



Strategic Plan Priority 1: Academic Achievement

1. By May 2026, Canyon Crest students will increase proficiency by at least 3% according to the RISE ELA assessment.
Sub-Goal 1: By May 2026, 100% of Canyon Crest students will achieve their individual growth goal set by their classroom teacher as measured by the Acadience Reading assessment using Pathways of Progress.
Sub-Goal 2: By May 2026, 100% of Canyon Crest students scoring well below and below benchmark at the beginning of year assessment will achieve above typical growth at a minimum by the end of the school year as measured by the Acadience Reading assessment.
Sub-Goal 3: By May 2026, at least 80% of multilingual learner (ML) students at Canyon Crest will meet their personal growth goal according to the ACCESS assessment.

2. By May 2026, Canyon Crest students will increase proficiency by at least 3% according to the RISE Math assessment.
Sub-Goal 1: By May 2026, 100% of Canyon Crest students in Kindergarten through 3rd Grade will achieve their individual growth goal set by their classroom teacher as measured by the Acadience Math assessment using Pathways of Progress.
Sub-Goal 2: By May 2026, 100% of Canyon Crest students scoring well below and below benchmark at the beginning of year assessment will achieve above typical growth at a minimum by the end of the school year as measured by the Acadience Math assessment.
Sub-Goal 3: By May 2026, 100% of Canyon Crest students will achieve 50th percentile growth or higher from beginning-of-year to end-of-year for NWEA Math using NWEA growth reports.

School Improvement Status: N/A	None	N/A	N/A	N/A
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Goal 1: ELA Increase RISE by 3% *** to ***% (will be completed once we have FY25 EOY scores)	Sub-Goal 1: By May 2026, 100% of Canyon Crest students will achieve their individual growth goal set by their classroom teacher as measured by the Acadience Reading assessment using Pathways of Progress.								
	Sub-Goal 2: By May 2026, 100% of Canyon Crest students scoring well below and below benchmark at the beginning of year assessment will achieve above typical growth at a minimum by the end of the school year as measured by the Acadience Reading assessment.								
	Action Step 1: Professional Development -District pacing guides and providing tier 1 instruction using curricular resources such as 95% and Wonders -Data analysis of reading assessment data for robust collaboration during professional learning community (PLC) meetings (i.e. progress monitoring student growth between benchmark assessments, providing Pathways of Progress and time to set student goals, tiered intervention support that is targetted to each student's needs, and providing supplemental curricular resources -Administration facilitated conversations with PLC teams on ELA strategies aligned to student growth goals/data collected in PLCs	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 1 - Tier I	ELA	2025-2026	-Include district pacing guide links in the school's PLC protocol. -Providing PLC teams time to meet to align their planning with district pacing guides. -PLC protocol has a section for data analysis of common formative assessments. -Every other faculty meeting will include an ELA data analysis opportunity. -Teachers will set pathways of progress during a faculty meeting. -PLC teams will use the PLC protocol to assign students to targetted intervention groups. -The administrative team, including instructional coach, will review ELA data across grade level groups and identify ELA strategies to share with PLC teams on how to support ELA outcomes.	No specific cost associated with action item		

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	Action Step 2: Tier I Instruction For All Students All students will receive universal tier 1 English language arts instruction, including students with disabilities (SWD) and MLs	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 1 - Tier I	ELA	2025-2026	-The administrative team will ensure teachers are consistently using the district's supported curriculum for ELA. -Teachers will routinely progress monitor students to evaluate their growth towards Pathways of Progress goals. Students well below will be progress monitored at least bi-weekly. Students below will be progress monitored at least once per month. Students at benchmark and above will be progress monitored at least once between benchmarks. -Teachers will provide students with disabilities the accommodations necessary to access the curriculum as determined by the IEP team.	No specific cost associated with action item		
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	Action Step 3: PLCs -PLC teams will review English language arts student progress regularly for the purpose of adjusting instruction, as needed. -Teachers will receive professional development on how to assign intervention groups based on ELA progress and data. -PLC teams will use the PLC protocol that includes opportunities for PLC teams to create ELA common formative assessments, analyze ELA common formative assessment data, and have conversations about ELA Tier 1 core instruction strategies. -PLC teams will use the PLC protocol to identify how their instructional planning supports the pillars of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. -Teachers will learn how to use district intervention programs to implement strategies for addressing specific learning needs based on diagnostic assessments. PLC teams will discuss how these intervention programs will be used in their planning. Expenditure: Reading Plus Program	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	ELA	2025-2026	-The administrative team will review PLC protocols every week to review student progress in ELA. -The administrative team will attend PLC meetings to the extent possible to participate in conversations about student progress in ELA. -The administrative team will routinely review intervention groups and work with PLC teams (as needed) to support the creation of intervention groups that are aligned with evidence-based/informed intervention programs. -As the administrative team reviews PLC protocols, they will look for evidence of PLC teams engaging in meaningful conversations about creating ELA common formative assessments, analyzing ELA common formative assessment data, and/or ELA Tier 1 core instruction strategies. -The PLC protocol will include prompts for teachers to identify how they are supporting the pillars of reading in their Tier 1 instruction. -Teachers will receive professional development in how to implement intervention programs, as needed. -Note: Expenditure is an estimate.	\$9,000.00	General	Supplies
	Action Step 4: Parent Communication on student performance -Parents will be informed of their child's English language arts progress at least quarterly with standards reports.	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 1 - Tier I	ELA	2025-2026	-Teachers will prepare quarterly standards reports. Quarter 1 Standards Reports will be shared at Student, Educator, Parent (SEP) Conferences. Quarter 2 Standards Reports will be shared at SEP Conferences. Quarter 3 Standards Reports will be sent home with students. Quarter 4 Standards Reports will be sent home with students.	No specific cost associated with action item		



