



2023-2024 CRS Continuous Improvement Plan Goals

Vision: Inspiring the Innovators of Tomorrow

Mission: Canyon Ridge School is committed to developing 21st Century learners that are prepared to solve real world challenges through the use of collaboration, creativity, critical thinking, and cross curricular STEM learning opportunities.

Core Values: Student Centered, Innovative & Hands-On Learning

By May 2024, a **minimum gain of 3% growth or 76% of students** in grades 3-8 will achieve a **proficient/highly proficient** level in **ELA, Math, and Science** as a combined average as measured by **AASA and AzSci State Assessments**.

By May 2024, reduce the **overall percentage of minimally proficient** students in 3-8 to **less than 10% in ELA and less than 15% in Math** as measured by **AASA**.

By May 2024, a **minimum of 82% of students** in grades K-3 will read **at or above benchmark** as measured by **DIBELS EOY composite scores**.

By May 2024, reduce the **overall percentage of below and well below benchmark** K-3 students to **less than 18%** as measured by **DIBELS EOY composite scores**.

Action Steps:

- Students will learn the standards following Dysart's scope and sequence
- Students will learn through instruction that is lived at a DOK 2 and higher
- Students will receive targeted enrichment/intervention based on data
- Staff will participate in ongoing, systematic opportunities to discuss and analyze student achievement data
- Staff will receive ongoing PD on Savvas/Illustrative Math, Instructional protocols, and STEM

Assess/Monitor:

- PLC process, data pulls, and data chats
- Data sweep (instructional protocols)/share data with staff
- Walk-throughs with feedback
- Analyze assessments (CFA/(DIBELS/PSI/PASI/Unit/Standard/BM) and respond to the data to enrich/remediate
- Proficient/Highly Proficient Targets - ELA 72% , Math 62%, Science 65%

By May 2024, **100% of K-8 Canyon Ridge students**, through data responsive instruction aligned to the CRS instruction protocol, will **demonstrate mastery of grade level priority standards** as evidenced by identified key measures at every grade level (which may include: DIBELS, CFA, 95%, priority standards assessment tracking, HMH/IM/unit tests, and district benchmarks).

By May 2024, 100% of grade levels will meet student needs through a **focused intervention process** as evidenced by walk through data and standards based assessment data.

Action Steps:

- Students and staff will track learning data
- Students will receive targeted enrichment/intervention based on data
- Staff will receive ongoing targeted professional development
- Staff will participate in ongoing, systematic opportunities to discuss and analyze student achievement data
- Staff will teach to the standards following Dysart's scope and sequence
- Staff will teach to the high ensuring DOK 2 and higher within lessons

Assess/Monitor:

- Mini PD feedback
- PLC focused on data protocols following Benchmark assessments
- Analysis of Priority Standard Assessment/CFA data
- Daily Check for Understanding/Formative Assessment
- Student Data Tracking/Personalized Instruction Plans (PIP)
- Monthly RtI prep connect discussion and analysis of data

By May 2024, 100% of campus **professional learning communities** will implement the **PLC process** with fidelity as measured by moving one indicator level up on the PLC continuum rubric.

By May 2024, **100% of teachers** will follow **Academic Conversation** structures and routines as evidenced by students engaging in **level 3** conversations aligned to DOK 2 and higher questions.

By May 2024, **100% of teachers** will post **learning objectives at a DOK 2 or higher** along with **success criteria** that define learning targets for all lessons.

By May 2024, **100% of teachers** will embed **checks for understanding** within each lesson to assess and adjust for student mastery.

Action Steps:

- Follow PLC implementation plan
- Students will articulate the learning objective and success criteria when asked, "What are you learning?"
- Students will engage in Academic Conversations at a level 3 a minimum of two times per lesson
- Students will receive specific and immediate feedback based on checks for understanding
- Staff will receive ongoing mini PD on instructional protocols and STEM
- Staff will teach to the high ensuring DOK 2 and/or higher within lessons

Assess/Monitor:

- Monitor PLC process defined in the PLC
- Monday spiraled professional development PD (15 throughout the school year)
- Weekly walkthrough by Admin and TLS using CRS Protocol
- Microteaching by Peer Mentors, TLS and staff
- Formal walkthroughs and observations
- Daily Check for Understanding/Formative Assessment

By May 2024, all students will be **regularly attending school** as evidenced by reducing the amount of chronic absences, defined at 18 days or more, by less than 7.5% of the student population.

Action Steps:

- Students will be motivated to attend school on a daily basis through engaging lessons, incentives, and relationship
- Parents will receive a phone call from administration when a student is absent from school 5 consecutive days
- Parents will meet with administration when a student is absent from school 10 days
- Students will be put on an academic support plan if absences exceed more than 15 days of school resulting in earning D/F in any subject area. The plan will include weekly check-ins with student's teacher/Champion

Assess/Monitor:

- Attendance logs will be sent by the ART to administration
- Parent, teacher, and administration will meet
- Chronic illness plans will be developed as needed
- Chronic absent students will meet with Champion