Canyon Park MS SIP Visit

January 7, 2020

Agenda

- Snapshot of Canyon Park MS

- Overview of Student Performance

- Description of our Strategic Action Plan
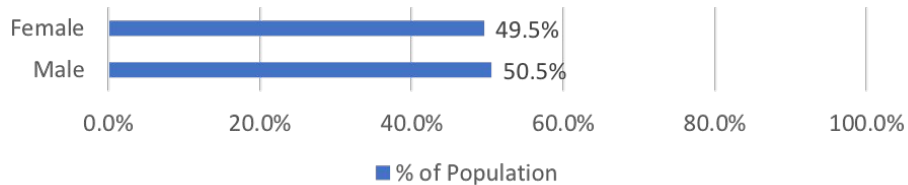
- Classroom Visits
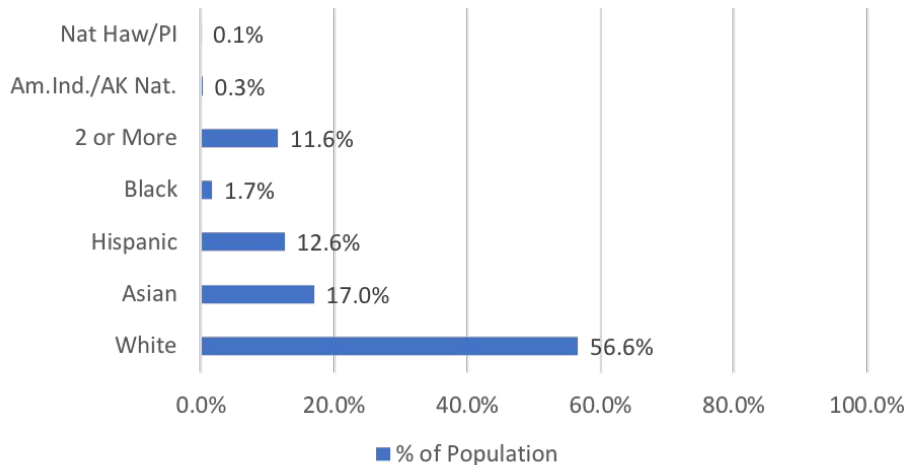
- Reconvene for Reflection

Student Demographics

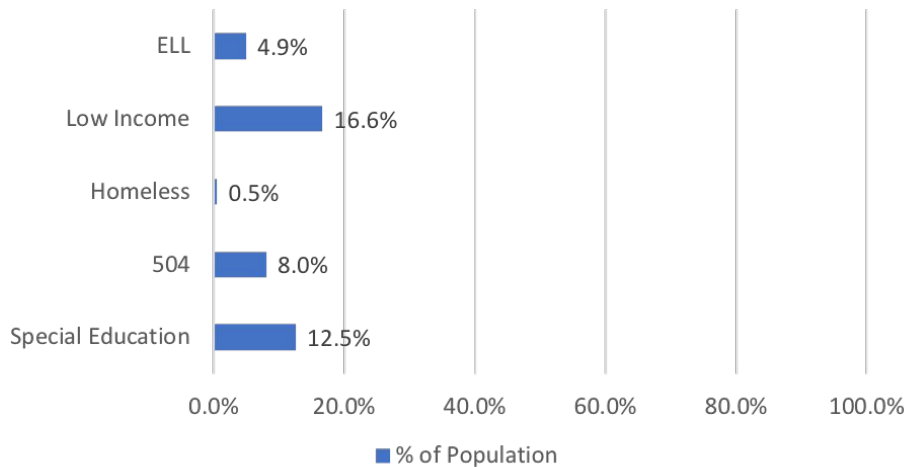## Enrollment

945 (2018-19 School Year)

Gender

	% of Population
Female	49.5%
Male	50.5%

Race/Ethnicity

	% of Population
Nat Haw/PI	0.1%
Am.Ind./AK Nat.	0.3%
2 or More	11.6%
Black	1.7%
Hispanic	12.6%
Asian	17.0%
White	56.6%

Special Populations

	% of Population
ELL	4.9%
Low Income	16.6%
Homeless	0.5%
504	8.0%
Special Education	12.5%

School Pillars

EXCELLENCE

RESPONSIBILITY

COMMUNITY

RESPECT

- Explicitly Taught and Modeled

- Reinforced through Relationships

- Effort and Achievement is Acknowledged

Programs Unique to School

- Aspire Classroom - Special Education program for students needing primarily social, emotional, and/or behavior supports

- After-School Boot Camp academic intervention

- Outdoor Learning Center and Science Gardens

- NSD Summer Music School

- Threads and Treads clothing bank

Strategic Action Plan Overview

Goal 2: Every student will feel that our school is a safe and enjoyable place to learn.

Goal 3: We will decrease opportunity and outcome gaps by making all curricula accessible to each student's current academic achievement levels through differentiated instructional practices.

Equity Goal: Our staff will engage in frequent courageous conversations about racial equity to do the fundamental work of shifting perspectives about the realities of racial disparities.

State Assessment Data
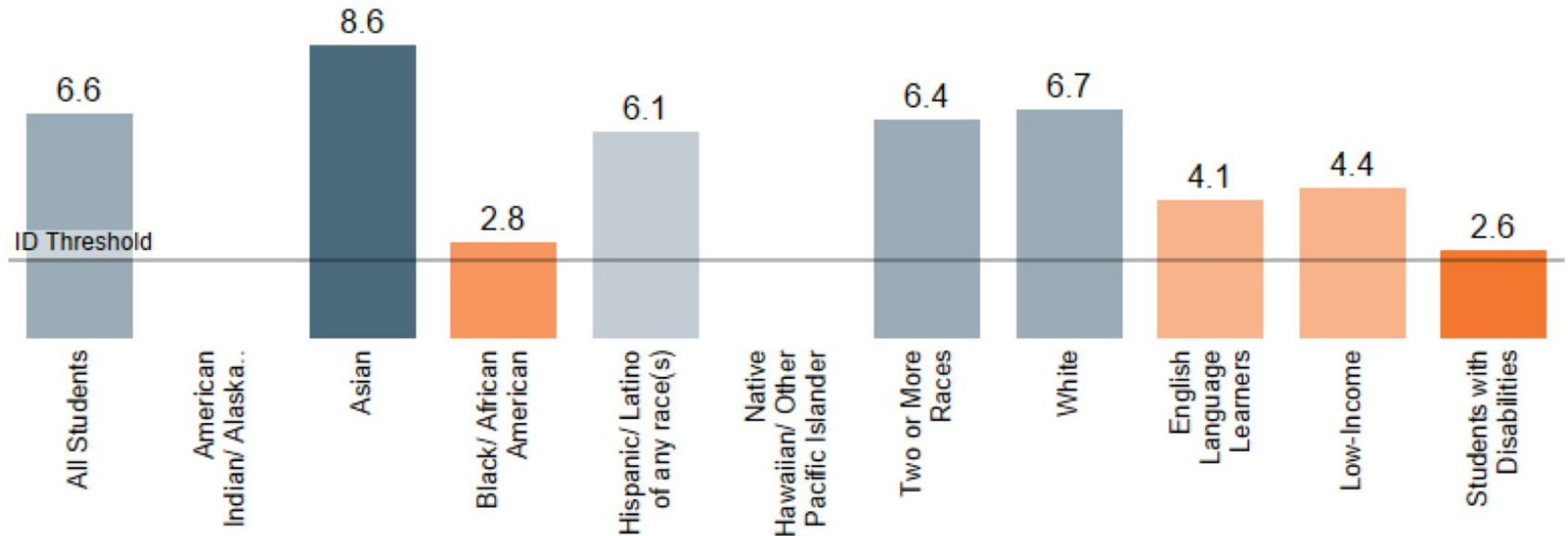
Washington School Improvement Framework (2014-2017)

Organization Name
Northshore School District, Canyon Park Middle School

Decile
1.0 ▬▬▬▬▬▬▬▬▬ 10.0

Overall Framework Score by Student Group

Student Group	Score
All Students	6.6
American Indian/ Alaska..	
Asian	8.6
Black/ African American	2.8
Hispanic/ Latino of any race(s)	6.1
Native Hawaiian/ Other Pacific Islander	
Two or More Races	6.4
White	6.7
English Language Learners	4.1
Low-Income	4.4
Students with Disabilities	2.6

ID Threshold

Washington School Improvement Framework (2014-2017)

Organization Name
Northshore School District, Canyon Park Middle School

Decile 1.0 — 10.0

Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	76.9%		89.6%	47.5%	56.2%		80.2%	79.0%	14.5%	52.3%	28.2%
Math Proficiency Rate	71.5%		93.0%	40.0%	52.0%		76.5%	71.5%	23.4%	46.7%	26.8%
ELA Median SGP	50		59	25.5	50		47	49	47	44	36
Math Median SGP	49		55	40.5	51		47	48	56	48	47
Graduation Rate											
EL Progress Rate*	55.3%										
Regular Attendance Rate	90.9%		98.3%	84.3%	87.0%		91.2%	90.5%	81.7%	79.9%	82.4%
Ninth Grade On Track Rate	91.6%		100.0%		86.9%		89.5%	92.0%		76.4%	83.6%
Dual Credit Rate	0.0%		0.0%		0.0%		0.0%	0.0%		0.0%	0.0%