	Action Step 5: School Leadership Support -Administrators and the instructional coach will support ELA goals, including PLC work, through various strategies including (but not limited to) maintaining and distributing data (proficiency and growth) for RISE and Acadience Reading; attending PLC meetings and making comments every week on the school's PLC protocol; providing professional development on how to analyze data for informed decision making; providing additional time for PLC grade level teams to identify essential standards (using the district's curriculum notebook), create common learning intentions and success criteria, and develop and calendar common formative assessments and schedule the analysis of common formative assessment data; creating and maintaining a supportive master schedule that prioritizes tier 1 instruction and intervention blocks; and creating testing and progress monitoring calendars and schedules.	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 3 - PD	ELA	2025-2026	-Administrators will upload data sets in shared Grade Level PLC Google Folders so PLC teams have access to data. -Administrators will review PLC protocols every week and make comments, give suggestions, and brainstorm ideas. -Administrators will attend PLC meetings every week. -Administrators will help to facilitate and scaffold support for analysis of data (e.g., providing guiding conversations questions). -Administrators will provide additional time for PLC teams to engage in answering critical PLC questions on before-school PD days and on district-PD days. -Administrators will conduct an audit of the master schedule before the school year starts to ensure it meets state and program guidelines to the extent possible. -Administrators will keep the testing schedule updated on the Faculty and Staff Google Calendar. Additionally, teachers will update Acadience Reading progress monitoring every week through the PLC protocol process.	No specific cost associated with action item		
	Action Step 6: Intervention and Enrichment Students will receive tier 2-3 English language arts intervention/enrichment services based on individual student need.	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	ELA	2025-2026	-Educators (teachers and instructional assistants) who support reading interventions will be trained in evidence-based/informed resources.	\$28,000.00	Landtrust	Salary/Benefits
	Expenditures: 1. Supervisor of Reading Interventionists 2. Reading Interventionist 3. Reading Lab Specialist	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	ELA	2025-2026	-Teachers will assign students to intervention group through the PLC process using the PLC protocol.	\$30,000.00	Landtrust	Salary/Benefits

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	Action Step 1: Tier 1 Instruction For All Students All students will receive universal tier 1 math instruction, including SWD and MLs.	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 1 - Tier I	MA	2025-2026	-Administration will ensure tier 1 math instruction blocks are reflected on the master schedule. -Administration will ensure students are not pulled from math instruction for specially designed instruction or intervention services (unless IEP or similar plan reflects otherwise). -Teachers will provide students with disabilities the accommodations necessary to access the curriculum as determined by the IEP team.	No specific cost associated with action item		
	Action Step 2: Intervention And Enrichment Students will receive tier 2-3 math intervention/enrichment services based on individual student need. Expenditures: 1. Supervisor of Math Interventionists 2. Math Lab Specialist 3. Math Interventionist	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	MA	2025-2026	-Educators (teachers and instructional assistants) who support math interventions will be trained in evidence-based/informed resources.	\$22,000.00	TSSA	Salary/Benefits
		P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	MA	2025-2026	-Teachers will assign students to intervention group through the PLC process using the PLC protocol.	\$24,000.00	Landtrust	Salary/Benefits
		P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	MA	2025-2026	-Acadience Math and NWEA Math benchmark assessments will be used to determine the effectiveness of interventions. PLC teams will respond to the data by making adjustments to interventions, as needed. -Students with disabilities will have individualized goals based on present levels of academic achievement and functional performance and individualized education program (IEP) team input -Note: Expenditures are estimates.	\$18,000.00	General	Salary/Benefits
	Action Step 3: Intervention Data Analysis The math intervention team will meet at least once every six weeks to analyze data and make informed decisions.	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 3 - PD	MA	2025-2026	-The assistant principal and instructional coach will facilitate and lead these meetings together. The assistant principal oversees the intervention system within the context of the master schedule and is the direct supervisor for instructional assistants. The instructional coach oversees the training of instructional assistants with regard to evidence-based/informed resources.	No specific cost associated with action item		



