



2024-2025 Canyon Ridge School Continuous Improvement Plan

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 the end of the 2024-25 school year, **math proficiency** will increase from **60% to 63%** as measured by the Math AASA.

By the end of the 2024-25 school year, **ELA proficiency** will increase from **70% to 73%** as measured by the ELA AASA.

By the end of the 2024-25 school year, **science proficiency** will increase from **63% to 66%** as measured by the AzSCI assessment.

By the end of the 2024-25 school year, **81% K-3 students** will be **at or above benchmark** as measured by the Composite DIBELS Acadience Assessment.

By the end of the 2024-25 school year, **less than 10% of students** will be **minimally proficient in ELA and Math** as measured by the ELA and Math AASA.

By the end of the 2024-25 school year, **8th grade highly proficient math** students will increase from **28% to 31%** as measured by the Math AASA.

By the end of the 2024-25 school year, **8th grade minimally proficient math** students will decrease from **17% to less than 14%** as measured by the Math AASA.

By the end of the 2024-25 school year, **3rd grade minimally proficient ELA** students will decrease from **17% to less than 14%** as measured by the ELA AASA.

- Action Steps:**
- Students will learn and master 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, analyze, and respond to student achievement data
 - Staff will receive ongoing differentiated PD focused on lesson design, building thinking classrooms, 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)
 - Walk-throughs with feedback
 - Analyze assessments (CFA/DIBELS/PSI/PASI/Unit/Standard/BM) and respond to the data to enrich/remediate

By the end of the 2024-25 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 2024-25 school year, Canyon Ridge will **enrich** identified math students through a **walk up to math** process.

By the end of the 2024-25 school year, 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 maintain skill plans to track mastery of standards and track learning data
 - Students will receive targeted enrichment/intervention based on data
 - Support students and staff with the walk up to math process
 - Grade levels will determine essential standards and ensure mastery of those standards for all students
 - 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=T focused on data protocols following assessments
 - Analysis of Priority 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 2025, 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 May 2025, **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 2025, **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 2025, **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 on instructional protocols and STEM
 - Staff will teach to the high ensuring DOK 2 and/or higher within lessons

- Assess/Monitor:**
- Monitor PLT process defined in the PLC
 - 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 2025, students will regularly attend school as evidenced by reducing the amount of chronic absences (defined as 18 days or more) to less than 17% of the student population.

- Action Steps:**
- Students will be motivated to attend school on a daily basis through engaging lessons, incentives, and relationships
 - 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
 - Weekly celebrations and recognition for students who have perfect weekly attendance