



Canyon Creek Elementary 2023-24 Strategic Action Plan

At Canyon Creek, we are a supportive, inclusive community that values and inspires social-emotional, intellectual, and physical growth at school and beyond. Our mission is to provide the knowledge and skills necessary to contribute positively in our diverse, evolving society. This Strategic Action Plan is the summary of the process we used to identify our goals and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

To engage with our community for our school's continuous improvement, we have and will continue to create and hold events, surveys, and build partnerships in our community to gather their voice and with a shared goal focused on the success of every student. Below are examples of community engagement we have done in the past and continue into this school year.

Engagement Activities held in the 22.23 School Year

- Family & Student Even Events: Opportunities for families to engage in the greater school community around important celebrations, traditions, & learning celebrations.
- Family Survey: Fall 2022 Opportunity for staff to learn more about students & families.
- Panorama Survey (3rd-5th grade students): Winter 2022 & Spring 2023 Opportunity for staff to learn more about students through the district created survey.
- Curriculum Night: Fall 2022 Opportunity for all families to meet all teachers and learn about their students' classroom right at the start of the school year and an opportunity to ask any questions they may have.
- Summer Reading Program: Summer 2023 - Opportunity for students to stay connected to Canyon Creek over the summer and partake in continuous learning during the summer.
- CC Library Program: Summer 2023 - Opportunity for students to stay connected to Canyon Creek over the summer and partake in continuous learning during the summer.
- Multicultural Night: Spring 2023 - Opportunity for students & families to be the experts and teach our Canyon Creek community about important traditions and celebrations & for classrooms to also learn about cultures around the world through the chosen class projects.
- Hispanic or Latino/a/x Night: Opportunity to connect with the Hispanic or Latino/a/x community and how we can best support their students here and at home.
- Willow Tree Grove "Coyote Den" Hour: every Tuesday after school - Opportunity for students to continue learning and having a space to get homework support, math and reading support, and make positive relationships with school staff.
- WTG Book Mobile Summer Program: Summer 2023 - Opportunity for students to stay connected to Canyon Creek over the summer and partake in continuous learning during the summer at Willow Tree Grove Apartments.

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As a result of these engagements over the year and into the summer we have found that our families and community were given opportunities to engage with our school community. From this determination we will continue to hold these events during the 23.24 school year.

Examination of Student Data

Part of the inquiry process is an examination of data. By looking at a variety of data including student and family inventories/ surveys and multiple student achievement measures, we are able to determine goals to assist our students in meeting grade level standards.

Quantitative Data Numerical	Qualitative Data Non-Numerical	Experiential Data Human Condition (qualitative <i>and</i> at eye level)
Data collected by our office & admin Team Attendance Records Demographic Information Discipline Data- School Wide Information System SWIS	Our work in the classroom and within our grade level & specialists teams using student work examples; This data assisted us in understanding how students comprehend reading passages. Through this data, we are able to identify and implement specific goals to assist with student success. Student work examples Lesson Plans Exit Tickets Art Work and/or class projects Rubrics Common Assessments Into Reading Formative Assessments	Family engagement activities at the school ex: Meet the Teacher, curriculum Nights, Glow Dance, Multicultural Night, People Enriching All Children’s Education (PEACE) Corps, Volunteer activities in classrooms. Family engagement activities/surveys helped us in gathering information regarding families beliefs, opinions and topics they are concerned about as well as increasing parent engagement.
Brief Externalizing & Internalizing Screener for Youth (BEISY) Inventories Done by our students’ teachers to determine supports and interventions that need to be offered and created to support our students who may need access to an advocate, mentor, or counselor.	Guidance Team, Positive Behavior Intervention System (PBIS) Team shared focus on our school’s goals and their data collected in IEP meetings, Surveys, and assessment scores; informed our progress related to Goal 3 measure of annual reading growth. It assisted us in identifying current academic levels and determining next steps to ensure	Community Forums Listening Sessions with families over the year; Family engagement activities/surveys helped us in gathering information regarding families beliefs, opinions and topics they are concerned about as well as increasing parent engagement.

