



Canyon Creek Elementary 2022-23 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 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](#). Here are the components Canyon Creek focused on in years past.

- **1A** Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
- **1D** Schools and departments adhere to the district's equity policy.
- **1E:** Educators evaluate and improve their own discipline policies and practices.
- **1F:** Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- **2H:** Educators work from the premise that "all children can learn" and continue to differentiate instructional approaches until each child is reached.
- **3D** Students and families have the opportunity to be experts in the classroom, school, and district.

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. This will include revisiting 1A, 1D, 1E, 1F, and 2H during staff professional development, conversations, staff meetings, and the observation cycle. To inform this work, our Racial and Educational Justice Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

This year we will focus on **3H** based on our Fall 2022 Racial and Educational Justice Domain 3 Inventory. I facilitate professional development, discussions, and/or lessons with students and



each other about diversity and equity related issues. The equity strategies we will employ include teaching staff how to set the foundation for restorative justice by implementing community circles in each classroom.

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:

- ✓ Attendance Records
- ✓ BEISY Inventories
- ✓ Classroom Based Assessment Results
- ✓ Domain 3: Equity Inventory for Staff
- ✓ Demographic Information
- ✓ Discipline Data
- ✓ Individual Running Records
- ✓ iReady Data in Math or Reading
- ✓ SBAC Scores

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

- Using i-Ready data, students identified as scoring two or more years below their same age peers is about 9% of our total population.
- Using i-Ready data, we see that students from traditionally underserved groups such as Special Education, Multilingual Learners, students who come from families that qualify for Free/Reduced lunch, students with 504 supports, etc. make up the majority of our 9% group.
- Based on our SAP focus group from last year, students residing in one apartment complex in our service area, only 58% of the students returned to CC this year.

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

- Teachers have not received adequate training and support to implement Professional Learning Communities, Peer Based Labs, Inclusionary Practices and targeted interventions for Social Emotional learning effectively.
- Students have not consistently received explicit, systematic instruction in phonological awareness and phonics.
- Our strong PBIS foundation provides structure, safety and clear routines, but our practices are based more on fitting in than belonging. Restorative practices are not utilized across the school consistently.
- Lack of student governance to acknowledge, understand and repair harm if needed in a safe environment



The analysis of our school data leads us to the development of our goals for the 2022-23 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 1 Success in the Early Years</p> <p>Increased percentage of students achieving and maintaining grade level in the components of Literacy</p> <p>Development: phonemic awareness, phonics, fluency, comprehension and vocabulary.</p> | <p>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</p> | <p>Using i-Ready scores, all students will make a minimum of a year’s growth in Literacy. Students who are the furthest from Educational Justice and who are not at grade level standards will make accelerated growth. This will include at least 1.5 years of growth this school year.</p> |
| <p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p> | <p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</p> | <p>Each student will have increased equitable access to social-emotional supports and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p> <p>REJ Team focus on Class Meetings (year one goal)</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 1: Success in the Early Years

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we use Into Reading with fidelity, then students will make expected and accelerated grade level growth in Literacy because it is a research-based Science of Reading Curriculum.

SMART Goal

By June, 2023, literacy scores will increase by at least one year for students in all grades as measured by i-Ready. Students who are furthest from racial, social, and educational justice and at least two grade levels behind their same age peers will increase 1.5 grade levels each year to make accelerated growth and on par with their same peers within three years.

| Instructional Strategy | Instructional Practice |
|--|---|
| To make progress, toward our specific goal, we will implement the new Into Reading Curriculum with fidelity. This means that teachers will collaborate with grade level teams to learn and effectively teach all 5 literacy components of the Into Reading Curriculum. | Our instructional strategy relates to <ul style="list-style-type: none"> • Structuring Collaborative Learning Experiences for teachers • Grouping students in small groups needs-based groups for individual instruction |
| Domain Three: Teaching, Learning, and Self Reflection | Equity Strategies |
| To ensure equity focus to our work on this goal, we will focus on: 3H: I facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues. | The equity strategies we will employ: <ul style="list-style-type: none"> • Teaching staff how to set the foundation for restorative justice by implementing community circles in each classroom. • Using each staff meeting to provide PD to staff in REJ |

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 support.



