CACHE COUNTY
SCHOOL DISTRICT

CCSD CSI Plan 2026-27

Name of School: **Canyon**	LEA: Cache County School District
Principal Name and Email: Holly Corbridge holly.corbridge@ccsdut.org	Principal Supervisor Name and Email: Derek Beer derek.beer@ccsdut.org
Date Completed:	Date Approved:

Student Group	
CSI Designated Student Group:	ELL

Committee Members that were involved in developing goal and action plan:

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School Support Leader	Alyse Case	Alyse.case@ccsdut.org
District Rep	Derek Beer	derek.beer@ccsdut.org

SMART Goals

(Specific, Measurable, Achievable, Realistic, Time-bound)

Goal #1 - ELA: EL students in grades 3-6 will increase their proficiency from 6.8% to 20% and increase their Median Growth Percentile to 50 or higher on RISE ELA by the Spring of 2027.

Goal #2 - Math: EL students in grades 3-6 will increase their proficiency from 9.1% to 25% and increase their Median Growth Percentile to 50 or higher on RISE ELA by the Spring of 2027.

*These goals were set as part of the School Improvement process with the School Improvement Committee

What **Data** was used to develop the SMART goal? (Gaps/Trends from Needs Assessment)

RISE assessment data, Acadience Reading and Math data, and iReady Reading and Math data from the past four years, along with classroom observations, and findings from the School Improvement Committee at data dives throughout the year.

English Language Arts (ELA)

The data shows a significant achievement gap in proficiency, though EL students are demonstrating growth in specific areas.

- **Proficiency Gap:** In 2025, only **6.8%** of EL students were proficient, compared to a whole-school proficiency of **42.9%**. This represents a **36.1% gap**.
- **Growth Trends:** In 2025, EL students had a **Median Growth Percentile of 31**, which falls below our overall **Median Growth Percentile of 47**.
- **Recent Progress:** The **2026 MOY iReady** data shows **11%** of EL students are on or above grade level, suggesting a recent upward trend in mid-year performance compared to previous end-of-year outcomes.

Mathematics

The performance gap in Math is also pronounced, but EL students have shown periods of higher median growth percentiles than the school average.

- **Proficiency Gap:** As of 2025, **9.10%** of EL students reached proficiency, while the Whole School was at **48.8%**. This represents a **39.7% gap**.
- **Growth Trends:** In 2025, EL students had a **Median Growth Percentile of 40**, which falls below our overall **Median Growth Percentile** of 51.
- **Recent Progress:** The **2026 MOY iReady** data shows **15%** of EL students are on or above grade level, suggesting a recent upward trend in mid-year performance compared to previous end-of-year outcomes.

What **Evidence-Based Strategies** have been/will be implemented?

1. **Professional Development/Collaborative Instructional Support:** Staff will participate in ten annual professional development sessions focused on "Big 5" strategies. This initiative includes ongoing coaching, classroom visits, and peer observations using established "look-fors" to ensure consistent implementation, facilitated in partnership with District Coaches and teacher leaders.
2. **Collaborative Instructional Support:** Paraprofessional support provided in each classroom during math and reading Tier 2 instruction to support students and help provide reteaching and interventions.
3. **Professional Development/Collaborative Instructional Support:** A leadership cohort of seven teachers and staff will attend professional development on The New Art and Science of Teaching. This team will then facilitate school-wide training to integrate key findings with the school's "Big 5" instructional strategies.
4. **Professional Development/Collaborative Instructional Support:** Teachers will participate in monthly Professional Learning Communities (PLCs) centered on data-driven decision-making. These meetings

will follow established norms and expectations to ensure an outcome-focused approach to improving student achievement.

5. **Family/Community Engagement:** To foster a more inclusive school culture, our rebranded student leadership group will focus on community engagement throughout the year. Students will participate in community outreach nights and service-learning projects. This will also increase involvement of our EL families by using student leaders as ambassadors to build stronger, more representative bridges between the school and home.
6. **Family/Community Engagement:** Latino Family Information Night to be held early October 2026 with community partners attending to provide information and support for our EL families. Translation services will be provided. School and District representatives will be there to help families connect to available resources.
7. **Professional Development:** Book study - The New Art and Science of Teaching by Robert J. Marzano. The strategies in this book will complement and support the implementation of the Big 5 Strategies.