*The EL Progress measure only applies to students who are English Learners

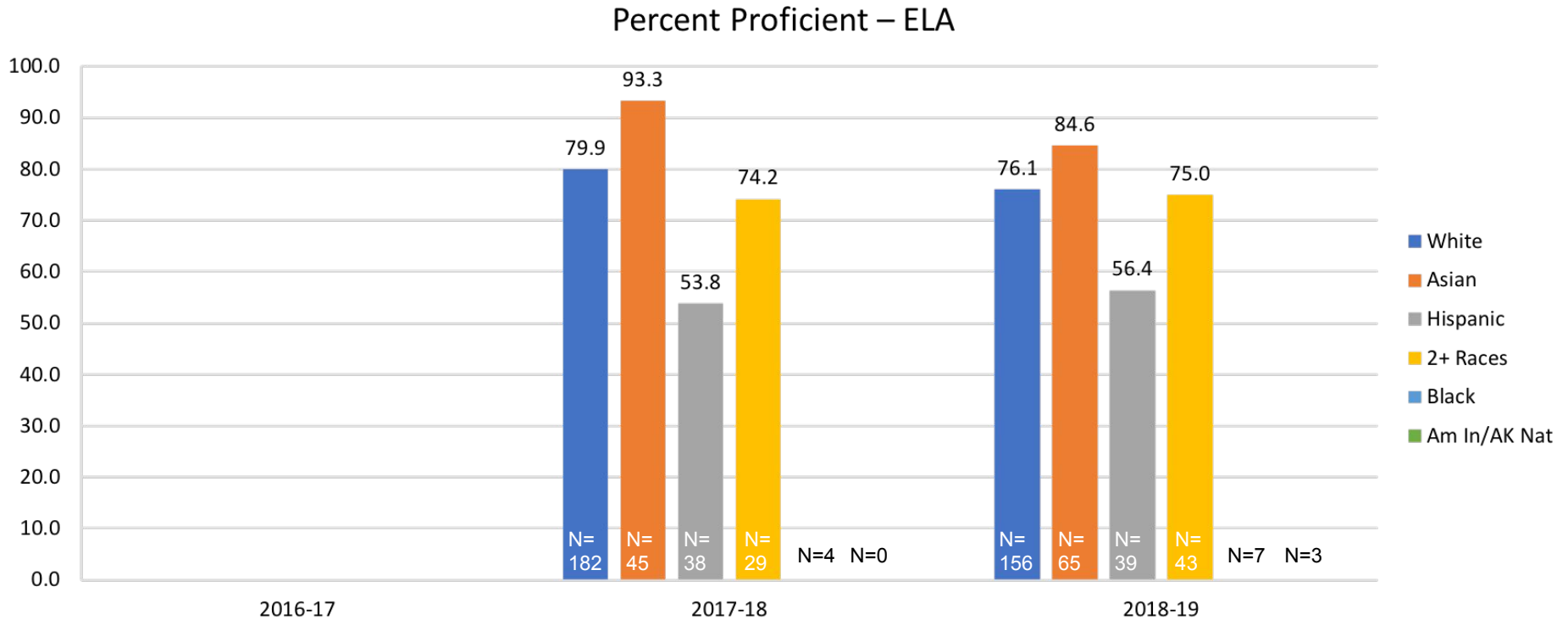# Smarter Balanced Results - ELA

Percent Proficient - ELA
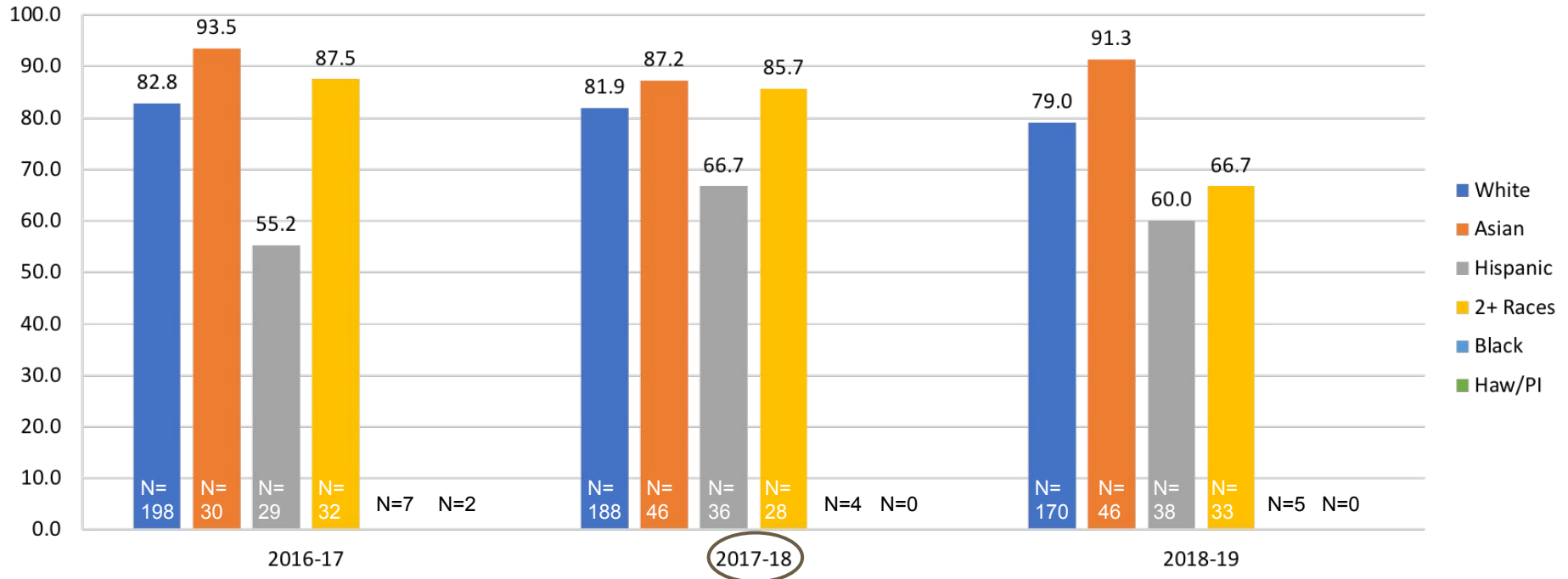
Smarter Balanced Results - ELA
6th Grade by Race/Ethnicity

Percent Proficient – ELA
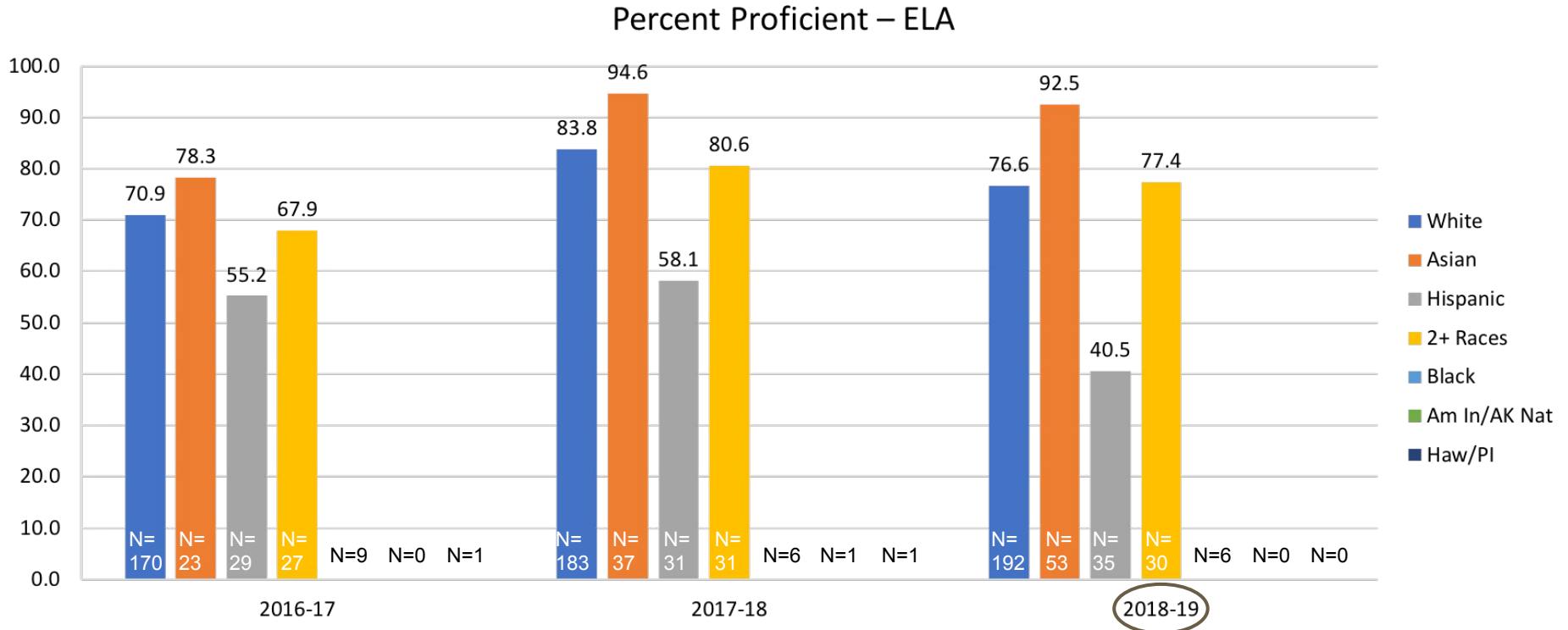
Smarter Balanced Results - ELA
7th Grade by Race/Ethnicity

