



2025-26 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, 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

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 to be held in the 25.26 School Year

- Family & Student Events: Opportunities for families to engage in the greater school community around important celebrations, traditions, & learning celebrations
- Panorama Survey (3rd-5th grade students): Winter 2025 & Spring 2026 Opportunity for staff to learn more about students through the district created survey
- Curriculum Night: Fall 2025 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 2025 & 2026 - Opportunity for students to stay connected to Canyon Creek over the summer and encourage continuous learning during the summer
- Multicultural Night & PEACE Corps: 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

Examination of Student Data

The following types of data are used as part of our process:

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Quantitative Data Numerical	Qualitative Data Non-Numerical	Experiential Data Human Condition (qualitative <i>and</i> at eye level)
<p>Data collected by our Office, Admin, and SDLT to inform our SAP goals:</p> <ul style="list-style-type: none">• Attendance Records (Synergy)• Demographic Information (Synergy)• iReady Assessment data• SBA• Unit Pre and Post Assessments• BEISY• WIDA• MTSS Data	<p>Data collected to identify and implement specific goals to increase student success:</p> <ul style="list-style-type: none">• SDLT Data Dive & Feedback• Guidance Team Mtgs (Synergy)• Family Surveys• BEISY• Panorama• HMH Small Group Instruction• Math Genius Squad Assessments• HMH Assessments• Rubrics designed• Common Assessments• Into Reading Formative Assessments	<p>Data collected to inform our goals and further explain our results.</p> <ul style="list-style-type: none">• WA Kids & Family Conferences• Student Interviews• Small Intervention Groups: Counselor Led• PBIS 1st week of School Community Building Lessons• Curriculum Nights• Multicultural Night• PEACE Corp• Family Volunteers• Students Organized Against Racism (SOAR) for 4th and 5th Grade

2024-27 Racial and Educational Justice Framework

Canyon Creek will focus on all four components of the [Northshore School District 2024-2027 Racial & Educational Justice Framework](#). Staff are focused on building strong relationships with students to support healthy relationships built on trust. Advocacy will be a focus of PBIS this year as well.

Staff will be led by our REJ team this year to learn about “THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES.” This will be embedded in



every staff meeting for the 2025-26 school year. We will focus on all four components; Power, Practice, Policy, and Pedagogy.

THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES	
POWER 2A: Students feel like they can share about their intersecting identities in classroom and school settings	PRACTICES 2B: Students get to experience environments and opportunities that affirm their identities
POLICY 2C: Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level	PEDAGOGY 2D: Students have a deepened understanding about their own intersectional identities and that of their peers

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who are proficient at one or two levels below grade level peers that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Based on our final i-Ready diagnostic, 110 students are not performing at grade level in reading. i-Ready data also shows that students farthest from racial and educational justice make up the majority of those one or more years behind in math. Many of these same students are served through Special Education, English Language Development, and the Learning Assistance Program, and continue to need support in both reading and math through the Guidance Team.	Teachers need continued access to professional development on how we can support all students through inclusionary teaching practices, small group instruction, and targeted interventions using HMH's Into Reading Curriculum. Teachers need support in being consistent with data use of iReady to inform instruction. Staff continue to need PD on how to implement a continuum of support for Tier 2 and Tier 3.



Access or Outcome Gap	Root Cause
94.1 % of students attended Canyon Creek (24-25 SY)	<p>A residual impact of Covid hybrid learning is that some families are more cautious, resulting in students staying home for minor illnesses (such as the sniffles) rather than attending school when they are otherwise able.</p> <p>Students/Families access to consistent transportation needs</p> <p>Students/Families travel abroad for 5-25 days at a time for visas, passports, and family visits</p>
120 students are not performing at grade level in the area of Math based on our iReady final diagnostic. 44% identify as Latino/Hispanic	<p>Teachers need access to professional development to improve inclusionary teaching practices, small group instruction, and targeted interventions for all students.</p> <p>Teachers need support in using iReady to inform instruction.</p> <p>Staff continue to need PD on how to implement a continuum of support for Tier 2 and Tier 3 interventions.</p>

