



2020-21 Strategic Action Plan

At Canyon Park Middle School we provide a learning community that is challenging, equitable, empowering, and developmentally responsive to prepare students for high school and beyond.

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.G - Educator self-reflections regarding their own learning as related to equity-related issues

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](#).

This year, Canyon Park will focus its core improvement work on Domain:

- 2.H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
- 2.J Educators continuously self-reflect while they learn more about equity issues.

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 and September 2020, we reviewed the following data:

- Attendance Records
- Classroom-Based Assessment Results
- Demographic Information
- D/F Rates, PR/PRS, and End-of-Course Grades
- iReady in Math and Reading
- Student Climate and Culture Survey Data
- Student Recognition Data
- Course Enrollment

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:

Overarching gap of connectedness in the remote setting, representation, and performance (behavioral and academic).

We anticipate that the shift from remote to hybrid to full classroom setting necessitates a holistic and differentiated approach to addressing opportunity gaps this year.

- Student gaps in engagement as connected to:
 - class attendance
 - tech access/internet issues
 - remote learning classroom setting (videos on, verbal responses, breakout room activity)
 - level of involvement in academics
 - level of involvement in self-advocacy during and after class
 - type of work space/environment do students have at home
 - classroom content material, instructional practices
 - identity and cultural connections in the classroom setting
 - language and literacy component
 - ability component
- We aim to respond to the question: How do we really know what our students are capable of doing in this remote setting? How can we help them engage fully and intentionally?
- What data could we collect that is meaningful and a natural outgrowth of the work of the practitioner and students?
- How do we honor diversity, student voice, and teacher collaboration/efficacy and how can this make sense in the remote/hybrid/full classroom environment?
- How do we bring families along to support their children without it feeling judgmental? (delicate - access to tech)



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

Overarching root causes: Shift to remote learning resulted in increased inequities for students in engagement, student experience, access, and technology.

Root cause analysis result in the following needs for Canyon Park:

- Continued need for reflection, training, conversation, selection, and sustained practice of common and content-specific pedagogical practices that are:
 - Culturally-responsive
 - Differentiated
 - Inclusive
 - Focused on community-building
 - Focused on building empathy and resiliency
- Need for incorporation of racial and educational justice within the everyday instructional practices occurring inside and outside the classroom
- Continued need to provide training and support of our MTSS practices as we refine and adjust our school-wide agreements and systems, tiered interventions, common expectations
- Need to design ways to elicit student and family voice through multiple mediums, especially during the time of remote and hybrid learning

The analysis of our school data leads us to the development of our goals for the 2020-2021 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
<p><u>Goal 2</u> Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the</p>	<p>2.3 - Increase the percentage of students who model positive social skills and resiliency for a culturally diverse community.</p>



	diversity, unique needs and contribution of others.	
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports	3.3 - Increased percentage of students meeting standards in all subjects

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 lead staff in deepening their understanding and use of culturally-responsive, differentiated, and socio-emotionally sound Tier 1 academic and behavioral practices and interventions, then students will report increased use of modeling positive social skills and greater positive connections to school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

By the end of the 2020-2021 school year, students in all grades will report a statistically significant positive increase in components of a building-based Culture and Climate survey over the course of one year. Students invited to participate in student group forums will report positive perceptions of school via a qualitative survey over the course of one year.



Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <p>Create space for student voice through multiple channels (formative feedback). Use student feedback and input to adjust our building and classroom practices.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences
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>2B Students and families from diverse backgrounds are listened to and their opinions are valued.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> - Equity surveys - Student affinity forums - Facilitated conversations about race and equity topics guided by the Courageous Conversations About Race framework <ol style="list-style-type: none"> 1. Refine the current whole student survey to identify specific aspects of climate and culture for progress. Students will be asked to take this survey 3 times this year. 2. Create space for student voice through student forums that include racial affinity student forums with staff members. 3. MTSS to create a series of Homeroom training and student lessons focused on building staff and student capacity on SEL, identity, habits 4. ASB to create a series arc of assemblies focused on messaging of student empathy, habits, and responsibility. Assembly content will be connected to Homeroom experiences (#4) 5. Racial and Educational Justice Team will create and deliver staff development focused on equity and inclusion all year long. Staff will reflect and act on lessons and ways to bring



	<p>learnings back into the classroom and department.</p> <p>6. Celebrations, activities, and best practices centered around key cultural, racial, social justice-focused events.</p> <p>8. First Responders Team and Guidance Team will check in and respond to attendance and related issues around student engagement, equity, and access.</p> <p>9. SBIRT implementation in 7th grade</p> <p>10. Professional development for teachers regarding Tier 2/3 behaviors interventions and strategies: SPED process, restorative practices, implementing inclusionary practices, EL practices</p>
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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 root cause analysis we completed, we believe the most effective teaching and the most meaningful student learning will occur when teachers use culturally responsive, differentiated approaches in their classroom instruction in ways that emphasize options that best meet the needs of individual students. Students will then demonstrate learning that shows they have mastered the content knowledge and skills for the course.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows:

Each department, cohort of teachers, or teacher will identify, select, and implement a Tier 1 culturally-responsive differentiated strategy to be assessed and measured quarterly for impact in the related content area.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, each department will identify and implement a Tier 1 strategy focused on a culturally-responsive, differentiated practice.	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences



	<ul style="list-style-type: none"> • Encouraging Higher Order Thinking & Asking Higher Order Questions
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 attempt different instructional approaches until each child is reached.</p> <p>2J Educators continuously self-reflect while they learn more about equity related issues.</p>	<p>The equity strategies we will employ</p> <ul style="list-style-type: none"> - Professional development on equitable pedagogical strategies, differentiation (ex. Universal Design for Learning) as delivered through the following teams: Racial and Educational Justice, MTSS, Schoology Ambassadors, EL, SPED - Professional development sessions to enhance and reflect on the work of racial and educational equity in the classroom setting - Focus on eliciting student voice for feedback and input to promote student choice - Use of ongoing formative assessments for data-collection and analysis - Creation and refinement of building-level interventions to address students' academic needs (ex. Academic Boot Camp, Math and Reading Lab) - Formative feedback conversations during classroom visits

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
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Teachers to utilize various Tier 1 differentiated instructional strategies	Departmental academic quarter data, teacher reflections on student impact	Staff meetings at end of Q2, Q3, Q4
Success of Academic Interventions	Academic quarter data, team reflections on student impact	Q2, Q3, Q4
Impact of Math and Reading Lab intervention	Academic quarter data, team reflections on student impact	Q2, Q3, Q4
Goal 2: Responsible, Resilient, Empathetic Learners		
School Culture and Climate	School Culture and Climate Survey	1 year- triannually Fall- October/November, Winter - January, Spring – March/April
School Culture and Climate - Racial and Educational Justice	Student Forum Qualitative Feedback	1 year- triannually Fall/ Winter, Late Spring – March/April
Students being served and referred, finding an affinity group	Attendance and activity in care and affinity groups (Ex. SBIRT/Counseling Groups/ASB Groups)	Each semester

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 Park 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:

- Differentiation strategies to include best practices serving SpEd and EL communities
- Culturally-responsive teaching and practices
- Equitable practices to embed in the use of technology and adaptation to the Learning Management System and support technology– Schoology, Clever, StudentVue, Synergy



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- iReady implementation and diagnostics
 - Racial and Educational Justice PD

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:

- PTSA
- PTSA FACE
- Natural Leaders
- UW Bothell

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