Theory of Action

Based on the data and root cause analysis we completed, we believe that if we increase student access to counseling and mental health services and increase staff access to resources and training in the area of social-emotional support, then students will be able to independently meet their individual social-emotional needs which—in turn—will lead to academic growth for every student as part of Tier 1 instruction.

SMART Goal

By May 2023, students will report they have access to the social emotional support and services they need among 3rd-5th graders by 40% as measured by a pre and post survey.

| Instructional Strategy | Instructional Practice |
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| <p>To make progress, toward our specific goal, we will increase the availability of on-campus counseling and mental health services, identify building staff with expertise in social-emotional services for consultation/collaboration, and provide more opportunities for staff development in the area of social-emotional support and Restorative Justice Professional Development.</p> <p>This means that staff will take resources available and collaborate with their perspective teams to discuss scenarios and share ideas on how to serve our ever growing student populace.</p> | <p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Educating Staff on Professional Learning Communities focused on Social & Emotional supports for strong Tier 1 instruction ● Setting Objectives for SE growth in each classroom ● Structuring Collaborative Learning Experiences in staff meetings and Wednesday afternoons |
| Domain Three: Teaching, Learning, and Self Reflection | Equity Strategies |
| <p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3H: I facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p> | <p>The equity strategies we will employ giving</p> <ul style="list-style-type: none"> ● Counselors will use the BEISY data to identify externalizing and internalizing behaviors in order to focus additional counseling supports to internalizers ● Each classroom facilitates circles at least 2-3 times a week in their classroom to build community and share humanizing data in order to build |



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| | relationships so that when conflict arises on the playground or in the lunchroom, students will know how to participate to repair harm. |
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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 |
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| GOAL 1: Success in the Early Years | | |
| We will use our iReady data and classroom assessments | iReady Diagnostics Phono-Graphix, small group instruction, LAP, Into Reading strategies, Gr2 Reading Intervention Plans, K-2 Dyslexia Screening with Intervention Plans, K-1 RAN testing Implement <i>Into Reading Module Assessments</i> that include writing and spelling measures Pre-teach/Reteach, SOR | September 30th, February 3rd, & June 16th |
| GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps | | |
| Each student will have increased equitable access to social-emotional supports | Complete staff survey of each student to identify students who demonstrate | November 10th, February 3rd, & June 16th |

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| <p>and services (e.g. counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p> | <p>externalizing and internalizing behaviors.</p> <p>Increase advertising of services offered and visibility for students to "sign-up" for support; increase opportunities for counselors to visit with classes; evaluate scheduling practices</p> <p>Increase number of staff participating in professional development related to social-emotional support systems</p> <p>Development of and participation in professional development for District counselors specific to social-emotional needs of students furthest from educational justice</p> | |
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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 2022-23 school year, we will participate in the following professional development as part of our work:

- Principal Directed Days
- Districted Directed Days
- SDLT-Directed Days
- MTSS Directed Days
- Team Directed Days
- Staff Meetings
- REJ Professional Development w/NSD
- August Learning PD
- Optional Book Studies



- Self-directed courses on inclusionary practices
- Collaborative planning around inclusionary practices
- Social Emotional Learning
- Restorative Practice PD
- Professional Learning Community PD w/focus on Social Emotional Learning.

Data Driven Practices:

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

Equity:

- Engage in reading and discussion and then make teacher and grade level plans that ensure students and families have the opportunity to be experts in the classroom, school, and at home when supporting reading
- Participate in professional development and ongoing self-reflection around being an antiracist

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:

- Willow Tree Grove partnership with SMS and NCHS to provide academic support at the complex
- Continue to work with our PTA on developing a supportive, inclusive community activities so all students and families see themselves as part of the community
- Invite kindergarten parents to WA Kids conferences in September
- Invite kindergarten parents, students, and families to CC for a self guided tour and admin meet & greet
- Invite all parents to meet the teacher event, student conferences, and curriculum night
- Utilize Zoom and virtual opportunities for engagement for parents and families
- Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class
- Our community partnership is also based on student need, as identified by students, families or school staff. As needs arise we will collaborate with our local community.
- Guidance Team and partnering with families to ensure all voices are at the table

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