Percent Proficient – ELA

Smarter Balanced Results - ELA
8th Grade by Race/Ethnicity

Percent Proficient – ELA
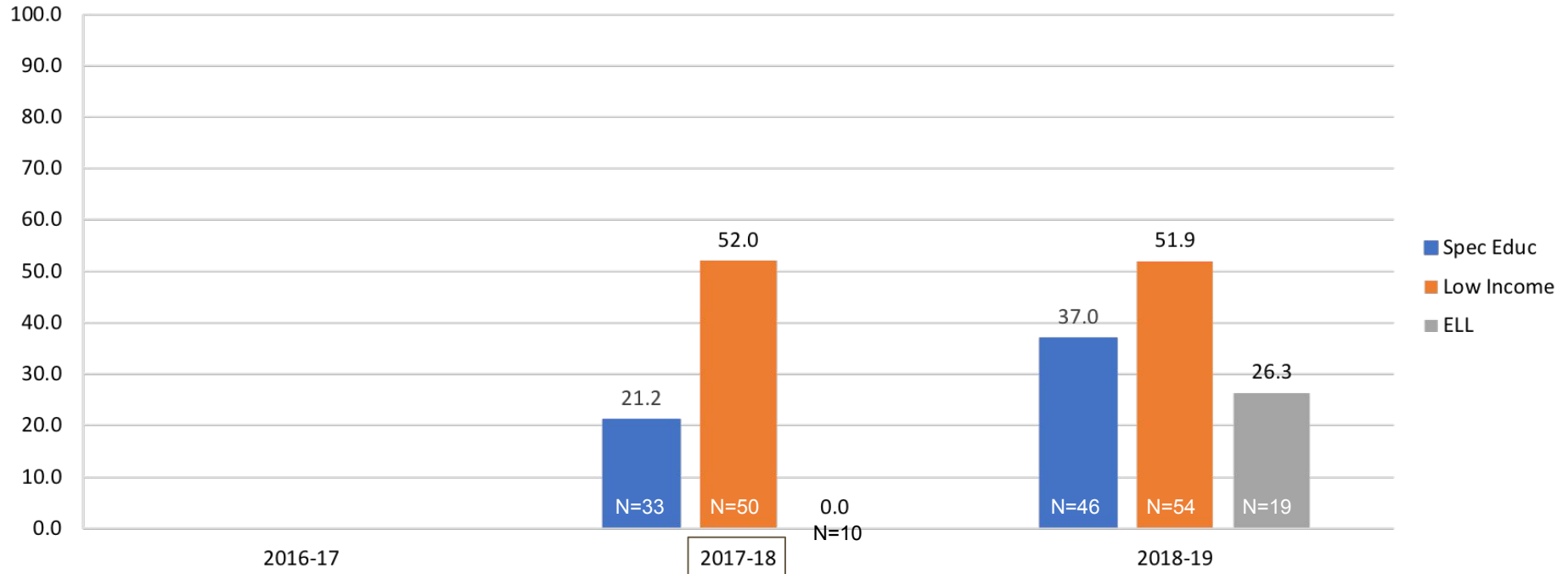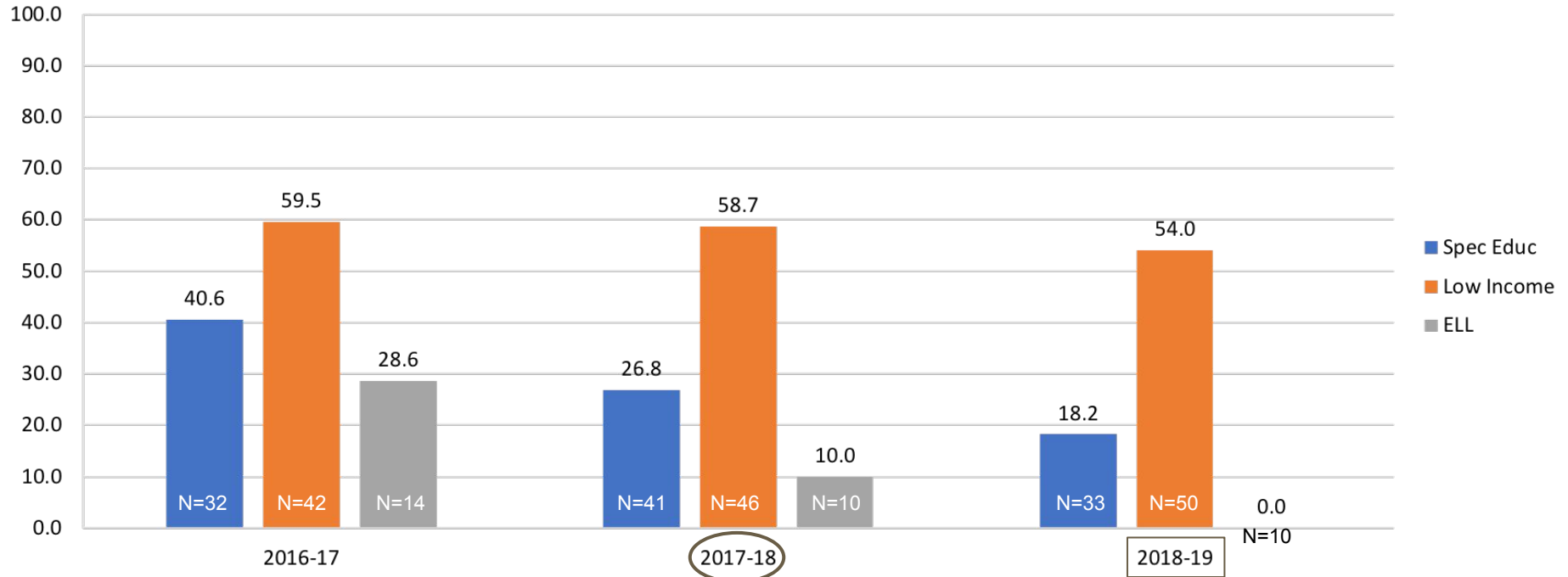
Smarter Balanced Results - ELA
6th Grade by Multiple Demographic Data

Smarter Balanced Results - ELA
7th Grade by Multiple Demographic Data

Percent Proficient – ELA

Smarter Balanced Results - ELA
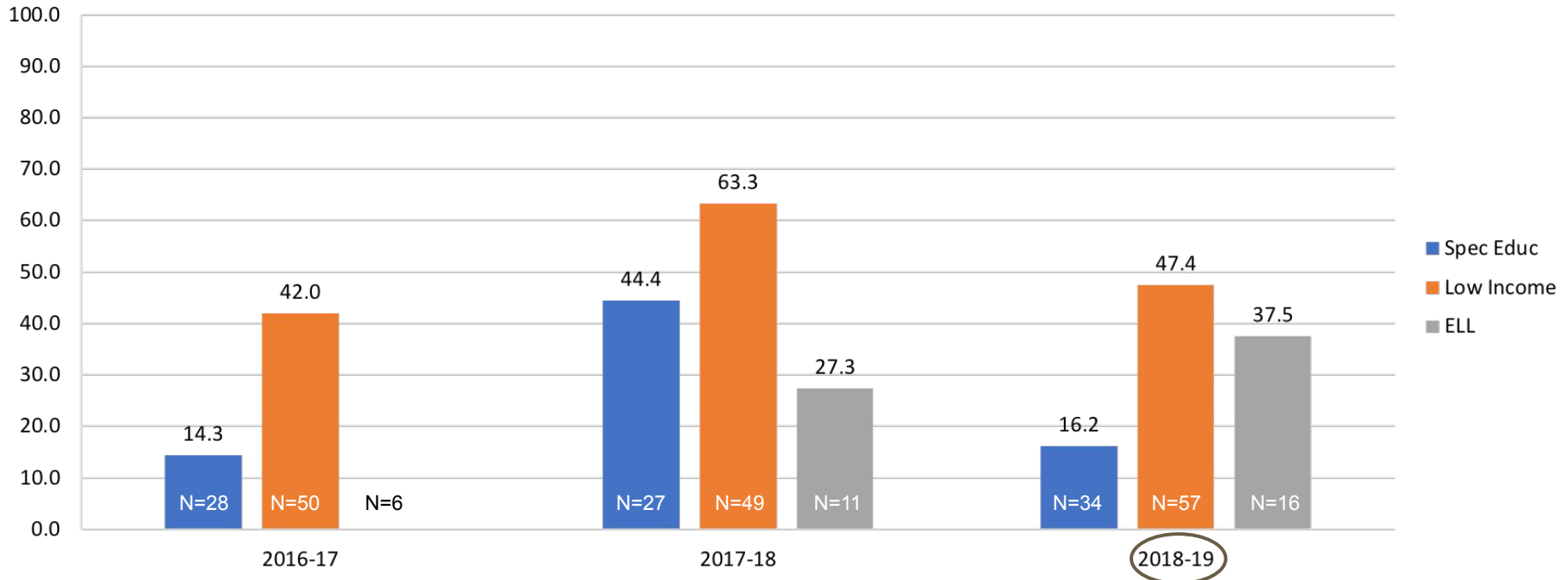## 8th Grade by Multiple Demographic Data

