



Northshore
School District

Canyon Creek Elementary Strategic Action Plan

SECTION 1: THE BACKGROUND

School Name: Canyon Creek

Year: 2026-27

Our North Star: By the end of the 2026–27 school year, every student will receive high-quality, standards-based, inclusive, and culturally responsive core instruction, along with timely intervention or acceleration when needed. Educators will use strong PLCs, consistent data cycles, and MTSS practices to collaboratively understand student needs, improve instruction, and ensure meaningful academic growth. Our goal is at least one year of growth for every student and 1.5 years of growth for students who need accelerated growth to close gaps in reading and mathematics.

Focus Population: We will prioritize students furthest from racial and educational justice, especially students performing below grade level in reading and mathematics and those not growing quickly enough to close existing gaps. We will examine outcomes and access across student groups to ensure that overall growth does not hide disparities in achievement, opportunity, or growth.

Learning Problem: Students do not consistently experience strong Tier 1 instruction or timely, targeted support when they need it. Inconsistent practices for data analysis, assessment, instructional planning, and intervention make it difficult to identify student needs, respond effectively, and monitor whether supports are working. As a result, some reading and mathematics gaps persist or widen because student learning evidence does not consistently lead to timely adjustments in instruction, intervention, or acceleration.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	• Persistent achievement gaps in both reading and mathematics. • Students performing below grade level standards who are not consistently demonstrating sufficient rates of growth to close the gap. • Variation in Tier 1 instructional practices and the degree to which instruction is adjusted based on evidence of student learning. • Inconsistent use of common assessments and shared success criteria to determine student mastery. Inconsistent structures and protocols for PLC data analysis. Students receiving intervention without a consistently defined, standards-based instructional

target or progress-monitoring cycle.

- Students who are ready for acceleration not always being identified and intentionally served.
- Variation in how flexibly students are grouped and regrouped based on current evidence.

Math Data

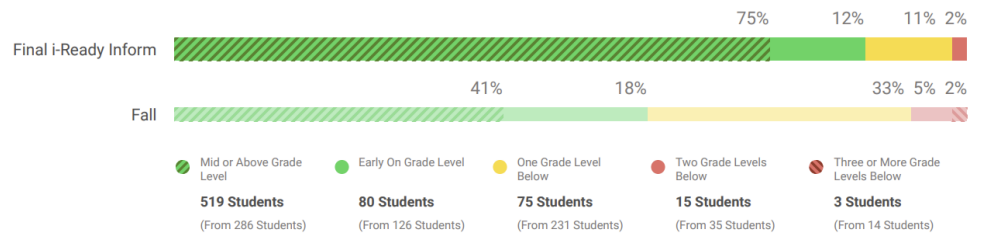
- Fall 2025: 59% were at Grade Level
 - 3+ Below: 14 students
 - 2+ Below: 35 students
- Spring 2026: 87% were at Grade Level
 - 3+ Below: 3 students
 - 2+ Below: 15 students
- Fall 2026: 59% were at Grade Level
 - 3+ Below: 13 students
 - 2+ Below: 43 students

School	CANYON CREEK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
i-Ready Inform Assessment	Final i-Ready Inform
Prior i-Ready Inform Assessment	Fall

Criterion Referenced

Overall Placement

Students Assessed/Total: 692/802

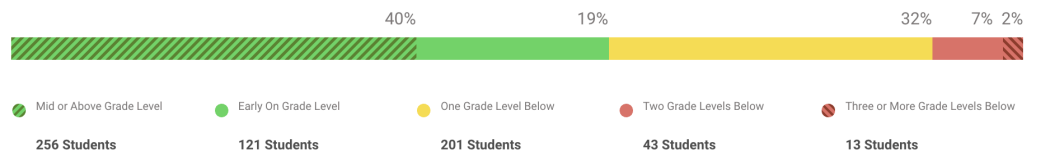


Grade 1	Final i-Ready Inform		71%	12%	17%	0%	0%	92/95
	Fall		24%	7%	66%	3%	0%	
Grade 2	Final i-Ready Inform		65%	22%	11%	2%	0%	109/113
	Fall		29%	17%	40%	13%	0%	
Grade 3	Final i-Ready Inform		79%	11%	7%	3%	0%	166/170
	Fall		40%	21%	33%	4%	1%	
Grade 4	Final i-Ready Inform		79%	9%	10%	1%	1%	173/179
	Fall		53%	17%	23%	4%	3%	
Grade 5	Final i-Ready Inform		76%	7%	12%	4%	1%	152/155
	Fall		49%	24%	20%	3%	4%	

