



Northshore
School District

School Action Plan

School Name: Canyon Park Middle School

Year: 2026-27

The Central Vision (North Star): At Canyon Park Middle School, we provide a learning community that is challenging, equitable, empowering, and developmentally responsive, preparing students for high school and beyond by instilling critical non-fiction literacy and analytical skills required for future academic and career success.

Focus Population (Who is furthest from racial and educational justice?): The target group consists of **students identified with low reading scores** based on the past three years of iReady diagnostic data. To provide precise, tiered academic intervention, the school day will be restructured to place students into **specialized, leveled advisory classes** focused entirely on reading development:

- **Targeted Advisory:** For students identified with low reading scores based on iReady data.
- **ELD Advisory:** For English Language Development students, focusing heavily on linguistic scaffolding and access to literacy.
- **Mid-Level Advisories:** For "bubble" or mid-level readers who need strategic enrichment to work toward grade-level proficiency.

Learning Problem (Big Picture): Academic Gaps: Multi-year iReady metrics show a persistent deficit in reading comprehension, specifically within **non-fiction and informational texts**.

Comprehension Hurdles: Students struggle to extract meaning, synthesize multi-paragraph information, and think critically when navigating complex non-fiction structures (e.g., articles, textbooks, primary documents).

Vocabulary Deficits: Across all content areas, a lack of command over academic vocabulary impedes student access to core grade-level texts, standardized test questions, and classroom assessments.

SECTION 2: THE SYSTEMIC NARRATIVE — ROOT CAUSE

The central node or pattern that connects Canyon Park's academic, behavioral, and cultural challenges.

The Surface Symptoms (What data points are flashing red?)

iReady scores indicate a lack of typical or stretch growth that students are expected to make over a school year, specifically in comprehension of non-fiction and informational text

The Systemic Root (What are the causes? Are they interconnected, and how?)

Root cause analysis indicates a historical gap in coordinated, school-wide instructional strategies. Literacy has traditionally been treated as an isolated ELA responsibility rather than a shared, interdisciplinary commitment. There is an immediate need to implement structured literacy frameworks across all subjects, utilizing common school-wide agreements for higher-level thinking and academic discourse.

SECTION 3: THE INTERCONNECTED ACTION MAP — THEORY OF ACTION

Viewing Canyon Park's strategy through three multidimensional systems — Instruction, Culture, and Structure — to ensure it is holistic.

SYSTEMIC GOAL: To resolve these interconnected gaps, Canyon Park Middle School will execute a cohesive strategy combining targeted advisory interventions with a school-wide, cross-curricular academic push:

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Every educator, regardless of content area, will utilize AVID Inquiry and Reading strategies to boost non-fiction comprehension: • Costa's Levels of Thinking & Questioning: Teachers will explicitly teach and embed Level 2 (Processing) and Level 3 (Applying) questions into daily non-fiction reading tasks to move students past simple rote recall. • Marking the Text: School-wide adoption of systematic text annotation (e.g., numbering paragraphs, circling key terms, underlining author claims/evidence) tailored specifically to informational charts, articles, and texts. • Collaborative Literacy Circles: Implementing AVID structures like <i>Reciprocal Teaching</i> (where students rotate roles as Predictor, Clarifier, Questioner, and Summarizer) to	i-Ready Coordinator: Facilitates data interpretation, creates targeted skill groups, and assists teachers with platform-based diagnostic tools. TOSAs & Department Heads: Model Costa's Levels of Questioning in ELA, History, Math, and Science classrooms and co-plan rigorous, low-stakes inquiry lessons.

	build self-monitoring skills during non-fiction reading.	
Culture (Cultural & Emotional)	Culture & Climate Shift: Move from a culture of remediation to a culture of belief—ensuring students feel valued, safe to fail, and empowered to engage in rigorous academic discourse. Destigmatizing Support: Frame interventions around growth and empowerment rather than deficit or remediation, protecting student dignity. Psychological Safety in Inquiry: Use Costa's Questions to create risk-tolerant classrooms where every student's voice is heard, and mistakes are treated as learning opportunities. Relational Accountability: Ensure staff build strong individual connections with multi-year gap students so they feel seen, supported, and capable of reaching grade-level rigor.	School Counselors: Provide context on non-academic barriers (attendance, home life, emotional health) and facilitate student check-ins.
Structure (Structural & Policy)	Specialized Reading Advisory Class Curriculum The newly created advisory classes will act as the primary structural vehicle for targeted reading support: Scaffolded Reading Seminars: Using high-interest non-fiction articles, these advisory blocks will explicitly practice text architecture, graphic feature analysis (maps, timelines, charts), and objective summarizing. Multi-Tiered Vocabulary Focus (School-Wide Across All Subject Areas)	Interdisciplinary Meeting Schedules: Blocked PLC/PD time built into the master schedule to ensure Math/Science and ELA/History cohorts can meet regularly without competing priorities. School-Wide Instructional Agreements: A formally adopted policy document detailing baseline expectations for structured literacy, cross-curricular academic discourse, and Costa's Levels of Questioning in every classroom. Multi-Tiered System of Supports (MTSS) Guidelines: Defined