Percent Proficient – ELA

Legend:
- Spec Educ (blue)
- Low Income (orange)
- ELL (gray)

2016-17: Spec Educ 14.3 (N=28), Low Income 42.0 (N=50), ELL N=6

2017-18: Spec Educ 44.4 (N=27), Low Income 63.3 (N=49), ELL 27.3 (N=11)

2018-19: Spec Educ 16.2 (N=34), Low Income 47.4 (N=57), ELL 37.5 (N=16)

Smarter Balanced Results - Math

Percent Proficient - Math
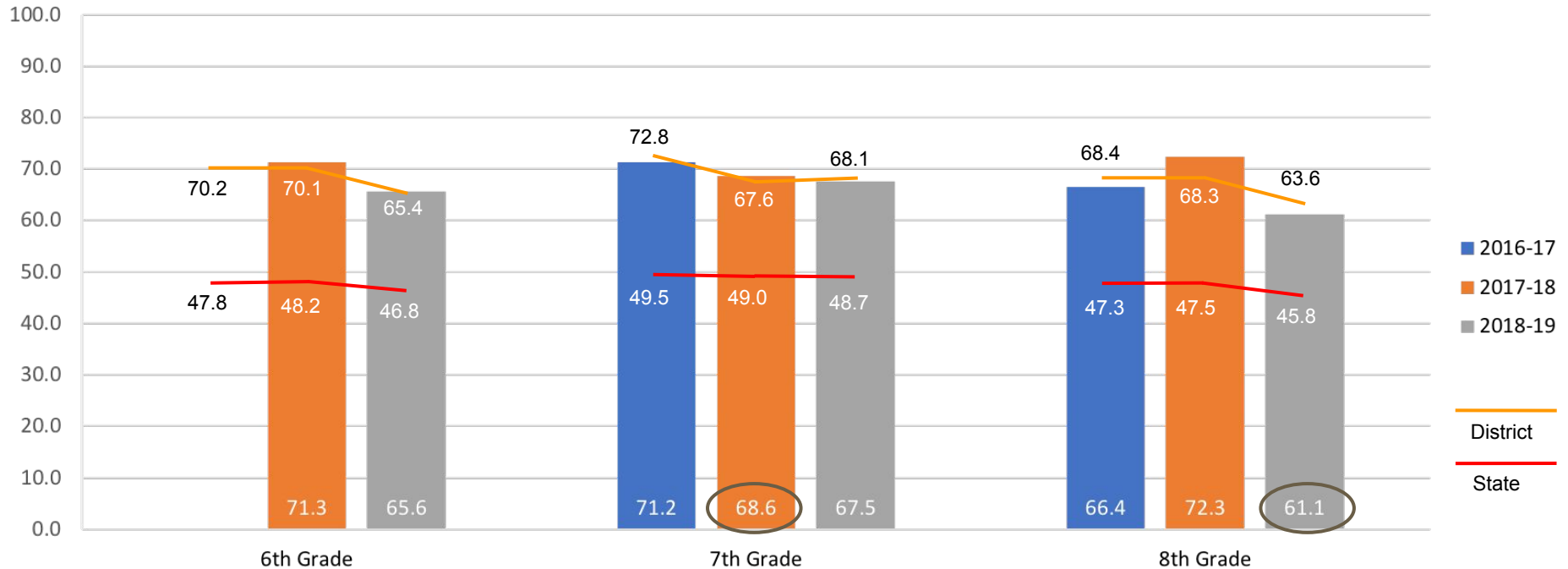
Smarter Balanced Results - Math
6th Grade by Race/Ethnicity

Percent Proficient – Math

Smarter Balanced Results - Math
7th Grade by Race/Ethnicity

Percent Proficient – Math

Smarter Balanced Results - Math
8th Grade by Race/Ethnicity

Percent Proficient – Math

	2016-17	2017-18	2018-19
White	65.7 (N=165)	70.8 (N=182)	60.4 (N=190)
Asian	82.6 (N=23)	100.0 (N=37)	88.7 (N=53)
Hispanic	62.1 (N=29)	54.8 (N=31)	35.1 (N=35)
2+ Races	71.4 (N=26)	74.2 (N=31)	51.6 (N=30)
Black	N=9	N=6	N=6
Am In/AK Nat	N=0	N=1	N=0
Haw/Pac Is	N=1	N=1	N=0
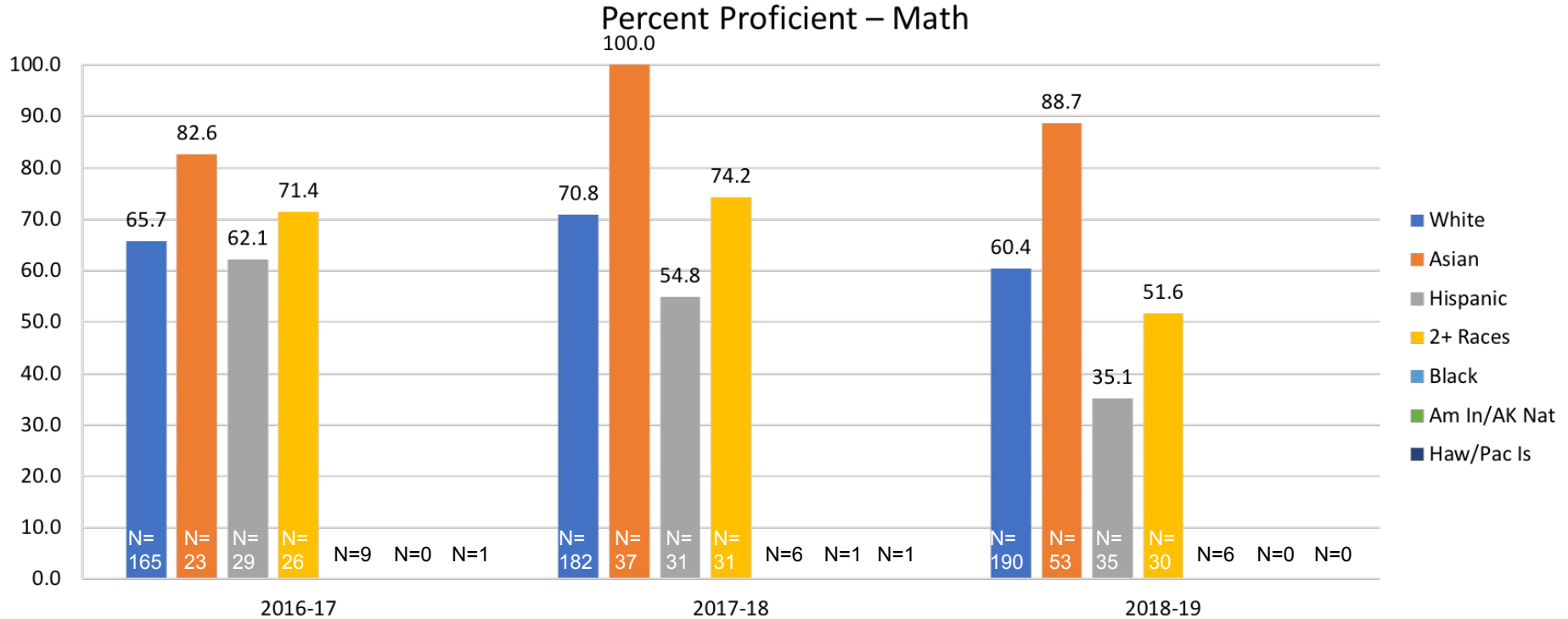
Smarter Balanced Results - Math
6th Grade by Multiple Demographic Data