	Action Step 4: Professional Development Teachers will receive professional development on curricular resources at least quarterly for math	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 3 - PD	MA	2025-2026	-Administration and instructional coach will emphasize the math tier 1 instruction coaching plan that was implemented in FY25. Teachers will receive professional development on effective math tier 1 instruction lesson planning, which includes, but is not limited to: identifying essential standards, unpacking standards to determine common Learning Targets and Success Criteria, activating prior knowledge, teaching math vocabulary, modeling the skill (with think-aloud), providing students multiple opportunities for guided practice, using formative assessment strategies to determine readiness for independent practice, providing independent practice opportunities, implementing small group instruction for targeted support and re-teaching (if needed), etc. -Teachers will receive professional development in setting Acadience Math Pathways of Progress and Acadience Math progress monitoring.	No specific cost associated with action item		
	Action Step 5: PLCs PLC teams will review math student progress regularly (e.g., Acadience, Into Math, IXL, etc.) To support PLC teams with analyzing student progress our PLC protocol will be updated to include prompts for teachers to analyze data from various assessment platforms, teachers will receive professional development on how to adjust instruction based on an analysis of data, and administrators will attend PLC meetings to provide support with data analysis conversations. Expenditure: IXL Program	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 2 - Tier II/III	MA	2025-2026	-The administrative team will review PLC protocols every week to review student progress in Math. -The administrative team will attend PLC meetings to the extent possible to participate in conversations about student progress in Math. -The administrative team will routinely review intervention groups and work with PLC teams (as needed) to support the creation of intervention groups that are aligned with evidence-based/informed intervention programs. -As the administrative team reviews PLC protocols, they will look for evidence of PLC teams engaging in meaningful conversations about creating Math common formative assessments, analyzing Math common formative assessment data, and/or Math Tier 1 core instruction strategies. -Note: Expenditure is an estimate.	\$5,000.00	General	Supplies



	Action Step 6: Parent Communication Parents will be informed of their child's math progress at least quarterly with standards reports	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 1 - Tier I	MA	2025-2026	-Parents will receive quarterly standards reports that indicate progress and growth across the Math curriculum.	No specific cost associated with action item		
	Action Step 7: School Leadership Support Administrators and the instructional coach will support math goals, including PLC work, through various strategies including (but not limited to) maintaining and distributing data (proficiency and growth) for RISE, Acadience Math, and Into Math, attending PLC meetings and making comments every week on the school's PLC protocol, providing professional development on how to analyze data for informed decision making, providing professional development on supplemental programs such as IXL, providing additional time for PLC grade level teams to develop essential standards, common learning intentions and success criteria, and develop and calendar common formative assessments and analysis of common formative assessment data, creating and maintaining a supportive master schedule that prioritizes tier 1 instruction and intervention blocks, and creating testing and progress monitoring calendars and schedules	P1 Achievement: Goal 1 - Increase prof.	P1: G1 Strategy 3 - PD	MA	2025-2026	-Administrators will upload data sets in shared Grade Level PLC Google Folders so PLC teams have access to data. -Administrators will review PLC protocols every week and make comments, give suggestions, and brainstorm ideas. -Administrators will attend PLC meetings every week. -Administrators will help to facilitate and scaffold support for analysis of data (e.g., providing guiding conversations questions). -Administrators will provide additional time for PLC teams to engage in answering critical PLC questions on before-school PD days and on district-PD days. -Administrators will conduct an audit of the master schedule before the school year starts to ensure it meets state and program guidelines to the extent possible. -Administrators will keep the testing schedule updated on the Faculty and Staff Google Calendar.	No specific cost associated with action item		

Strategic Plan Priority 2: Wellness and Safety

1. By May 2026, at least 95% of Canyon Crest students surveyed using the School Evaluation Tool (SET) can state 100% of the school rules/expectations (ROAR).
 *ROAR is our PBIS initiative (Respect, Ownership, Attitude, Responsibility)