Math Data (as measured by Fall 2026 I-Ready Diagnostic)

Overall Placement

Students Assessed/Total: 634/723



Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		0%	0%	100%	0%	0%	1/89
Grade 1		21%	17%	57%	5%	0%	84/84
Grade 2		24%	14%	47%	15%	0%	93/93
Grade 3		34%	16%	40%	10%	1%	115/115
Grade 4		50%	23%	19%	4%	5%	171/171
Grade 5		54%	22%	17%	5%	2%	170/171

Reading Data:

- Fall 2025: 65% were at Grade Level
 - 3+ Below: 13 students

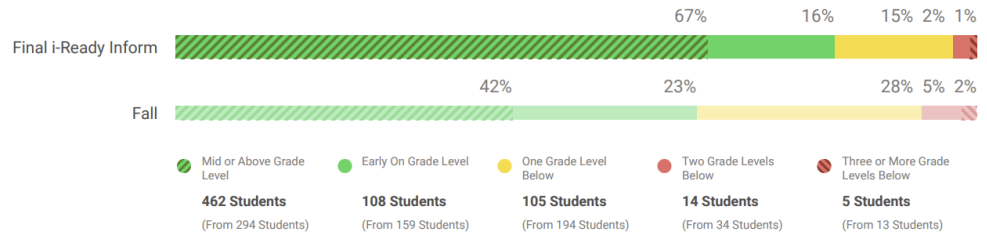
- 2+ Below: 34 students
- Spring 2026: 83% were at Grade Level
 - 3+ Below: 5 students
 - 2+ Below: 14 students
- Fall 2026: 62% were at Grade Level
 - 3+ Below: 13 students
 - 2+ Below: 49 students

School CANYON CREEK ELEMENTARY SCHOOL
Subject Reading (English)
Academic Year 2025 - 2026
i-Ready Inform Assessment Final i-Ready Inform
Prior i-Ready Inform Assessment Fall

Criterion Referenced

Overall Placement

Students Assessed/Total: **694/802**



Grade K	Final i-Ready Inform	-	-	-	-	-	-	0/90
	Fall	-	-	-	-	-	-	
Grade 1	Final i-Ready Inform		53%	18%	29%	0%	0%	93/95
	Fall		25%	11%	65%	0%	0%	
Grade 2	Final i-Ready Inform		72%	11%	15%	2%	0%	109/113
	Fall		32%	27%	30%	11%	0%	
Grade 3	Final i-Ready Inform		80%	15%	2%	1%	2%	166/170
	Fall		52%	31%	11%	4%	2%	
Grade 4	Final i-Ready Inform		66%	16%	17%	1%	0%	174/179
	Fall		48%	20%	29%	1%	2%	
Grade 5	Final i-Ready Inform		57%	18%	18%	5%	1%	152/155
	Fall		43%	22%	22%	9%	4%	

Reading Data (as measured by Fall 2026 I-Ready Diagnostic)