Percent Proficient – Math

Smarter Balanced Results - Math
7th Grade by Multiple Demographic Data

Percent Proficient – Math

Smarter Balanced Results - Math
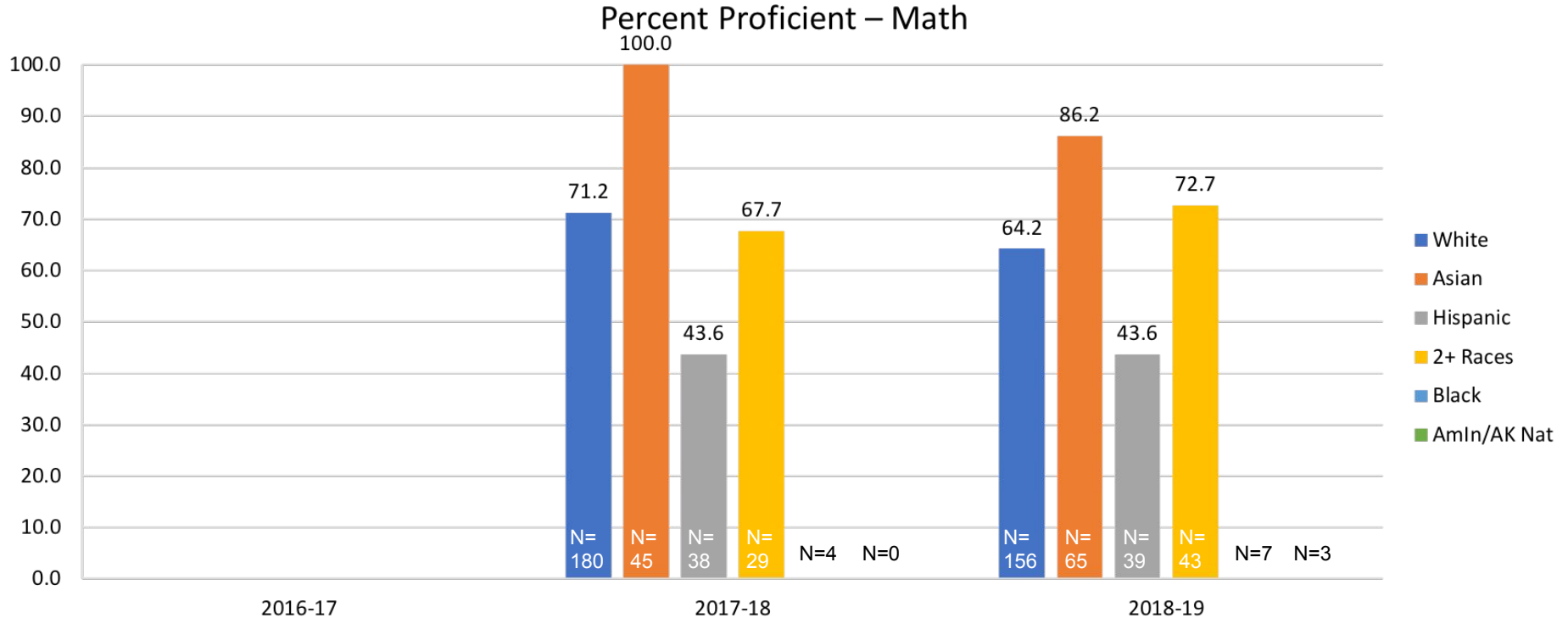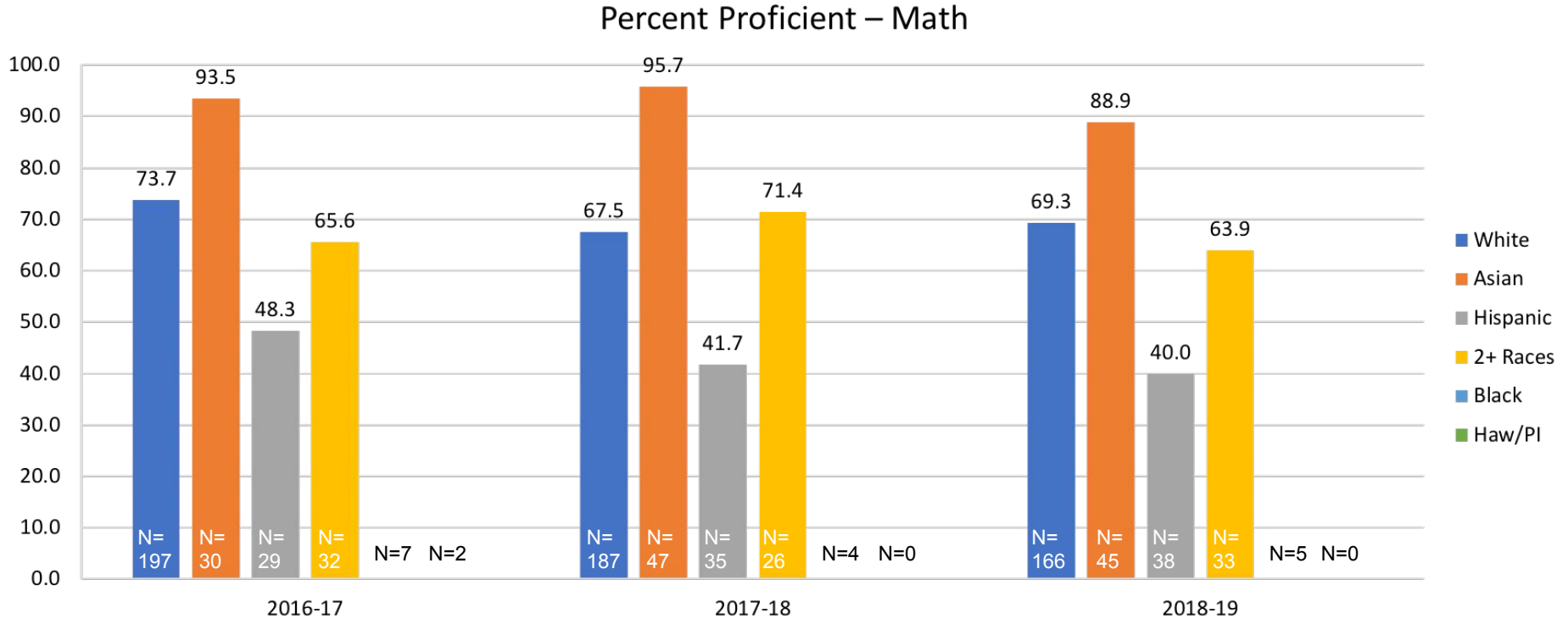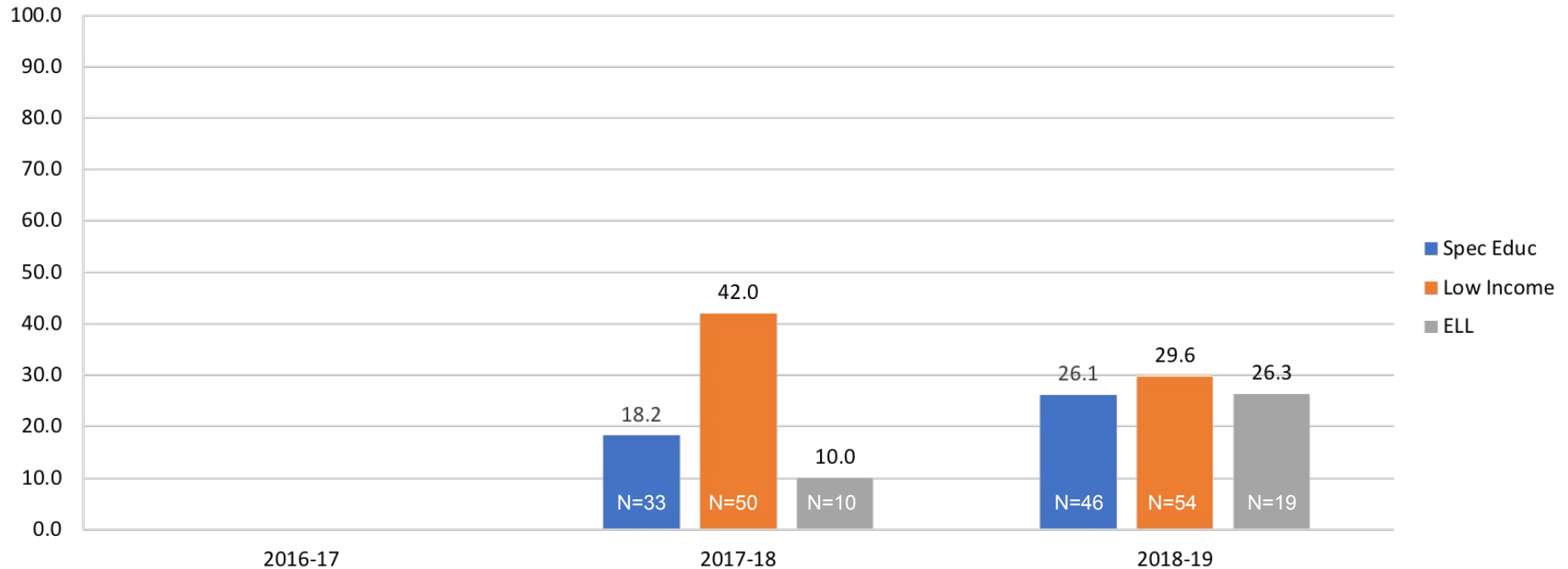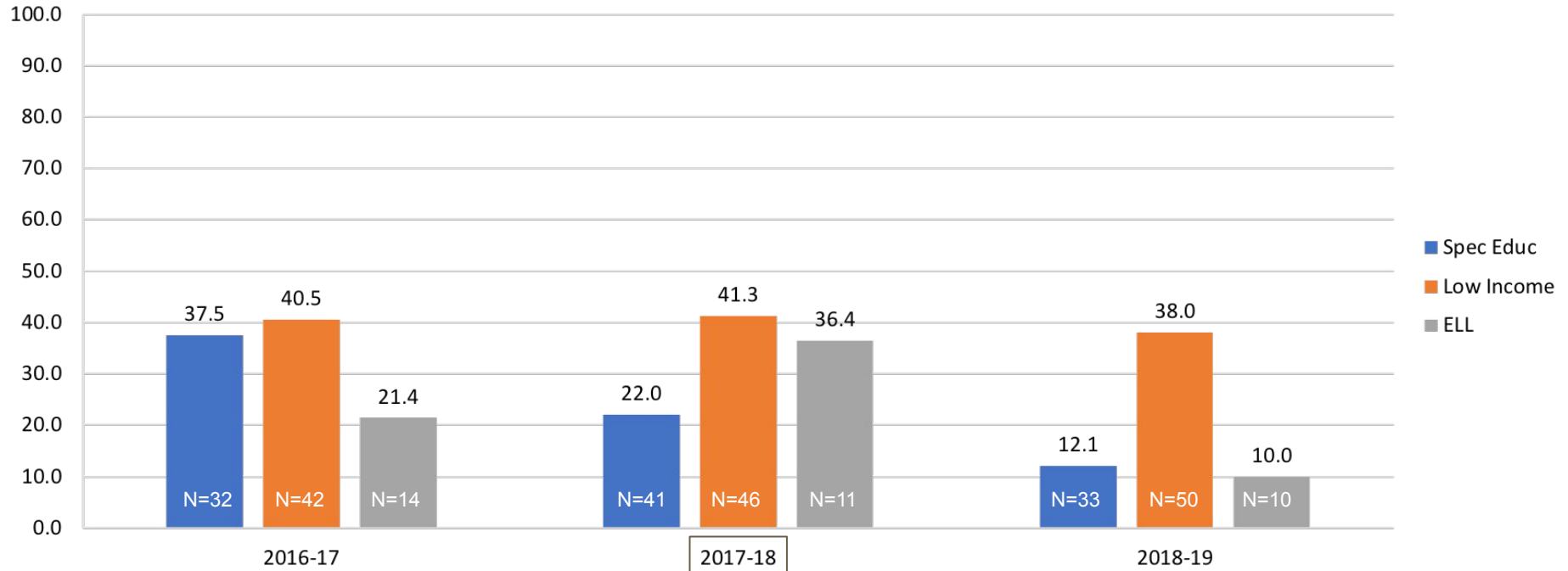## 8th Grade by Multiple Demographic Data