School Goal	Action Item	Strategic Plan: Priority & Goal	Strategic Plan: Strategy	Subject/Other info	Timeline	Measurement of Action Step	Cost	Funding Source	Expenditure
Goal 1: At least 95% of students surveyed stating 100% of school rules/expectations FY25: 100% of students surveyed stated at least 67% of school rules/expectations (this is the language from the SET survey).	Action Step 1: Teaching PBIS Expectations Students will receive weekly training and lessons on ROAR principles.	P2 Wellness & Safety: G2 Reduce Behaviors	P2: G2 Strategy 2 - PBIS system	PBIS	2025-2026	-Administration and instructional coach will create weekly ROAR lessons that will be sent to educators to teach student every week. -Teachers will follow through and teacher weekly ROAR lessons to students.	No specific cost associated with action item		
	Action Step 2: PBIS Framework The school will update the ROAR framework as needed and have the ROAR framework visible in all classrooms and hallways.	P2 Wellness & Safety: G2 Reduce Behaviors	P2: G2 Strategy 2 - PBIS system	PBIS	2025-2026	-The PBIS Committee (Building Leadership Team) will review the ROAR Framework annually to make any adjustments as needed. -Administration will ensure all classrooms and common areas have posts of the ROAR Framework.	No specific cost associated with action item		
	Action Step 1: PBIS Across The School The school will continue to embed ROAR into schoolwide culture through weekly, assembly, Student of the Month, and class certificate recognitions.	P2 Wellness & Safety: G2 Reduce Behaviors	P2: G2 Strategy 2 - PBIS system	PBIS	2025-2026	-Administration will ensure ROAR recognition happens across the school in video announcements, assemblies, and more.	No specific cost associated with action item		

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	Action Step 1: Classroom Behavior Expectations Teachers will implement their own classroom behavior management system that supports ROAR behavior.	P2 Wellness & Safety: G2 Reduce Behaviors	P2: G2 Strategy 2 - PBIS system	PBIS	2025-2026	-Administration will ensure all teachers have their own classroom behavior management / reward system, which is founded on the school-wide PBIS principles of ROAR. For example, class rules should always connect back to ROAR. -Administration will continue to provide training on the district's Levels of Behavior, including what behaviors qualify as a major offense or office referral. This is an area of growth and improvement for Canyon Crest based on the 24-25 School Evaluation Tool (SET) results.	No specific cost associated with action item		
	Action Step 1: PBIS Rewards The school will implement a ROAR Store where students can exchange ROAR cards (currency) for rewards.	P2 Wellness & Safety: G2 Reduce Behaviors	P2: G2 Strategy 2 - PBIS system	PBIS	2025-2026	-Administration and instructional coach will implement a ROAR Store where students can turn in the ROAR cards they have earned for demonstrating ROAR behavior for desired rewards.	\$6,000.00	General	Supplies

There are times when the planned expenditures in the goals of the plan are provided by the district, a grant, or another anticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Leftover and rollover funds may be used for instructional assistants (to support the academic goal), professional development (related to the academic goal), teacher preparation and PLC planning beyond typical contract hours (related to the academic goal), positive behavior interventions and supports (PBIS), and internet safety/media literacy. *For PBIS and internet safety/media literacy, no more than \$7,000 will be spent.

Describe how and when progress will be communicated to stakeholders.

Stakeholders, including the School Community Council, will be provided updates on progress after each benchmark assessment for beginning of year, middle of year, and end of year.

Describe the process of involving stakeholders including the School Community Council, in the creation of the school improvement plan.

Stakeholders, including the School Community Council, analyzed beginning of year and middle of year data, identified the greatest academic need, made recommendations and decisions about the expenditures of Land Trust funds for supporting goals, and helped to create the school improvement plan.

List the names and roles of the individuals involved in the creation of the school improvement plan.

Sean Edwards - Principal
Christine Whatcott - Assistant Principal
McKenzie Holden - Instructional Coach
Kate Patterson - Parent (School Community Council)
Nelson Pace - Parent (School Community Council)
Shane Wright - Parent (School Community Council)
Rachel Husberg - Parent (School Community Council)
Ian Miller - Parent (School Community Council)
Melvin Rodriguez - Parent (School Community Council)
John Lundell - Teacher (School Community Council)
Seralina McCormick-Danielson - Teacher (School Community Council & School Leadership Team)
Marie Baird - Teacher (School Leadership Team)
Kylie Hortin - Teacher (School Leadership Team)
Stephanie Merris - Teacher (School Leadership Team)
Connie Stone - Teacher (School Leadership Team)
Ignacio Ramiro - Teacher (School Leadership Team)
Autumn Chilcoat Lyons - Teacher (School Leadership Team)
Rodney Egan - Teacher (School Leadership Team)

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Strategic Plan Priority 3: Stewardship of Resources			
Fund	Allocation	Total in Plan	Remaining to budget
0060 - 85% of initial allocation	\$136,043.00	\$48,470.83	\$87,572.17
TSSA - 85% of initial allocation	\$105,048.26	\$45,000.00	\$60,048.26
Landtrust - 100%	\$81,119.62	\$82,000.00	-\$880.38
EARS 5364 (ML Only)		\$1,000.00	-\$1,000.00
TIII (ML)		\$0.00	\$0.00
Teacher Quality		\$0.00	\$0.00

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