



# 2025-2026 Canyon Ridge School Continuous Improvement Plan

*Vision: Inspiring the Innovators of Tomorrow*

**Mission:** Fueled by character and powered by STEM, we are raising the next generation of doers, thinkers and difference-makers.

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

By the end of the 2025-26 school year, **math proficiency** will increase from **60% to 63%** as measured by the Math AASA.

By the end of the 2025-26 school year, **ELA proficiency** will increase from **70% to 73%** as measured by the ELA AASA.

By the end of the 2025-26 school year, **science proficiency** will increase from **61% to 64%** as measured by the AzSCI assessment.

By the end of the 2025-26 school year, **84% K-3 students** will be **at or above benchmark** as measured by the Composite DIBELs Acadience Assessment.

By the end of the 2025-26 school year, **less than 13% of students** will be **minimally proficient in ELA and Math** as measured by the ELA and Math AASA.

By the end of the 2025-26 school year, **8th grade highly proficient math** students will increase from **30% to 33%** as measured by the Math AASA.

By the end of the 2025-26 school year, **8th grade minimally proficient math** students will decrease from **20% to less than 17%** as measured by the Math AASA.

By the end of the 2025-26 school year, **3rd grade minimally proficient ELA** students will decrease from **32% to less than 29%** as measured by the ELA AASA.

By the end of the 2025-26 school year, 100% of **English Language students will move a minimum of one proficiency level up** as measured on Azella.

- Action Steps:**
- Students will learn and master the essential standards following Dysart’s scope and sequence
  - Students will learn through instruction that is delivered at a DOK 2 and higher
  - Students will receive targeted enrichment/intervention based on data
  - Staff will participate in ongoing, systematic opportunities to discuss, analyze, and respond to student achievement data
  - Staff will receive ongoing professional development focused on high leverage instructional practices and the PLC process

- Assess/Monitor:**
- PLC process, data pulls, and data chats
  - Data sweep (instructional protocols)/share data with staff minimum once per quarter
  - Tier 1, 2, and 3 walk-throughs with feedback
  - Analyze assessments (CFA/(DIBELS/PSI/PASI/Unit/Standard/BM) and respond to the data to enrich/remediate

By May 2026, 100% of the campus **professional learning teams** will implement the **PLC process** with fidelity as measured by moving one indicator level up on the PLC continuum rubric.

By the end of the 2025-2026 school year, 100% of professional learning teams **will unpack essential standards** that include: proficiency levels, DOK question examples, and a timeline for instruction.

By the end of the 2025-26 school year, 100% of professional learning teams will use **cycles of learning** to measure student mastery of identified essential standards.

By the end of the 2025-26 school year, 100% of professional learning teams will use a **system of spiral review** to ensure continued practice and retention of mastered skills.

By the end of the 2025-26 school year, 100% of grade levels will meet student needs through a **focused intervention/enrichment process** as evidenced by walk through data and standards based assessment data.

- Action Steps:**
- Create, train, and review PLT processes.
  - PLT will build and use an essential standards document to plan standards based instruction and CFAs
  - Students and staff will maintain skill plans to track mastery of standards and track learning data
  - Students will receive targeted enrichment/intervention based on data
  - All staff will be teachers of reading and writing across all content areas
  - Staff will teach to the high ensuring DOK 2 and higher within lessons

- Assess/Monitor:**
- Monitor PLT process defined in the PLC
  - PLT focused on essential standards/data protocols following assessments
  - Analysis of Essential Standard Assessment/CFA data
  - Daily Check for Understanding/Formative Assessment
  - Student Data Tracking/Skill Plans
  - Monthly RtI prep connect discussion and analysis of data

By May 2026, **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 2026, **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 2026, **100% of teachers** will embed **checks for understanding** within each lesson to assess and adjust for student mastery.

- Action Steps:**
- 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 including: high leverage literacy and math instruction, PLC process, data analysis, and DIP protocol
  - Staff will teach to the high ensuring DOK 2 and/or higher within lessons

- Assess/Monitor:**
- Monday spiraled professional development PD (15 throughout the school year)
  - Weekly walkthrough by Admin and TLS using CRS Protocol
  - Formal walkthroughs and observations
  - Daily Check for Understanding/Formative Assessment

By May of 2026, we will **improve daily attendance rates** from an average of 92% to 95%, this will be measured weekly.

By May of 2026, students **will regularly attend school** as evidenced by reducing the amount of **chronic absences** (defined as 18 days or more) to less than 15% of the student population.

By May of 2026, students **will follow the 7 Habits of Highly Effective People and Dysart Core Values** as evidenced by reducing referrals and detentions related to physical aggression, defiance and disrespect by a minimum of 10%.

- Action Steps:**
- Students will be motivated to attend school on a daily basis through engaging lessons, incentives, and relationships
  - Parents and admin will meet to review student behavior/attendance/academic agreement
  - Students will be put on an academic support plan and potentially the retention platform 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
  - Daily practice and expectations reviewed with students aligned to the 7 Habits and Core Values

- Assess/Monitor:**
- Attendance and D/F reports pulled bi-weekly by admin
  - Parent, teacher, and administration agreement
  - Chronic illness plans will be developed as needed
  - Weekly celebrations and recognition for students who have perfect weekly attendance
  - Restorative conversations and role modeling