Percent Proficient – Math
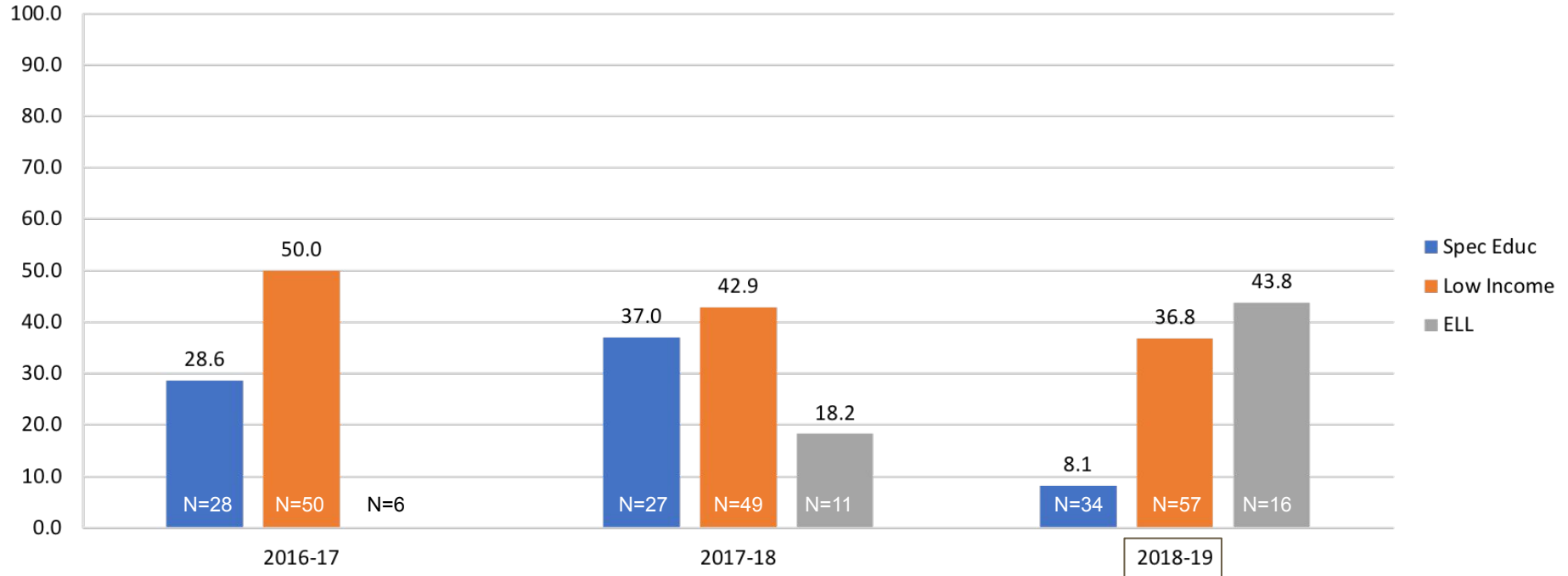
Canyon Park MS
School Improvement Plan

SAP Goal 2: Every student will feel that school is a safe and enjoyable place to learn.

Climate and Culture Survey 2018-19

I feel safe at school.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

51.9%
22.1%
21.2%
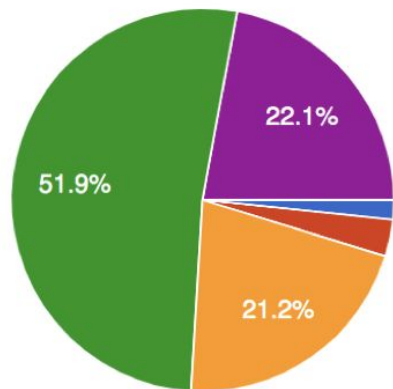
Agree/Strongly Agree = 74%
Neutral = 21%
Disagree/S. Disagree = 5%

Climate and Culture Survey 2018-19

I am usually happy to be at school.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36%

13.2%

36.9%
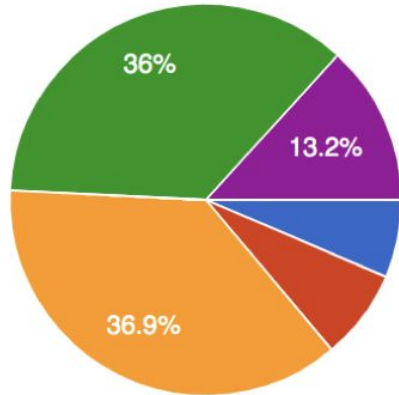
Agree/Strongly Agree = 49%
Neutral = 37%
Disagree/S. Disagree = 14%

Climate and Culture Survey 2018-19

My school values other students cultures and backgrounds.
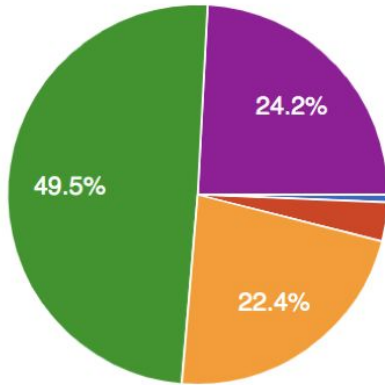
778 responses

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

24.2%
49.5%
22.4%

Agree/Strongly Agree = 74%
Neutral = 22%
Disagree/S. Disagree = 4%

2018-19 Discipline Proportionality

	Proportion of the Demographic Representation	Proportion of the Discipline Assigned
White	61.9%	74.3%
Multi-Racial	9.9%	10.0%
Hispanic	11.8%	10.0%
Black	1.4%	4.3%
American Indian	0.1%	1.4%
Asian	14.8%	0%

SAP Goal 2: Every student will feel that school is a safe and enjoyable place to learn

Key/New Components

- Expand Student Recognition Program

- Implement Peer Mediation Program

- Expand restorative practices and non-exclusionary interventions

- Regular Courageous Conversations with staff about racial equity

Racial Equity Work
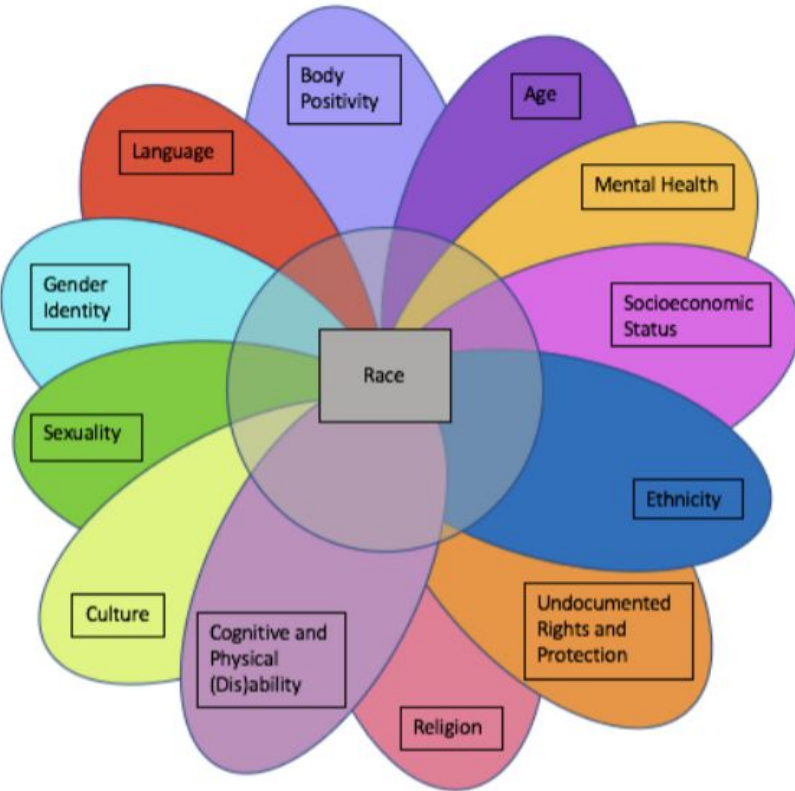
"Intersectional Diversity Flower" Created by Ayva Thomas