What is the **Action Plan** for accomplishing the goal?

1. Administration will coordinate with District Coaches to implement 6 coaching sessions before January,11 2027. These will include the following topics and observation look-fors:
    a. Clarify Expectations
    b. Reinforce Appropriate Behaviors
    c. Preventing Disruptions
    d. Responding to Disruptions
    e. Engage Students
    f. Maximize Structure
    g. Big 5 Overview
2. Professional development: A leadership cohort of seven teachers and staff will attend professional development on The New Art and Science of Teaching in October or January. This team will then facilitate school-wide training to integrate key findings with the school's "Big 5" instructional strategies.
3. Substitute teachers will be provided for teachers to participate in 6 cycles of ongoing coaching using peer observation and feedback to measure and improve the implementation of the Big 5 Strategies.
4. Teachers will collaborate weekly with their grade level PLC teams to analyze data, plan instruction, and improve instructional practices. Substitute teachers will be provided for each teacher to participate in monthly 2-hour PLC sessions, coordinate curriculum, review student data, and to plan instruction.
5. Acadience Reading and Math benchmark assessments will be administered three times during the school year [Fall, Winter, Spring] to all students, Kindergarten through Fifth grade.
6. Teachers will administer the i-Ready diagnostic assessment three times per year to identify lagging skills and plan interventions and instructional support. Students will receive face-to-face interventions based on lagging skills.
7. Progress monitoring assessments will be administered weekly, biweekly, or monthly for students at risk of not achieving growth targets. This information will be sent home to parents regularly. PLC teams will review the data to plan instruction and monitor progress toward individual student and school-wide goals.
8. English Language Acquisition Plans [ELAPs] will be completed and reviewed by teachers, EL teachers, and administrators for all EL students to identify the supports needed to reach achievement and growth goals.
9. Paraprofessional support will be provided to assist classroom teachers in all grades during Tier 2 ELA and Math instruction to provide additional student support and close learning gaps, specifically for our EL population.
10. Teachers and paraprofessionals will continue to utilize the Engagement strategies to support language development as introduced during professional development during the 2025-26 school year.

How and when will progress toward the goal be **Monitored**?

Bi-weekly Acadience Monitoring: Administering the Acadience Progress Monitoring assessments between major diagnostics to ensure student gaps are being filled.

Monthly: "Data Dive" PLC meetings to review Tier 2 intervention group progress; students not showing growth in these groups will have their intervention adjusted or intensified.

Tri-Annually: iReady Diagnostic Windows (Fall, Winter, Spring) to track the percentage of students on pace for Typical Growth.

Quarterly Progress Reports to SCC/Community: Sharing anonymized "On-Track" percentages for math and reading growth with the School Community Council to maintain transparency.

Classroom Walkthrough Data: School leadership will conduct monthly observations and coaching cycles to check for Big 5 “look fors” and the active engagement of paraeducators in Tier 2 groups.

What **Resources** will you allocate to support the achievement of the SMART goal? (**R**esource **A**llocation **R**eview)	
Type of Resource	Description
● Human Resource (staff, students)	Additional paraprofessionals are hired to support EL students during ELA instruction and all students during math instruction. Student Support Leader [SSL] and Interventionists will support teachers, paraprofessionals, and students with Tier I, II, and III instruction.
Financial Resources	**Financial Resources & Budget Alignment:** Goals will be supported through a strategic blend of funding, including School Land Trust (SLT), Teacher Student Success Act (TSSA), Title I, and District/School allocations. Specifically, **$35,000 in CSI state funds** will be allocated as follows: ● **Professional Learning ($18,000):** Registration and travel for seven staff/teacher leaders to attend the Marzano *New Art and Science of Teaching* conference. ● **Instructional Continuity ($13,000):** Funding for substitute teachers to allow for leadership planning sessions and school-wide professional development days. ● **Curriculum Materials ($1,000):** Purchase of *The New Art and Science of Teaching* by Robert J. Marzano for a faculty-wide book study. ● **Teacher Leadership ($3,000):** Stipends for staff to plan and facilitate professional development sessions outside of standard contract hours.
Organization of Time (strategic planning, professional learning, planning, collaboration)	Master schedule integration: time is allocated for Tier 2 instruction in reading, math, and character skills for