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Quantitative Data Numerical	Qualitative Data Non-Numerical	Experiential Data Human Condition (qualitative <i>and</i> at eye level)
	students achieve academic and social success.	
Participation Tracking of attendance at events and/or school activities such as club and sports	Panorama Social Emotional Learning (SEL) Data Educating students is more than academics. We strive to educate the whole child. As a school team we educate students in academics, social/ emotional, behaviors and take a strengths based approach when looking at data. When we have a focus on the whole child, we ensure students feel safe, supported and are engaged.	Observations of students in classrooms and around campus.
World-Class Instructional Design and Assessment (WIDA) Results & English Language Development Data: This data assisted us in identifying goal areas and supporting instructional planning for Multilingual Learners.		Student Organized Against Racism (SOAR) 4th & 5th Grade Conversations with staff at Canyon Creek and NSD
iReady Data in Reading: iReady data informed our progress related to Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.		Feedback on prior Strategic Action Plan (SAP) goals and experience with outcome data from their perspective
Smarter Balanced Assessments (SBA): The SBA data informed our progress related to our Goal 3 measure of annual academic growth. The SBA assisted in		Student Statements from our classroom surveys and Panorama Survey

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Quantitative Data Numerical	Qualitative Data Non-Numerical	Experiential Data Human Condition (qualitative <i>and</i> at eye level)
identifying areas we needed to focus on to improve student academic skills.		

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 2023-24 school year, we will build off of what we learned from our work on Domains 1, 2, & 3 of the [Northshore School District Equity Handbook](#). We are continuing this work this year through our shared staff chosen focus area for Domain 4;

- 4C: Schools and departments provide families with equitable opportunities to be involved in their children's education.
- We believe all families and community members should have access to Canyon Creek in a variety of ways to increase leadership opportunities and improve student learning and achievement.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic or Latino/a/xor Latino/a/xand Black/African American students who are performing one or more grade levels below their same age peers in reading and/or math, students who were identified for being at risk from the BEISY screener, and those furthest from racial or educational justice that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Academics:</p> <ul style="list-style-type: none"> ○ Based on last year's qualitative data, we created classroom based interventions and instruction that was coordinated with specialists, as needed, to support student learning. ○ Based on i-Ready data, we continue to see that students who identify as economically disadvantaged tend to score lower than their peers who are identified as economically advantaged. ○ Based on i-Ready data, our Hispanic or Latino/a/x and Black/African American are one or more years behind in reading and math. 	<p>Academics:</p> <ul style="list-style-type: none"> ○ Teachers need access to professional development on how we can support all students through inclusionary teaching practices and targeted interventions. ○ Teachers need support in being consistent with data use of iReady to inform instruction. ○ Staff may continue to need PD on how to implement a continuum of support for Tier 2 and Tier 3.

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Access or Outcome Gap	Root Cause
<ul style="list-style-type: none"> ○ Many of these students are served in Special Education, English Language Development, Learning Assistance Program, and through the Guidance Team continue to need support in both reading and math 	
<p>Social, Emotional, and Behavior Supports:</p> <ul style="list-style-type: none"> ○ We want to ensure that all students who are furthest from educational justice continue to feel connected to school and see themselves as vital members of our community. ○ This includes understanding, learning, providing emotional recognition to the student as a whole, and celebrating student and family differences, customs, traditions, etc. along with supporting each other as individuals. ○ Students who scored one or more grade levels below their same age peers, which includes about 70% of our students from low-income households. 	<p>Social, Emotional, and Behavior Supports:</p> <ul style="list-style-type: none"> ○ Our strong PBIS foundation provides structure, safety and order. However, 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 is observed. ○ Staff may continue to need PD on how to implement a continuum of support for Tier 2 and Tier 3.

Our Goals & Measures

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p><i>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.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <p>Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling</p>



School Goals	Measure
	Increased percentage of students achieving and maintaining grade level in the components of Mathematics Development: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increase percentage of students who are invested in, and advocate for their educational goals and the supports to reach them.</p> <p>Increased percentage of students who have continuous access to an advocate, mentor, or counselor.</p> <p>Increased percentage of students who report engaging in clubs, sports, employment, or activities</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Equity Means Measure: Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced course sequences and specialized programs</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 & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we continue to create and hold professional development on supporting all students through inclusionary teaching practices and targeted interventions, along with our school wide consistent use of

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iReady data to inform instruction, we will ensure each and every student will have access to equitable resources, specifically the engagement strategies and interventions that will lead to increased engagement in learning.

Objective

By June 2024, all students will demonstrate one year's growth and progress in reading and math. Students who are furthest from racial, social, and educational justice and at least one grade level behind their same age peers will increase 1.5 grade levels each year to make accelerated growth and be on par with their same peers within two years as measured by iReady winter and spring diagnostic assessments.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Implement the new Into Reading Curriculum with fidelity. This means teachers will collaborate with grade level teams to learn and effectively teach all 5 literacy components of the Into Reading Curriculum.
- Increased access to culturally relevant literature in our book room class sets, teacher library, staff resources and celebrations, staff bulletins, PTA events and activities, library resources, etc.
- Increased opportunity for student and family voice in teaching and learning both at home and in the classroom to support student learning.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we develop and implement systems to match students in need of Tier 2 and Tier 3 Interventions (identified as at-risk on the BEISY) with those interventions, each and every student will have access to equitable resources, specifically the interventions that will lead to increased social-emotional health and engagement in learning.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By May 2024, all Canyon Creek students will engage in school events, support groups, individual counseling, small group direct instruction, clubs, sports, or after school activities both here at CC and/or off site (Willow Tree Grove Coyote Den), shown through their reporting on student survey, attendance data for school and school events, and data from our Canyon Creek counseling team.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Engage in professional development on MTSS and implementing systems to ensure staff consistently use data to make decisions regarding providing additional support to the students who need it, as well as including specialist instructors and families in the process.
- Empower Guidance Team or other teams to review and discuss attendance concerns on a regular basis and make plans to support each family by looking for underlying causes for chronic absences.
- Students will have opportunities to teach each other during lessons and activities.