	Overall Placement Students Assessed/Total: 678/723 38% 24% 29% 7% 2% Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below 255 Students 162 Students 199 Students 49 Students 13 Students <table><thead><tr><th>Grade</th><th>Overall Grade-Level Placement</th><th> </th><th> </th><th> </th><th> </th><th> </th><th>Students Assessed/Total</th></tr></thead><tbody><tr><td>Grade K</td><td> </td><td>11%</td><td>28%</td><td>61%</td><td>0%</td><td>0%</td><td>46/89</td></tr><tr><td>Grade 1</td><td> </td><td>27%</td><td>12%</td><td>60%</td><td>1%</td><td>0%</td><td>84/84</td></tr><tr><td>Grade 2</td><td> </td><td>23%</td><td>24%</td><td>31%</td><td>23%</td><td>0%</td><td>93/93</td></tr></tbody></table><table><thead><tr><th>Grade</th><th>Overall Grade-Level Placement</th><th> </th><th> </th><th> </th><th> </th><th> </th><th>Students Assessed/Total</th></tr></thead><tbody><tr><td>Grade 3</td><td> </td><td>43%</td><td>30%</td><td>17%</td><td>8%</td><td>3%</td><td>115/115</td></tr><tr><td>Grade 4</td><td> </td><td>57%</td><td>19%</td><td>18%</td><td>2%</td><td>4%</td><td>171/171</td></tr><tr><td>Grade 5</td><td> </td><td>35%</td><td>30%</td><td>25%</td><td>9%</td><td>1%</td><td>169/171</td></tr></tbody></table>	Grade	Overall Grade-Level Placement						Students Assessed/Total	Grade K		11%	28%	61%	0%	0%	46/89	Grade 1		27%	12%	60%	1%	0%	84/84	Grade 2		23%	24%	31%	23%	0%	93/93	Grade	Overall Grade-Level Placement						Students Assessed/Total	Grade 3		43%	30%	17%	8%	3%	115/115	Grade 4		57%	19%	18%	2%	4%	171/171	Grade 5		35%	30%	25%	9%	1%	169/171
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The Systemic Root (What are the causes? Are they interconnected and how?)	The central systemic problem is that our school does not yet have a consistently implemented, schoolwide cycle that connects collaborative PLC inquiry, common assessment data, Tier 1 instructional response, and individualized intervention or acceleration. The issue is therefore not simply a lack of data, a lack of intervention, or a lack of teacher effort. The deeper issue is the absence of a consistently operating system that turns evidence about student learning into collective instructional action. Our MTSS recalibration will address this by building the Engine (PLC & Data Cycles) that drives the work, strengthening the Foundation (Tier 1 Instruction) that every student receives, and developing the Response (Personalized Learning) that intensifies support when students need more.																																																																

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If we build in time for PLC’s, support each other in creating strong Tier 1 lessons, hold each other accountable for staying together as a team, share resources for both Tier 1 and Tier 2, use common assessments, utilize every staff member on campus to support student learning, and use data as our guide, all students who are not at grade level will make 1.5 years worth of accelerated growth in order to be at standard in two years, measured by individual PLC data for each grade level with specific targeted interventions designed for each learner.

SYSTEMIC GOAL:

By the end of the 2026–27 school year, 100% of instructional staff will participate consistently in a PLC aligned to the students they serve and engage in four common data/intervention cycles that use standards-based assessment evidence to strengthen Tier 1 instruction and provide timely, individualized intervention or acceleration. As a result, students will experience more consistent grade-level instruction and increasingly personalized support, resulting in at least one year of academic growth, with a goal of 1.5 years of growth for students requiring accelerated growth to close gaps in reading and mathematics.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction: <i>(Instructional & Academic)</i>	Activity: - Establish common priority standards and shared success criteria. Implement a common assessment calendar. - Use PLCs to analyze student work and assessment evidence. Identify instructional strengths, misconceptions, and unfinished learning. - Plan and adjust high-quality, standards-based, inclusive, culturally responsive Tier 1 instruction. - Identify students requiring intervention or acceleration based on evidence. - Develop flexible small groups matched to specific learning needs. - Progress monitor and adjust instruction based on student response.	Resources: <i>Common assessments and student work.</i> <i>Standards and learning progressions. PLC protocols and data analysis tools. Intervention/acceleration resources.</i> <i>Progress-monitoring tools. Professional learning and instructional coaching.</i> <i>Collaborative planning time.</i>
Culture: <i>(Cultural & Emotional)</i>	Activity: - Establish a shared belief that every student is capable of meaningful growth through each PLC meeting - Develop PLC norms that promote inquiry, psychological safety, shared responsibility, and productive challenge. - Build a culture in which multiple forms of data—including academic, behavioral, attendance, student voice, family voice, and street data—are used to understand students and improve instruction. - Center student strengths, identities, experiences, and assets in instructional conversations - Examine data (quantitative and street) for	Resources: Protected collaboration time. Shared PLC norms and agreements. Professional learning in culturally responsive and inclusive practices. Facilitation and coaching. Leadership modeling