GLENN E. SINGLETON
Foreword by Gloria Ladson-Billings

SECOND EDITION
COURAGEOUS
CONVERSATIONS
ABOUT RACE
A Field Guide for Achieving Equity in Schools

359 × 499
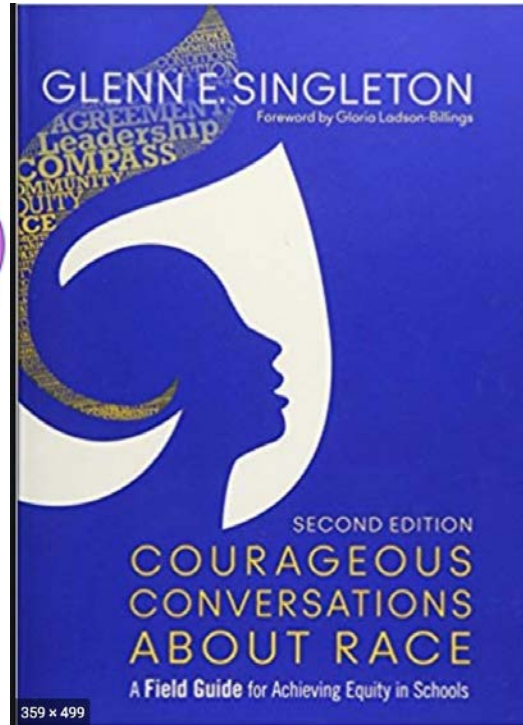
Our norms:

**Stay engaged.
Speak your truth.
Experience discomfort.
Expect and accept
non-closure.**

The Three Critical Factors
for eliminating the racial achievement gap

MUST HAVE !

practice

passion

persistence

"Passion is defined as the level of connectedness educators bring to racial equity work and to district, school, or classroom equity transformation. One's passion must be strong enough to overwhelm institutional inertia, resistance to change, and resilience in maintaining the status quo." (Singleton 14).

Excerpt from *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*

1. My Passion	2. Looks and Feels Like
3. Equity / Anti-Racism	4. Leadership

PASSIONS
Family Kindness
Movies
Creating Safe spaces
Accepting
Science

Looks/Feels
Seeing, reviewing critiquing
Believe the best in people. No Sarcasm.
Trust the physical World
Please/Thank you
dedicating time

Equity/Anti-racism
• a can achieve dreams/access opportunity
• continue to educate
• no appropriation
• looks different/define for purpose

Leadership
• empower others
• be a role model
• educate self
• inspire others to follow

Passions
The wilderness
my Children
Finding calm
my children
Sports
Bringing friends together for meals

clarity time fun
love peaceful
adventure joy learning
consistency
alone time growing wonder
support reflection heartache
competition one on one time
involvement teamwork
conversation
being nurtured feels natural
Calm nerves perseverance
challenging growing
brave-face
confidence warmth

EQUITY
• Fairness
• Inclusive
Removing barriers that limit opportunity of groups or individuals.

provide guidance caring
strong accountability
non-bias LEADERSHIP
brave
advocate being present/active
LEADERSHIP compassionate
humble empathy
LEADERSHIP inclusive
Knowledgable support
respectful LEADERSHIP
provide opportunities

MY PASSION
helping
music
family
rowing/exercise
faith

LOOKS/FEELS LIKE
teaching/coaching/family
energy - commitment
effort - rewarding
brings joy/pleasing
mindful satisfying
Consistency consuming
provide - gratitude, peace
serve w/joy sacrifice

= chance @ success
• everyone can be themselves
• all are Known & welcome
• addressing personal bias
• seeking 2 understand
• defining not on race alone (see & other)
• not defining by what we "see" supporting defining
• not knowing what you don't know

• Acting in a way that reflects your beliefs.

• Leader
Learner
Collaborator
Listener
need to fulfill all

institutionalized racism (*n*.)

"The power to create an environment where that belief [racism] is manifested in the subtle or direct subjugation of the subordinate ethnic groups through a society's institutions" (Lindsey, Robins, & Terrell 248).

anti-racism (*n*.)

"Conscious and deliberate efforts to challenge the impact and perpetuation of institutional White racial power, presence, and privilege" (Singleton 56).

How does the information in the resource connect with the idea of *institutionalized racism?*

Resource #1: Redlining in Seattle

Related audio

Resource #2: Tulsa Race Riots

WHO ALSO STOOD GUARD.

Related audio

Resource #3: Racism in Textbooks

Educators Call Attention to Racist Stereotypes in Textbooks, Impact on Students

BY TIM WALKER

MEXICAN AMERICAN HERITAGE

Related audio

Resource #4: White Ref Makes Black Athlete...

4 NEW YORK

FORCED TO CUT DREADLOCKS

Resource #5: TED talk - Whitetopias

Resource #6: NYT - "Money, Race, and Success" in Schools

The Upshot

Money, Race and Success: How Your School District Compares

Note: if you have already read 10 NYT articles, you may need to use a different browser for this article.

racial consciousness

Read the excerpt from pp. 66-67 of *Courageous Conversations About Race*.

As you read, notice:
Are there any sections where you feel disengaged (disconnected) from what is being described?

Are there any passages you feel uncomfortable about?

One story of racial consciousness…
TED Talk by Ali Michaels

Four stages of racial consciousness
(awareness of how race impacts our lives)
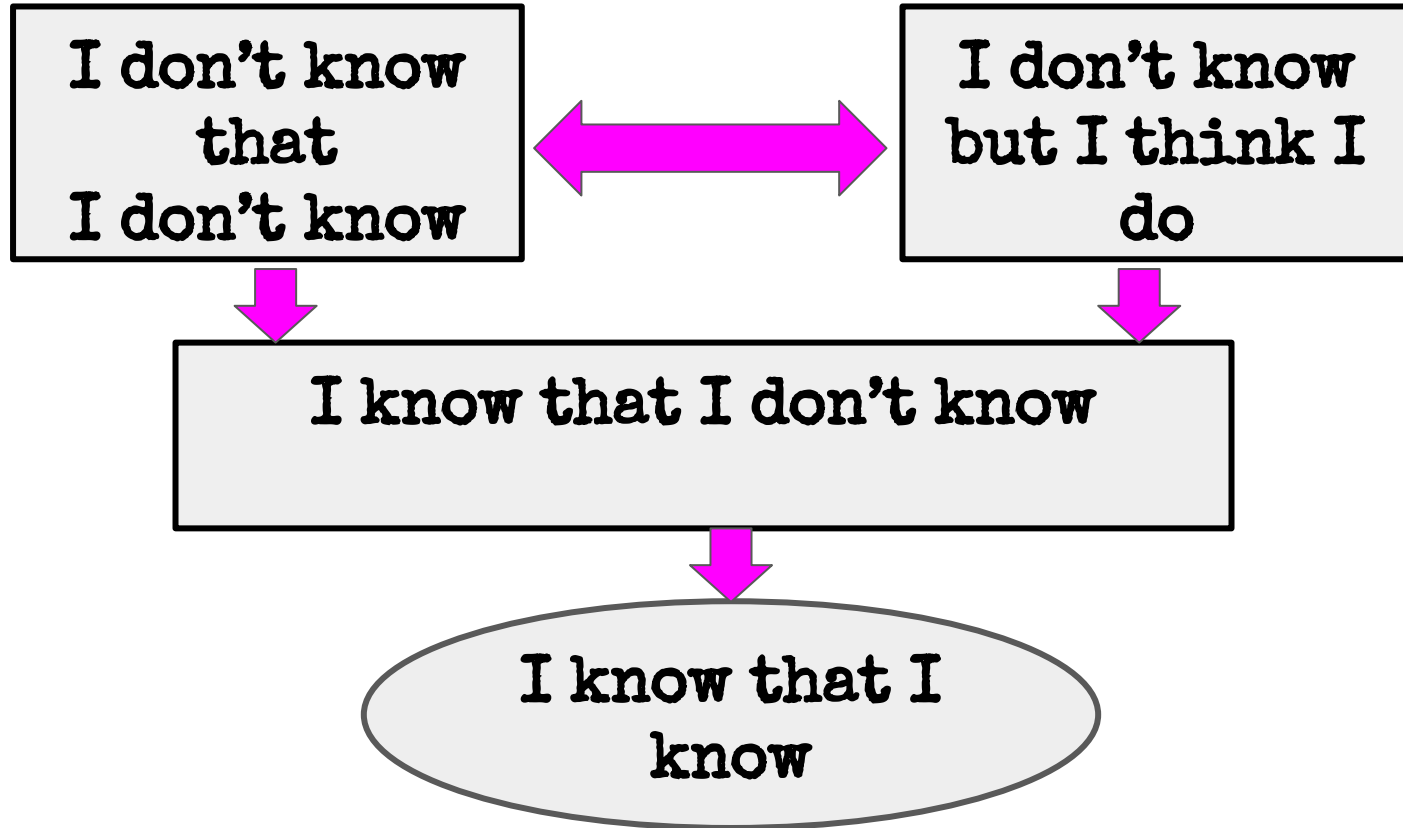
Racial Consciousness Discussion Questions

Before our discussions this year, how consciously aware of your race were you?

What were your experiences with race growing up?

What can you recall about the events and conversations related to race, race relations, and/or racism that may have impacted your current perspectives and/or experiences?

