



2025-26 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.

This Strategic Action Plan is the summary of the process we used to identify our goals, the identified 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

Our school engaged in a listening campaign that included three Focus Groups through the University of Washington. We selected a listening campaign because we felt it was important to hear from students, families/caregivers, and community volunteers. The Focus Groups were held in the Spring of 2025 and will be conducted again in the Winter and Spring of 2026.

Background: Canyon Park will use synthesized data points from our three surveys, which have been identified to best align with this year's SAP goals. The information is organized into the categories outlined by Dr. Kyle Kinoshita's Framework for Equity in School (from which our survey questions were rooted).

Our plan: is to support the Focus Group questions (we host one group for each stakeholder: staff, students, and community) with this data. As we work to formulate those questions to gain insight about this data from those groups, we would like to know which areas provide the most information about the specific needs of the Canyon Park community.

- List Engagement Activity and the date/time conducted
 - Review Spring 2025 Focus Group Meetings data with students, staff, and community members
 - Fall 2025 Follow-up Focus Groups with students, staff, and community members
 - Latin X Family Quarterly Engagement Community Partnership Events-based on survey results from Spring 2025
 - Community Celebration June 2025
 - Morning/Evening Family Connections Events for Non-English speaking families



- Walk About
- Natural Leaders
- Quarterly Family Engagement Evening Events
- Community Tutoring Partnerships- YMCA/Big Brothers/BHS NHS

Examination of Student Data

Our plan: is to support the Focus Group questions (we host one group for each stakeholder: staff, students, and community) with this data. As we work to formulate those questions to gain insight about this data from those groups, we would like to know which areas provide the most information about the specific needs of the Canyon Park community.

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"><input type="checkbox"/> Attendance Records<input type="checkbox"/> Classroom-Based Assessment Results<input type="checkbox"/> Course Enrollment<input type="checkbox"/> Demographic Information<input type="checkbox"/> D/NC Rates<input type="checkbox"/> Discipline Data<input type="checkbox"/> Assessments<input type="checkbox"/> iReady Data in Math or Reading<input type="checkbox"/> SBA Scores<input type="checkbox"/> WIDA Results<input type="checkbox"/> Family Participation Rates<input type="checkbox"/> Participation Tracking*	<ul style="list-style-type: none"><input type="checkbox"/> Student work examples<input type="checkbox"/> Panorama SEL Data<input type="checkbox"/> Student Work Samples<input type="checkbox"/> Exit Tickets<input type="checkbox"/> Anonymous student quotes<input type="checkbox"/> Specific Survey responses: Climate, Health Youth, SBIRT, etc.<input type="checkbox"/> IEP goals and accommodations<input type="checkbox"/> Participation Tracking*	<ul style="list-style-type: none"><input type="checkbox"/> Home visits<input type="checkbox"/> Family engagement activities at the school<input type="checkbox"/> Community Forums<input type="checkbox"/> Listening Sessions<input type="checkbox"/> Identity Maps<input type="checkbox"/> Lunch Bunch<input type="checkbox"/> Observations<input type="checkbox"/> Student Shadowing<input type="checkbox"/> Student Videos<input type="checkbox"/> Community Walks<input type="checkbox"/> Student Statements



Equity Inventory

2024-27 Racial and Educational Justice Framework

- **1A:** Students feel like they have the agency to tell an adult when discriminatory incidents occur
- **2A:** Students feel like they can share about their intersecting identities in the classroom and school settings

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Latin-X males that require our attention. These gaps are described below.

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

Root cause analysis results 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
 - AVID-WICOR
- 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, and common expectations
- Need to design ways to elicit student and family voices through multiple medium

Access or Outcome Gap	Root Cause
Students who identify as Hispanic / Latino/a do not perform as well as their peers in core content areas, as determined by our review of the past three years of iReady scores.	Data gathered from our student Panorama Survey and from our family Focus Group (during our listening tour), we learned that students and their families do not think the teachers hold high expectations for their academic skills. Additional data suggests that our students do



	not feel connected to trusted adults on campus.
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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
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them. 2.3 - Increased percentage of LatinX students who model positive social skills and resiliency for a culturally diverse community. By June 2026, an increased percentage of LatinX students reported positive perceptions of school, increased social skills, belonging, and connections as measured quantitatively and qualitatively by student surveys and forums.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs. 3.3 - Increased percentage of Latinx students meeting standards in all subjects. By June 2026, there will be at least one year of academic growth for LatinX students receiving Multilingual services, SPED services, AVID, or that are referred to Guidance Team.



Goal 4 Innovative, Creative, Critical Thinkers <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i>	By June 2026, Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.

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.

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) lead 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, 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 2026, an increased percentage of LatinX students reported positive perceptions of school, increased social skills, belonging, and connections as measured quantitatively and qualitatively by student surveys, forums, and applications for the AVID program.

Process:

By the end of the 2025-2026 school year, our staff will develop and strengthen aspects of our whole-child MTSS framework approach concerning:

- Staff will be able to identify students of focus in their own teaching spaces, and craft a plan for the utilization of an element of AVID's WICOR practices in support of these students' learning
- data-based teaming
- behavioral and academic interventions-AVID
- Tier 1 interventions via AVID
- focused on student, staff, and family expertise

OUR MEASUREMENTS 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.

GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none">• Clubs• ASB/Athletics• Student Justice Collaborative• Student Justice Conference• Multi-cultural night• Hispanic Heritage Month	Quarterly



	Students see themselves represented in the curriculum and instructional materials	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none">• Number of students participating in advanced course sequences, AVID, ASB• Number of students in Challenge Classes	Monthly
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none">• iReady scores Fall-Spring• SBA scores for Grades 6-8	
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	<ul style="list-style-type: none">• Enrollment in HS Ethnic Studies• Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, etc.	Fall, Winter, and Spring

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Canyon Park, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

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



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- SIOP
 - Guidance Team
 - Panorama Survey Data Dive
 - Resource Mapping with SDLT
 - In-house ELD strategies
 - AVID PD and partnership with Kenmore Middle School
 - Develop common agreements for Tier 1 MTSS strategies & structures through the AVID framework

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:

- PTSA
- Northshore School Foundation
- Threads and Treads
- Natural Leaders
- UW Bothell Survey Team
- Community Engagement Specialist
- Holocaust Foundation-OSPI
- Walk About Program
- Community Serve Day
- Family Engagement Specialist
- Shoreline Community College
- Cascadia College
- AVID Regional Coordinator

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