



2022-23 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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

- 3D: Students and families have the opportunity to be experts in the classroom, school, and district.
- 3G: Educators are knowledgeable about the creative, innovative, and equitable instructional approaches.

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 2022, we reviewed the following data:

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Classroom Based Assessment Results
Climate Surveys
D/F Rates
Discipline Data
Family Inventories/Surveys
iReady Data in Math or Reading
SBA Scores
Student Interviews or Surveys
Referral/Behavior Records
Student Forum Data (from Spring 2022)
Guidance Team Records (Attendance, IEP, ML, etc)
Student Climate and Culture Survey Data
Student Recognition Data

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.

Goal 2.3 - Increase the percentage of students of focus, specifically, Latinx who model positive social skills and resiliency for a culturally diverse community.

Goal 3.3 - Increased percentage of Latinx students of focus meeting standards in all subjects.

Use of strong, equitable, consistently used Tiers of behavioral and instructional Intervention at the Tier 1, 2, and 3 levels.

We aim to respond to the question:

- 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 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: Long-term effects of remote and hybrid environments in addition to the shift to classroom learning last year resulted in increased challenges with students' overall sense of belonging in community with other students and adults. Challenges are most

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demonstrated through behavior, including consistent positive classroom behavior and engagement in academic work.

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:
 - Focused on MTSS Tier 1,2,3 practices
 - Focused on instilling a strong sense of belonging
 - Culturally-responsive
 - Differentiated
 - Inclusive
 - Focused on community-building
 - Focused on building empathy and resiliency
- Need for incorporation of racial and educational justice within the Tier 1 and 2 pedagogical and behavioral 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 2022-2023 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan and the five key components of MTSS as outlined by OSPI:

- Team-Driven Shared Leadership
- Data-based Decision-Making
- Family, Student, and Community Engagement
- Continuum of Supports
- Evidence-Based Practices

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School Goals	Equity Means	Measures of Success
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<p>Goal 2 Responsible, Resilient, Empathetic Learners</p>	<p>Each Latinx student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>2.3 - Increased percentage of Latinx students who model positive social skills and resiliency for a culturally diverse community.</p> <p>By June 2023, an increased percentage of Latinx students reporting positive perceptions of school, increased social skills, belonging, connections as measured quantitatively and qualitatively by student surveys and forums.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each Latinx student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>3.3 - Increased percentage of Latinx students meeting standards in all subjects.</p> <p>By June 2023, there will be at least one year of academic growth for Latinx students receiving Multilingual services, SPED services, or that are referred to Guidance Team.</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.

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GOAL 2: Responsible, Resilient, Empathetic Learners

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution 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, 2, and 3 academic and behavioral practices and interventions, then Latinx 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 2 is as follows:

By June 2023, increased percentage of Latinx students reporting positive perceptions of school, increased social skills, belonging, connections as measured quantitatively and qualitatively by student surveys and forums.

Process:

By the end of the 2022-2023 school year, our staff will develop and strengthen aspects of our whole-child MTSS framework approach with regards to:

- data-based teaming
- behavioral and academic interventions
- focused on student, staff, and family expertise

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will: <ul style="list-style-type: none"> ● Create space for student, family, and staff voice through multiple channels (formative feedback). ● Use feedback and input to adjust our building and classroom practices. 	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Providing Formative Feedback individually to Latinx students ● Structuring Collaborative Learning Experiences
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity our work on this Domain, we will focus on: Increased staff-wide self-assessment growth by one point in the following two components:	The equity strategies we will employ <ul style="list-style-type: none"> ● Staff engage and reflect on: <ul style="list-style-type: none"> ○ District Domain 3 Equity surveys ○ CPMS Equity Survey ● Student forums

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<ul style="list-style-type: none">• 3D: Students and families have the opportunity to be experts in the classroom, school, and district.• 3G: Educators are knowledgeable about the creative, innovative, and equitable instructional approaches.	<ul style="list-style-type: none">• Focused PD sessions and MTSS teaming on MTSS Tier 1 Interventions<ol style="list-style-type: none">1. Create space for student voice through student forums and surveys for feedback on school-wide matters. (3D)2. MTSS and REJ to collaborate and create a series of Homeroom training and student lessons focused on building staff and student capacity on SEL, identity, habits, and celebrations, activities, and best practices centered around key cultural, racial, social justice-focused events (3G).3. Racial and Educational Justice Team will create and deliver staff development focused on equity, inclusion, and MTSS practices throughout the year. Staff will reflect and act on lessons through the MTSS Tiered framework and ways to bring learnings back into the classroom and department.4. First Responders Team and Guidance Team will review data and respond to attendance and related issues around student engagement, equity, and access.5. Professional development for teachers regarding and evaluation conversations tied to Tier 1/2/3 behaviors interventions and instructional strategies: SPED and ML processes and best practices, restorative practices, implementing inclusionary and culturally responsive practices, reviewing data regarding access for students.
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

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

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 3 is as follows:

By June 2023, there will be at least one year of academic growth for Latinx students receiving Multilingual services, SPED services, students of color, and students referred to Guidance Team.

Process

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

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, MTSS teacher teams will identify and implement a Tier 1 strategy focused on a culturally-responsive, differentiated practice.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on <ul style="list-style-type: none"> ● 3D: Students and families have the opportunity to be experts in the classroom, school, and district. 	The equity strategies we will employ <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

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<ul style="list-style-type: none"> • 3G: Educators are knowledgeable about the creative, innovative, and equitable instructional approaches. 	<p>racial and educational equity in the classroom setting</p> <ul style="list-style-type: none"> • 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. Math and Reading Lab, ML L1 and L2 support and push-in, SPED support and co-teaching) • Formative feedback conversations during classroom visits
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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		
Teachers will utilize SLOP strategies, English ML lab class and differentiated instructional and behavioral strategies	Departmental academic quarter data, teacher reflections on student impact	Staff evaluation cycles; Staff meetings (ongoing) MTSS Team Days at end of Q2, Q3, Q4
Success of Academic and behavioral Interventions	Academic quarter data, team reflections on student impact	Q2, Q3, Q4, Team Days, PLC time during P-Days

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	Intervention matrix and related data (number of referrals, etc.)	
Impact of Math and Reading Lab intervention	Academic quarter data, team reflections on student impact	Q2, Q3, Q4
Impact of ML Support	Academic quarter data, team reflections and student reflections on impact	Q2, Q3, Q4

Goal 2: Responsible, Resilient, Empathetic Learners		
Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
School Culture and Climate	Equity Survey - Staff, Student, Family	1x/year dependent on
School Culture and Climate - Racial and Educational Justice	Staff self-assessment for D3 Student Forum Qualitative Feedback	Self-assessment: 1 year- biannually Fall, Late Spring Forums - 1-2x/year
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

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are all important parts of our strategic work this year. However, without each of the adults at Canyon Park will be meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2022-23 school year, we will participate in the following professional development as part of our work:.

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- MTSS-based differentiation strategies to include best practices serving our SpEd and MLcommunities
- 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
- iReady implementation and diagnostics
- Racial and Educational Justice PD
- SIOP
- Guidance Team

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- PTSA
- Northshore School Foundation
- Threads and Treads
- Natural Leaders
- UW Bothell

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