	Because strong vocabulary has the tightest correlation to reading comprehension, a unified framework will be executed school-wide: • Interdisciplinary Word Walls: ELA, Science, Math, Social Studies, Electives, and PE classes will maintain a visual focus on Tier 2 (high-frequency academic) and Tier 3 (domain-specific) vocabulary words. • Explicit Instruction: All teachers will reserve the opening minutes of non-fiction reading segments to pre-teach and contextualize key vocabulary terms.	protocols and entry/exit criteria for identifying students operating two or more grade levels below, specifying roles for counselors, TOSAs, and classroom teachers.
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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. The source Strategic Action Plan did not include this analysis — rows are provided below for the Canyon Park team to complete.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
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Focusing attention and resources heavily on iReady-identified advisory cohorts may lead some staff and families to perceive that other student groups with significant needs (e.g., Special Education or highly capable students) are being overlooked, reducing community buy-in. Review cycle. Culture: Staff and family perceptions of fairness directly shape trust and implementation fidelity. Instruction: Tier 1 strategies must be applied universally across all subject areas or the collective 'raise the floor' logic fails.	Communicate the equity and instructional rationale transparently: targeted support for students below grade level raises school-wide literacy baselines. Keep Tier 1 AVID-WICOR literacy routines strictly universal across all content classrooms so all student groups benefit, and closely monitor subgroup data alongside focus population metrics each review cycle.	Staff and family perceptions of fairness directly shape trust and implementation fidelity. Instruction: Tier 1 strategies must be applied universally across all subject areas or the collective 'raise the floor' logic fails.
Expanded advisory screening and stronger MTSS Tier 1 data-tracking routines could surface a higher volume of students requiring intensive Tier 2/3 literacy and behavioral support than the Guidance Team can immediately accommodate, generating intervention bottlenecks.		
Stacking heavy AVID text-marking and inquiry PD, Racial/Educational Justice PD, and specialized advisory curriculum training on top of pre-existing professional learning community (PLC) and data-team commitments risks overwhelming teacher capacity, leading to cognitive fatigue or shallow classroom implementation.	Strategically sequence and consolidate literacy and inquiry PD directly into existing collaborative PLC schedules rather than adding standalone, disconnected sessions. Administer brief staff feedback surveys each semester regarding professional development workload and adjust pacing or delivery methods dynamically.	

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SECTION 5: MONITORING THE WHOLE — LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading). Canyon Park follows an equity transformation cycle of continuous improvement, measuring progress at least six times per year for each goal.

Metric Type	Indicator Description	Frequency of Review
The Process Metric (Are we doing it?)	- Monitoring the precise enrollment and roster fluidity of the specialized 25 students of focus, ELD, and Mid-Level Reading Advisory classes - Monitoring iReady Data across all three testing windows - Process monitoring of Costa's school-wide vocabulary in quarterly staff meetings	Monthly / Quarterly

The Experience Metric (How does it feel?)	Evaluating qualitative perceptions of academic rigor, support, and belonging. Monitored through: Panorama survey data.	Quarterly
The Outcome Metric (Did it work?)	- Measuring hard academic proficiency and long-term literacy growth. Key benchmarks include: tri-annual iReady diagnostic scale score growth, specifically isolated within the 'Informational Text' and 'Vocabulary' sub-domains - Multi-year Smarter Balanced Assessment (SBA) literacy metrics for Grades 6-8; tracking a minimum annual academic growth target of one full year for students at/above grade level, and more than one year of accelerated growth for focus students starting below grade level	Semester / Yearly (Fall, Winter, Spring for Goal 4)

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?)