	all grades, ensuring all students receive targeted instruction using evidence-based materials. Planning/Collaboration - Regular PLC meetings held for teachers to plan instruction based on student response data. Additionally, substitutes will be hired to facilitate 2 hours a month of extended PLC times and ongoing coaching with peer observations.
Equipment, materials, and supplies (Curriculum, hardware)	Teachers are provided with evidence-based curriculum from district-level leadership teams. Pacing guides and additional training are coordinated at both the school and district levels. Technology resources are provided using school funds from both school-level budgets and TSSA funds. All classrooms have access to Chromebooks with mobile labs in grades 1-6.
Programs and services (instructional supports, SEL supports, EL services, SpEd services)	We are committed to providing comprehensive support systems that cater to the diverse needs of our students. Our Student Support Leader [SSL] will work closely with our teachers to group students for strong Tier 2 instruction for both reading and math. Interventionists will help to coordinate and provide additional targeted interventions to build lagging skills. Our PBIS team works together to help establish schoolwide procedures and support for students. Our Teacher Assistance and Guidance [TAG] teams help teachers provide support to students struggling with either academics or classroom behaviors. Character Skills is integrated across grades, with instructional time from our counselor and skills coach, who also provides small-group or individual support as needed. Our Skills Classroom supports self-regulation strategies through the use of tools and is available to all students in grades K-5. EL services and resources are provided based on individual language proficiency levels, including individual, small-group, and in-class support. Special Education support is provided to eligible students with IEPs to ensure individualized support in the least restrictive setting.
Community collaboration and partnerships (family engagement, school-to-home connections)	We strive to connect our families to our school and community in many ways. We strive to provide translation services for each of these events. Here are a few of our collaborative efforts: School Community Council, PTA ML representative, Latino Family Information event, Literacy Night, Latinos in Action tutoring program with South Cache Middle School students, Parent Teacher Conferences, Talking Points communication App, IEP meetings, Back to School night, STEAM night, Literacy night, and many grade-level activities.

How does your TSI/ATSI plan align with your other school improvement plans? (Trustland, TSSA, Title I, etc.)

Our Comprehensive Support and Improvement [CSI] plan aligns with School Land Trust, Title I, and TSSA initiatives by focusing on instructional improvement for our EL students in both reading and math, thereby improving instructional effectiveness for all students. This integration ensures that resources, strategies and professional development efforts across plans reinforce one another rather than operating separately.

- School Land Trust: This plan supports academic growth in Math and ELA. Funding is strategically used for paraprofessional support to close learning gaps in all grades, substitute coverage for professional learning and PLC collaboration, and the establishment of a defined MTSS framework. These initiatives directly support our goals in both our CSI and School Improvement plans.

- TSSA: This plan provides critical funding for a Counselor and a Skills Coach to support SEL and character development. Additionally, the plan funds instructional technology, substitutes, and paraprofessionals to provide targeted Tier 2 interventions. These resources are designed to improve positive behaviors and academic proficiency for English Learners and all students through data-driven instructional strategies. These initiatives directly support our goals in both our CSI and School Improvement plans.

- Title I: This program provides funding for additional instructional paraprofessionals for small group reading and math instruction, teacher interventionists, evidence-based curriculum for targeted instruction, and family engagement programs, including our Literacy Family events, STEAM Night, and Latino Family Information night. These initiatives directly support our goals in both our CSI and School Improvement plans.

Our School Improvement plan will be utilized as a unifying framework, ensuring that Canyon Elementary School takes a cohesive, data-driven approach to student learning and success. By coordinating efforts across all improvement plans, we maximize the effectiveness of interventions to ensure that all students, including our EL students, have access to targeted support tailored to their unique learning needs.

SIGNATURES AND ASSURANCES

Principal Name and Signature:_____

LEA Representative Name and Signature: _____