



Canyon Creek Elementary 2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1:

- **1A** Educators become aware of current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
- **1D** Schools and departments attempt to adhere to the district's equity policy.
- **1E:** Educators attempt to evaluate and improve their own discipline policies and practices.

of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

As a result of this inventory, we will focus on:

Improving our equitable practices to the academic achievement and social and emotional well-being of our students within the following sub-criteria:

- **2H: Educators work from the premise that “all children can learn” and continue to differentiate instructional approaches until each child is reached**

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.



During Spring 2020, 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
- RTI Rubric
- SBAC Scores

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention

- **MTSS**
 - Canyon Creek's RTI Self-Evaluation conducted during the 2019-20 school year, highlights the following areas as needing improvement within our MTSS model:
 - Progress monitoring and data systems for academics and behavior
 - After reviewing our Equity Inventory, we noticed a gap in the consistency of culturally responsive teaching practices being implemented, including teachers believing all students can learn.
- **Academic:**
 - Based on i-Ready data, we have an increased number of students that are performing one year below in math and reading compared to the number of students meeting standard
- **Social, Emotional, and Behavior Supports:**
 - Student surveys given during COVID provided quantitative and qualitative data showing students are feeling significantly disconnected as a result of limited contact with others outside of their families.
- **Focus Group:**
 - Overall, our students from low income households are not reaching standard at the same rate as their peers.



We believe this gap in student outcomes is the result of the following root cause(s)

- **MTSS**
 - Last year we recognized that focus students were not consistently spending time on instruction in i-ready. We began utilizing the tracking of instructional minutes in i-ready to monitor student progress and we will continue to utilize this method. We will work with teachers to ensure focus students get 30-45 minutes of i-ready practice a week.

- **Academics**
 - Instruction not matched to student needs. Students need a variety of ways to access information and demonstrate understanding. Students need intentional support to reach higher standards.

- **Social, Emotional, and Behavior Supports:**
 - As a result of students being out of school, students feel less connected to school and each other.
 - Methods for matching students to appropriate interventions are not yet systematic or consistently implemented with fidelity

- **Focus Group**
 - Low Income students face more barriers compared to their non-low income peers
 - Need for more visuals, collaborative learning, vocabulary acquisition and hands-on activities to combat opportunity gaps that exist for these students
 - Implement UDL practices to allow students to show learning in multiple ways

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
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<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</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>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p>

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). These are outlined below.

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

Equity Means

Each student embraces their own voice, accepts ownership of their own actions and experiences, and honors the diversity, unique needs, and contributions of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide intentional instruction, tiered supports, and use positive reinforcement of social and emotional skills, to foster students' social and emotional capacities, students will develop self-efficacy, a growth mindset, positive relationships with peers and an increased social-emotional wellness and engagement in learning.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

By May 2021, Canyon Creek Elementary students 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 Tiered Fidelity Inventory and an increase in positive parent and student survey responses between fall 2020 and spring 2021.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will continue to implement Tier 1 supports as well as match students who need them to Tier 2 interventions:</p> <p>Our Tier 1 supports include the following instructional strategies that are culturally responsive, high leverage, and adhere to universal design for learning. These strategies will be used in Canyon Creek's classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.</p> <ul style="list-style-type: none"> ● Building positive relationships with all students ● Explicitly teaching, reviewing and reinforcing expectations ● Direct instruction of social-emotional skills <p>Our Tier 2 supports provide targeted intervention to students who need additional supports</p> <ul style="list-style-type: none"> ● Staff will use qualitative data and student surveys as well as student intervention matching forms to match students to appropriate interventions ● Staff use qualitative data and student surveys to determine students in need of small group as well as 1:1 counseling supports 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Structuring Collaborative Learning Experiences including cooperative base groups ● Connection and relationship-building activities will be embedded in every classroom through intentional check ins and/or SEL skill-building activities with students. ● Regular connection building activities, built into instructional periods.
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>



<p>To ensure equity focus to our work on this goal, we will focus on</p> <p>2H Educators work from the premise that “all children can learn” and continue to differentiate instructional approaches until each child is reached</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Establishing Inclusion ● Developing Confidence ● Conferring with Families at the beginning of the year ● Develop Positive attitudes
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and a root cause analysis we completed, we believe if we provide professional development on inclusionary practices, incorporate those inclusionary practices into core instruction, and monitor student progress in reading and math (including baseline, formative and common assessments based on CCSS), an increased percentage of students from low income household will meet standard in reading and math.

While we have low income students at grade level in core content areas, our data indicates we need to provide stronger support for this subgroup to close the academic achievement gap

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

By June of 2021 students from low income households performing below grade level, will make growth in their reading and math, so that an increased percentage of students will be meeting standard, as measured by i-ready reading and math trimester diagnostic data, curriculum-based pre/post assessments, student work samples and teacher observation.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none"> ● Expand our work in creating a culture of safety around analyzing and using data to make decisions: <ul style="list-style-type: none"> ○ Continue PLC practices focused on data-driven decision making to improve instruction in academic areas 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback



<ul style="list-style-type: none"> ○ Improve progress monitoring systems through i-Ready and PLC practices (Tier 1 and 2) ● Engage in Professional Development to support Inclusionary Teaching Practices 	
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2H Educators work from the premise that “all children can learn” and continue to differentiate instructional approaches until each child is reached</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Establishing Inclusion ● Developing Confidence ● Conferring with Families at the beginning of the year ● Develop Positive attitudes

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
i-ready	- Use i-ready to track progress	Per trimester



	<p>based on diagnostic information</p> <ul style="list-style-type: none"> - Use the tool to support progress monitoring specifically for our focus students (assuming teachers are able to be trained) - Track time engaged in i-Ready, lessons attempted and student success rate, specifically for or focus students 	Monthly for or focus students
<p>Curriculum Based Pre/Post Assessment, work samples, teacher observation</p>	<ul style="list-style-type: none"> -Pre assessments will inform the focus students of each unit as well as the differentiated support needed. - Post assessments will show the progress within the unit and if re-teaching is needed -Work samples and teacher reflection provide what is working/what needs to be tweaked <i>during the whole group, small group, and 1:1 instruction</i> 	Monthly PLC meetings
<p>GOAL 2: Responsible, Resilient, Empathetic Learners</p>		
<p>Student and Parent Surveys</p>	<p>This data will provide information about how students are feeling in relation to:</p> <ul style="list-style-type: none"> - Feeling safe at school - Belonging to school - Meaningful relationships 	<p>Fall 2020 and Spring 2021</p> <p>This data will be compared to data in the past as well as across the year.</p>

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 2020-21 school year, we will participate in the following professional development as part of our work:

PBIS/Social Emotional Learning

- Building effective relationships
- Restorative practices

Data Driven Practices:

- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading and mathematics
- Using multiple student data elements to modify instruction and plan interventions
- Providing formative feedback to students
- Differentiation for those below grade level as well as those above and designated HiCAP
- Use our IPP grant money to learn about Universal Design for Learning (UDL) to expand our Inclusionary teaching practices

Equity:

- Engage in reading and discussion to expand our understanding and beliefs around cultural norms related to student behavior
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices
- Participate in ongoing self-reflection around being an antiracist

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:

- ***Continue to work with our PTA to look for opportunities to partner in our NSL 3.0 learning model***
- ***Invite all parents to September conferences via zoom and virtual curriculum night***
- ***Our community partnership is also based on student need. As needs arise we will collaborate with our local community.***

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