



Canyon Creek Elementary 2019-20 Strategic Action Plan

At Canyon Creek Elementary, we are a supportive, inclusive community that values and inspires social-emotional, intellectual, and physical growth at school and beyond. We provide the knowledge and skills necessary to contribute positively in our diverse, evolving society.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Increased percentage of students who feel safe, have a sense of belonging and personally meaningful relationships, and believe their school is vibrant and inclusive, with rules that are fair and equitable</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Increased percentage of students meeting standards in core subjects.</p>

EQUITABLE SCHOOL ENVIRONMENT

At Canyon Creek Elementary, we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe,



and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.

During the 2019-20 school year, our Equity Team's goal is to share discussions and learnings about equity, race and bias with the staff as a whole. Specific actions our school will take toward this goal include:

- Meet with staff during staff meetings and Early Release Wednesdays to Examine our practice: Are we coupling high expectations with a commitment for every child's success? Is it a safe place for staff and students to take risks and make mistakes?
- Create mini professional development sessions for staff meetings to continue to develop awareness of our biases and determine ways to make direct, meaningful connections between students' experiences and their learning
- Regularly update a bulletin board in the staff room to share thoughts and resources related to equity, which will help generate staff room discussion
- Recruit staff members to participate in an afterschool book study on the book *We Got This* and encourage staff members to support each other and utilize the strategies in the book with their students
- Use the NSD Equity Framework to evaluate our progress on creating an equitable school environment and create an equity action plan that ensures we continue to make growth.
- Make a presentation to staff about Stereotype Threat and Critical Mass; ask staff to use this information while making students placement decisions for the following school year, ensuring that students are free from experiencing Stereotype Threat in classrooms.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records
- BEISY Inventories
- Classroom Based Assessment Results
- Student Surveys
- Demographic Information
- Discipline Data
- Tiered Fidelity Inventory



- iReady Data in Math and Reading
- Individual Running Records
- SBAC Scores

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Overall, our students from low income households are not reaching standard at the same rate as their peers.
- Our MTSS model requires development in order to be more robust to best meet the needs of our students who require additional support in the areas of behavior and academics (stronger systems around implementing and monitoring appropriate interventions).

We believe these areas for improvement are the result of the following root cause(s):

- Instruction not matched to student needs / need culturally responsive teaching
 - Core instruction doesn't include sufficient supports
 - Insufficient academic language
 - Need for more visuals, collaborative learning and hands-on activities
 - Teachers lack expertise in diagnosing needs and providing targeted intervention and supports
- Need to accelerate progress to close gaps
- Methods for matching students to appropriate interventions are not yet systematic
- Staff lack expertise to implement Tier 2, acquisition based interventions that require specialized instruction
- Tier 2 behavioral interventions aren't consistently implemented with fidelity

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

If we teach staff members how to implement PBIS/MTSS systems and practices, focusing on Tier-2 interventions, students who are identified as at-risk on the BEISY (Brief Externalizing and Internalizing Screener for Youth) will experience increased social-emotional health and engagement in learning.

SMART Goal

Canyon Creek students who are identified as at-risk on the BEISY will have an increased connection to school and engagement in learning. This includes feeling safe, having an increased sense of belonging and personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable, as measured by our SWIS data (reduction in discipline referrals), Tiered Fidelity Inventory, parent feedback, and an increase in positive student survey responses between spring 2019 and spring 2020.



Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will match students who need them to Tier 2 interventions, implement interventions and track progress. This means that staff will use tools such as the BEISY and Student Intervention Matching forms to match students to appropriate interventions. Teachers will implement performance based interventions with the support of the PBIS Team; the school counselor will implement acquisition based interventions; the PBIS team will review data to monitor progress and make adjustments.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships <ul style="list-style-type: none"> ○ Developing a knowledge of students ○ Minimize Threats and Distractions ○ Promote Expectations and Beliefs that Optimize Motivation

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we use data protocols as we progress monitor students in reading and math through baseline, formative, and common assessments connected to CCSS; and teachers differentiate instruction, an increased percentage of students from low income households will meet standard in reading and math.

SMART Goal

Students from low income households will make growth in reading and math, so that an increased percentage of students will be meeting standard, as measured by iReady reading and math assessments, curriculum-based measurements and teacher observation.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will engage in professional learning communities. This means that teachers will regularly meet to use protocols to evaluate data and plan targeted interventions for students from low income households who are not meeting learning objectives.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.



PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Canyon Creek meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

PBIS/Social Emotional Learning

- Building effective relationships
- Tier 2 interventions:
 - Behavior Contracts
 - Positive Peer Reporting
 - Class Pass
- Matching interventions to students
- Restorative practices

Elimination of Outcome and Opportunity Gaps

- Teacher clarity/setting objectives
- Using multiple student data elements to modify instruction and plan interventions
- Providing formative feedback to students

Equity

- Book study on *We Got This: Equity, Access and the Quest to Be Who Our Student Need Us to Be* by Cornelius Minor
- Expand our understanding and beliefs around cultural norms related to student behavior, culturally responsive teaching practices, and ongoing self-reflection around race and implicit biases.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Invite you to participate in Canyon Creek parent events
 - Curriculum Nights
 - Fall Conferences
- Invite you to participate in the Canyon Creek PTA events
 - Math Challenge
 - STEM Nights
 - Multicultural Night
 - Pastries with the Principals
- Invite you to volunteer
 - Consistent classroom volunteer
 - Art docent



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- Watch DOGS volunteer
 - Special event volunteer

Thank you for being part of your student's education and for partnering with us!