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- Collaboration with Skyview Middle School staff to create opportunities for middle school students to come support reading & math in the primary classrooms.
 - Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities.
 - Create opportunities for all students to confidentially share their concerns and aspirations through affinity groups and leadership opportunities and asking questions throughout the year.
 - Create opportunities for students to have access to counselors and mental health staff. Staff also know how to refer a student to get additional supports from counselors and mental health staff.
 - Create space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child's class.
 - Create space for students and families to have opportunities to help organize and be on the planning team for school-wide functions and events (SOAR, ASB, PTA, Monthly Theme)
 - Invite families to volunteer in the classrooms, playground, Art Docent, PEACE Corps, office, etc.

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on data and a root cause analysis, we believe providing professional development on inclusionary practices, incorporating those inclusionary practices into core instruction, providing classroom based targeted interventions that are coordinated between all intervention specialists, and monitoring student progress in reading and math (including baseline, formative and common assessments based on CCSS), an increased percentage of all students will meet standards in reading and math.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By May 2024, students identified as Hispanic or Latino/a/x or Black/African American as being one or more grade levels below in both reading and math will have a minimum annual academic growth rate of 1.5 years as measured by multiple measures for triangulation including iReady diagnostics, curriculum based embedded assessments, and small group data.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Implement MTSS systems and teaming structures to strengthen our work in creating a culture of safety around analyzing and using data to make decisions:
 - Continue data-driven decision making to improve instruction in academic areas
 - Improve progress monitoring systems through i-Ready and PLC practices (Tier 1 and 2)
- Engage in Professional Development to support Inclusionary Teaching Practices and regularly implement these practices in instruction.
- Students will have opportunities to teach each other lessons and activities
- Students will have opportunities to teach educators and each other about their backgrounds, cultures, and identities



OUR MEASUREMENT OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 5.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • Sonday • Observations • Street data • Classroom assessments 	WaKids: Fall iReady Fall, Winter, & Spring SBA Spring
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increase percentage of students reporting they have continuous, timely access to an advocate, mentor, or counselor and report a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental and physical health	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • Sports • Student ASB • SOAR Panorama Data BEISY Screener Data	Panorama, Student Surveys & BEISY Fall and Spring
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one and 1/2 year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 	Fall, Winter, Spring



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Canyon Creek, we meet regularly to learn together, review data, and make adjustments as needed.

During the 2023-24 school year, we will be utilizing the following structures to grow in our professional practice;

- Professional development
- Staff Meetings
- August Advance
- Optional Book Studies
- Self-directed courses on inclusionary practices
- Family and Community Engagement
- Implicit Bias and Reflection on Diverse Students

Social Emotional Learning:

- Building effective relationships
- Restorative practices

Data Driven Practices:

- Analyzing 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 and families
- Differentiation for those not yet at 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 and school
- Participate in professional development and ongoing self-reflection around being Implicit Bias

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

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- Continue our Willow Tree Grove partnership our "Coyote Den"
 - Create a partnership with SMS and NCHS to provide social, emotional, and academic support at Willow Tree Grove together
 - Create a Kindergarten Camp to create balanced classrooms from the start in the areas of social, emotional, and behavior
 - Invite kindergarten parents, students, and families to CC for a self guided tour and admin meet & greet
 - Invite all parents/guardians to conferences and curriculum night and reach out to individual families of our students of focus.
 - Create parent interviews with students identified from our BEISY Spring data to learn more about the family and what they need to support their student
 - Identify students from Spring I-ready and BEISY data and invite both them and their families specifically to summer engagement activities
 - Create a conference w/student of focus families - Fall Goal setting conferences for SAP families.
 - Continue Summer Reading Program through our local libraries to celebrate book reading, connect families together through play on the playground, open our library for students to check out books each week, and specifically invite our students identified to participate with us
 - Invite families and student of focus families specifically to join the classroom through both their teachers and through PEACE Corps & school volunteer opportunities.

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