders and professional learning in this area for our staff.	Parents desire an increase in the amount of communication about their learners' progress and information about our school.
3	There is a need to engage our community and families with school events and to showcase the learning in our building.	Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not be meaningfully engaged.
4	There is a need to increase the opportunities for learners to be involved in clubs or passion-based activities.	We have a limited amount of choices for clubs learners and more learners that are interested than we can accommodate with what we offered in the past.



State Compensatory Education

State Compensatory

Budget for Canyon Ranch Elementary

Total SCE Funds: \$5,357.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Each team will establish a quantitative student-learning goal during Team Time, using baseline data to set a measurable semester target and regularly monitor progress to inform instructional decisions and adjustments. State Comp Ed Funds will be used to provide intentional Design Days for educators to use this data to make informed instructional decisions in their lesson plans targeting specific learner needs including learners who are identified as at-risk.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Substitutes for Design Days	199-11-61 12-00-11 3-24-000	\$5,357.00
				Sub-Total	\$5,357.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026