To what degree (0% - 100%) and in what ways does race impact your life?

Describe *race in my life* in terms of your perceived racial consciousness and racial unconsciousness. In which situations and circumstances do you believe yourself to be most racially aware?   In which circumstances do you feel you would benefit from having greater racial consciousness?

Goal 3: We will decrease opportunity and outcome gaps by making all curricula accessible to each student's current academic achievement levels through differentiated instructional practices.

Differentiated Instruction can benefit…

- Our underperforming populations: EL students, minority students, low-income students

- Students with Disabilities

- Highly Capable Students

- …all students!

Staff Pre-Assessment

Differentiation Strategies
- Leveled Text (NewsELA)
- Graphic Organizers
- Multiple access/entrance levels.
- Spicy levels (choose your own challenge)
- Different output (sketch or write)
- Student voice / choice
- Hands on solution to problem (engineer a solution)
- Conscious grouping
- Read Aloud instructions
- visible instructions
- word bank for vocab
- Deadlines / Retakes

Questions
- Can we have more ideas?
- How can we collect data on these strategies?
- What are more tier 1 strategies for all kids?
- How do we individualize for 150+ students?
- If a student can take on more; but they don't want to?
- Tracking the students differentiation?
- How do we diff. for IEP students?
- How does equity impact/influence differentiation?

Hopes for Learning
- More strategies (that can be quickly implemented)
- Differentiate without dropping expectations.
- Equitable differentian.
- Time in Dept. to plan vertically—to help with depth of Knowledge

~Science

*** Differentiation Strategies ***
- confidence level seating (flexible grouping)
- tiered homework
  - student choice (assignment or problems)
- concrete → Abstract (materials)
- pair and small group work
- RT
- activities
  - Climb the Ladder
  - Masterpiece
  - Follow the trail
  - Expert
  - Ticket Time
  - Stations etc.

∞ **＊ Questions ＊** x^2
- What does a differentiated product look like in math?
- Are there resources already written to help with differentiation in math?
- How do we find time to use the information i-Ready provides?
- Are there any videos of a differentiated math lesson?
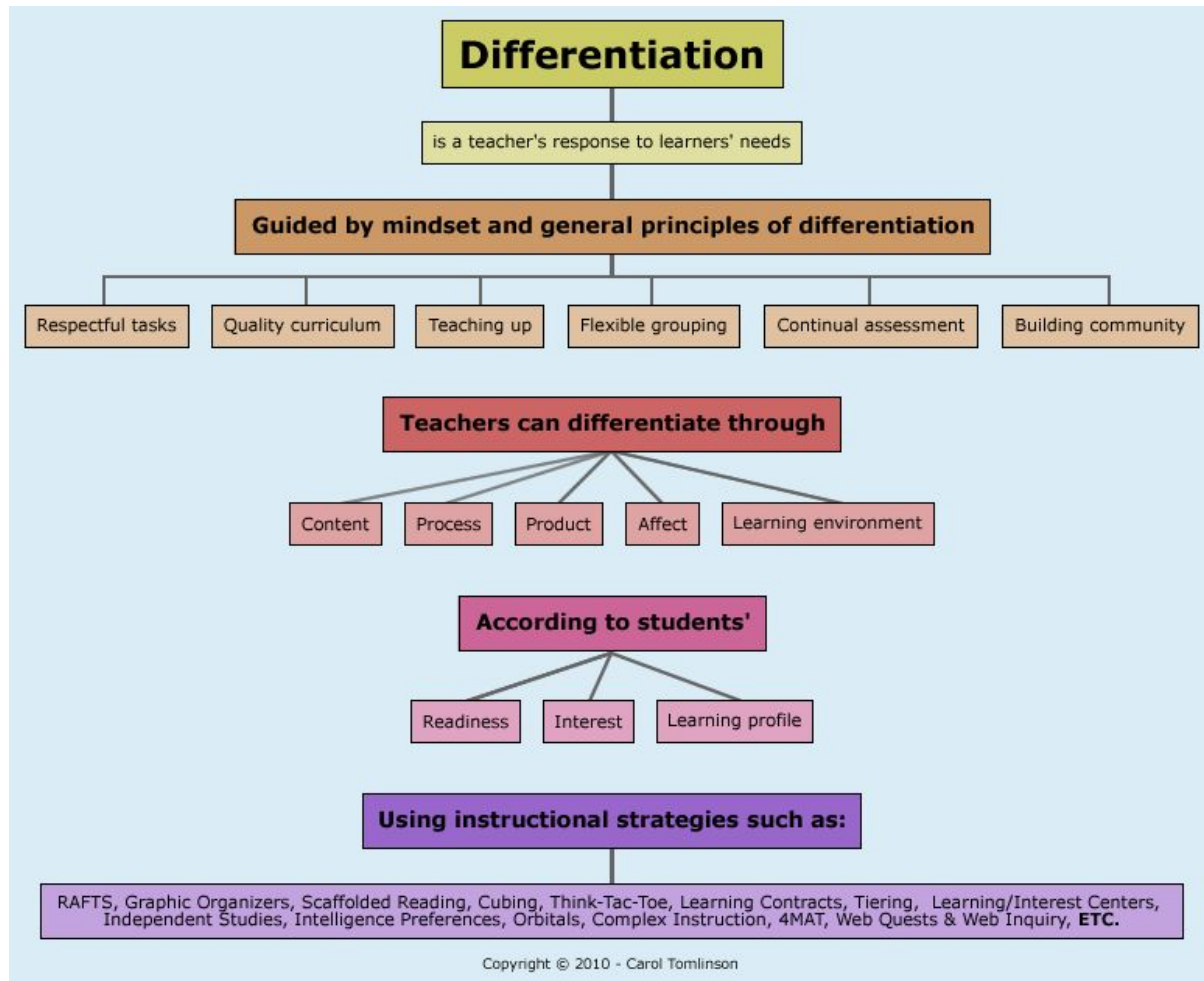
Σ **＊ Hopes for learning ＊** $+$
- More PD around writing leveled questions
- PD around management of groupings
  ie. while one group is working with teacher, what are the other kids doing and how do we manage them?
  $\sqrt{-1}$ = Imagine the possibilities...

π

Bridging the Gap-

How do we move from differentiation being a Tier 2 and Tier 3 practice to a Tier 1 practice?

Differentiation

is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation

| Respectful tasks | Quality curriculum | Teaching up | Flexible grouping | Continual assessment | Building community |

Teachers can differentiate through

Content | Process | Product | Affect | Learning environment

According to students'

Readiness | Interest | Learning profile

Using instructional strategies such as:

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, **ETC.**

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Honing Our "Why": Identified Focus of Concern Students

Grade level teams:

- Identified the 10-12 students who were struggling the most with academics, behavior, attendance, social/emotional needs, etc.

- Created learning profiles of learning challenges

- Discussed what's working with these students

"Focus of Concern" Students

6th Grade			7th Grade			8th Grade	
2+	1		2+	2		Black	2
Asian	2		Black	1		Hispanic	5
Hispanic	1		Hispanic	4		White	8
White	8		White	3			

ELA SBA	Level 1	Level 2	Level 3	Level 4
6th Grade	3	2	4	1
7th Grade	3	2	3	2
8th Grade	4	6	2	1

Math SBA	Level 1	Level 2	Level 3	Level 4
6th Grade	3	2	3	2
7th Grade	3	3	3	1
8th Grade	7	4	2	1

Identified Learning Challenges of FOC Students

- Work avoidance
- Work completion
- Rushes through work
- Class-time avoidance
- Excessive talking
- Distracting others
- Low self-image
- Introversion
- Disrespectful
- Low academic skills

- Lack of attention
- Slow processing
- Slow task initiation
- Sleeps in class
- Checked-out
- Defiant
- Tardies
- Absences
- Disconnected from peers

- Not having materials
- Anxious
- Needs boundaries
- Reading struggles
- Writing struggles
- Quick to anger
- Not tracking directions
- Lots of redirection
- Impulsivity

Goal 3: We will decrease opportunity and outcome gaps by making all curricula accessible to each student's current academic achievement levels through differentiated instructional practices.

Key/New Components

- Differentiation PD and collaborative learning

- iReady diagnostic testing; implementing targeted lessons

- Case study approach to Tier 1 differentiated instruction, monitoring impact on "focus of concern" students

- Improved case management of Tier 2/3 academic interventions

- Expansion of Academic Interventions: Labs and Academic Boot Camp

Classroom Visits

Group 1

Sebastian Ziz

Michelle Reid

Bob Swain

Lisa Youngblood-Hall

Carmin Dalziel

Group 2

Amber Pacquer

Amy Cast

Jacqueline McGourty

Tracy Meloy

Julie Trembath-Neuberger

Group 3

David Wellington

Sandy Hayes

David Cogan

Chris Bigelow

Elizabeth Meza

Rooms to Visit

SocSt - C. White (B)

Math - Dever (C)

Band - Radocaj (C)

ELA - Watson (A)

Rooms to Visit

Aspire - Woodward (B)

Orchestra - Taylor (C)

Sci - Shibayama (C)

ELA - Davidson (A)

Rooms to Visit

ELA - Kimbrough (C)

Art - Christensen (B)

SocSt - Erwin (B)

Math - Kutsick (A)

Thoughts, Wonders, Questions, and Possibilities...