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 1 Success in the Early Years <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>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: Vocabulary
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.
	Increased percentage of students reporting to Canyon Creek each day from 94.1 % to 96% or more for students who are not at grade level.
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.
	Minimum annual academic growth rate in math of one year for students at/above grade level, and more than one year for students below grade level for all students farthest from Racial and Educational Justice in Number & Operations

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

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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 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 2025, all students will demonstrate one year's growth and progress in reading, specifically in the area of vocabulary. 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 usage of iReady and all instructional tools available to staff to target specific areas of need for every student
- 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 increase student attendance to an average of being present for 96% of the school year. If we name, personalize, and create an individual plan for every student not attending regularly, students will have what they need to come to school each day in order to learn, grow, and excel in school.

Objective



By June 2026, all Canyon Creek students who are not yet at grade level will increase attendance from 94.1% to **97%**. Each student not at grade level in reading or math will have a written, individualized plan to address barriers to consistent attendance, ensuring they have the support needed to achieve equitable academic outcomes.

Instructional Practices & Equity Strategies

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

- Empower Guidance Team and teacher 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.
- 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.
- Support Tier 2 interventions through Guidance Team and if needed implement Tier 3 supports including school and mental health counseling
- Invite families create an individualized attendance plan with rewards and incentives to ensure they come to school ready to learn

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, empowering staff to create small group targeted instruction in the area of math, specifically in number and operations, will lead to an increased percentage of all students meeting standards in math.

Objective

By June 2026, students farthest from Racial and Educational Justice who are one or more grade levels below in math will have a minimum annual academic growth rate of 1.5 years as measured by iReady diagnostics, curriculum based embedded assessments and small group instruction data.

Instructional Practices & Equity Strategies

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



- Implement 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)
- Implement the “First 10 Days” of mathematics instruction from Math Genius Squad to build a positive mindset about mathematics and their ability to see themselves as mathematicians.
- Engage in Professional Development to support Inclusionary Teaching by utilizing the Math Genius Squad for grades K-5.

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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students meeting or exceeding standards in English Language Arts, specifically vocabulary by Grade 3.	<ul style="list-style-type: none">• WaKIDS for Kindergarten• iReady for K-5• SBA for Grade 3• Sonday• HMH• Observations• Street Data• Classroom assessments	<ul style="list-style-type: none">-WaKids: Fall-iReady Fall, Winter, & Spring-SBA Spring-Monthly PLC's for each grade band
GOAL 2: Responsible, Resilient, Empathetic Learners		



Measures	Metrics	Dates of Data Review
Increased percentage of students who are not at grade level attending Canyon Creek to 96%.	<ul style="list-style-type: none">Weekly Attendance ReportTeacher/Grade Level Team Meeting NotesGuidance Team	-Weekly Synergy -Attendance Report Review
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 in Math, specifically in Numbers and Operations, who are farthest from Racial and Educational Justice	<ul style="list-style-type: none">iReady scores Fall-SpringSBA scores for Grades 3-5Unit AssessmentsStudent Interviews with adminUnit Test ScoresiReady Progress Monitoring	<ul style="list-style-type: none">iReady: Fall, Winter, SpringSBA scores for 2024-25Math Expressions and Math Genius Squad pre, mid, and post assessments

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Canyon Creek 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:

- NSD PD that aligns to district SAP goals- 8 hours per year required for teachers
- Canyon Creek SAP Focused Bi-Monthly Staff Meetings PD
- NSD Math PD 3rd grade teachers from Shannon Kiebler (SDLT PD)
- Grade level PLC Collaboration

COMMUNITY PARTNERSHIP

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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:

- Grow our partnership with SMS and NCHS to provide social, emotional, and academic support at Canyon Creek
- Kindergarten Camp to create balanced classrooms from the start in the areas of social, emotional, and behavior
- Kinder Meet & Greet
- Curriculum Night
- Parent interviews with students identified from our BEISY Spring data to learn more about the family and what they need to support their student
- Summer Reading Program
- PEACE Corps & CC/Classroom volunteer opportunities
- School wide use of Parent Square for all communication
- Family evening events each month either offered through CC or our PTA

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