	patterns of inequitable access, opportunity, and outcomes • Celebrate instructional learning and student growth, not only proficiency	of vulnerability, inquiry, and continuous improvement. Structures for sharing successful practices.
Structure: (Structural & Policy)	Activity: • Create and protect a master PLC schedule. • Assign every instructional staff member to the PLC most closely aligned with their students. • Establish four schoolwide data/intervention cycles. Protect a daily/regular intervention and acceleration block. • Create common expectations for data meetings, documentation, progress monitoring, and regrouping. Establish clear roles and responsibilities for teachers, specialists, interventionists, and administrators. • Monitor implementation and remove structural barriers.	Resources: Master schedule and protected PLC time. Protected intervention/acceleration block. Common data systems. Assessment calendar. Staff meeting and professional learning time. Administrative facilitation and monitoring. Intervention staffing and instructional resources.

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
The implementation of common PLC structures, assessments, and data cycles could unintentionally be experienced by staff as compliance work,	Keep the PLC cycle focused on a small number of high-leverage questions and priority standards. Use existing data whenever possible rather than creating unnecessary	The success of the PLC/data system depends on all three systems operating together. A schedule without a collaborative culture will become compliance. A

<i>increased workload, or an evaluation mechanism rather than as a collaborative process for improving student learning</i>	<i>additional assessments. Protect PLC time and intervention time so the work is structurally supported rather than added to teachers' workload.</i>	<i>collaborative culture without protected structures will not be sustainable. Data without strong Tier 1 instruction will lead to more intervention without addressing the instructional system. Strong Tier 1 without a responsive intervention system will not adequately address individual student needs.</i>
There is also a risk that increased focus on data could narrow instruction toward tested skills, cause teams to over-identify students for intervention, create rigid student groups, or unintentionally remove students from rich grade level learning.	Clearly communicate that data is evidence for inquiry and instructional improvement, not a tool for evaluating individual teachers. Ensure Tier 1 instruction remains the first response to student need. Keep students connected to grade-level standards and learning while providing targeted support for specific needs. Use flexible groups that change as student evidence changes. Monitor the student experience to ensure intervention increases access and opportunity rather than reducing access to core instruction. Regularly ask staff what is working, what is creating unnecessary burden, and what needs to be adjusted. Celebrate learning, growth, and effective instructional practice throughout the implementation.	The goal is a coherent system in which structure enables collaboration, collaboration improves instruction, and instruction produces better outcomes for students.

SECTION 5: MONITORING THE WHOLE

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	<i>100% of instructional staff participate consistently in their</i>	Monthly

	<i>aligned PLC; 100% of PLCs follow the common PLC/data protocol; multiple schoolwide data/intervention cycles are completed; common assessments are administered as scheduled; intervention/acceleration groups have identified standards-based targets and progress monitoring plans.</i>	
The Experience Metric <i>(How does it feel?)</i>	<i>Staff report that PLCs are purposeful, psychologically safe, manageable, and focused on improving instruction and student learning. Students receiving intervention report that support helps them understand and access grade-level learning.</i>	Quarterly
The Outcome Metric <i>(Did it work?)</i>	<i>Students demonstrate measurable growth in reading and mathematics, with the goal of at least one year of growth for every student and 1.5 years of growth for students requiring accelerated growth to close existing gaps. The school will also monitor reductions in the percentage of students performing below grade-level expectations.</i>	Each data cycle; iReady diagnostic review, & end-of-year analysis

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)