Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Canyon Creek Middle School.	**1g. Grade Span:** 6–8 **School Type:** Middle School
1b. Principal: Jake Healea	**1h. Building Enrollment:** 175
1c. District: Washougal School District	**1i. F/R Percentage:** 26%
1d. Board Approval Date:	**1j. Special Education Percentage:** 16%
1e. Plan Date: October 1, 2023	**1k. English Learner Percentage:** 2%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 1: Targeted 1–2	

Section 2: School Leadership Team Members and Parent–Community Partners	
Please list by (Name, Title/Role)	
Jake Healea, Principal Alden Clark, Counselor Katherine Baxter, Learning Specialist Raechel Cowell, Teacher Lora Brandt, Teacher Leanna Vaughan, Teacher	Jason Barnes, Teacher Tim Gasper, Teacher Ryan Hooser, Teacher Patrick Rice, Teacher Mike Lawson, Teacher

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Section 3: Vision and Mission Statement

Vision: CCMS is a community where everyone learns without limits.

Mission: CCMS fosters strong relationships, personalized learning, and equitable opportunities to ensure learning without limits.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

   Our students score above the state average in Science, ELA, and Math. Science scores are especially strong. However, our students receiving special services consistently score lower on state assessments across all three content areas.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
   Special Education students notably rate themselves as feeling less connected to school and less supported by staff on student feedback surveys. Most students at Canyon feel highly connected to school and can identify a trusted adult. The small size of the school allows students to be well known by staff. This strength with most students is something that we believe we can build off of to ensure inclusion for all students, including special education students. Additionally, our special education service delivery model did not provide a wide variety of options or a wide continuum of services. We believe we can adjust our special education delivery model and increase the flexibility of how we deliver services to better meet the specific needs of each student.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).
   a. What strengths do they possess?

Most students at our school are well connected to peers and have at least one adult that they trust. The majority of our students have attended school together throughout elementary school and on into our middle school, creating a tight-knit community. Our students enjoy their classes and being at school.

b. What challenges do they face?
Many of our students experience attendance challenges due to a variety of circumstances.

c. What are some important relationships in their life?
Students at our school value their friendships with peers as well as the connections to staff. Many staff members have kids at the school or the adjoining elementary school. Carpooling and support among families is common.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
The staff firmly believes that the foundation of learning is supportive and positive relationships. They are deeply about the students. This is often seen not only in classrooms but also in the presence of staff talking to students in the hallways, at lunchtime, or at extracurricular events and activities.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
The teaching staff actively work in professional learning communities to support one another and ensure guaranteed and viable curriculum. We are working on refining those PLC processes and implementing more data analysis to drive interventions and enrichment. We have been moving towards increasing consistency of behavior expectations and interventions/supports across classrooms and areas in the school.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
The PLC work is demonstrating success and teachers are feeling that it is efficacious. Interim and formative assessments provide evidence of this success.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
Our school has clearly identified behavior support processes and behavior expectations for students. We implement a SEL curriculum that students respond positively to. We have been reworking our MTSS systems, and demonstrating success with the changes we are making. We plan to continue to build on these systems of support this year.

2. How did your school identify these areas of strengths and improvement?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)
This is based on metrics that include attendance, grades, behavior data (in SWIS), and feedback surveys.   3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.   We work closely with families. There is a very active and highly supportive booster group for our school. Additionally, we work to reach out to families when there are concerns regarding academic or behavioral progress for students.   4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?   Families have expressed interest in having greater voice in curriculum identification decisions in the future. Additionally, we are working to increase the frequency of communication to families based on feedback we have received.

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Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:
- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:
- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

Needs Assessment Summary
Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
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5a. SY 2023–2024 SMARTIE Goal #1:

At least 70% of Canyon Creek students at each grade level will score 3s or 4s on the 2024 ELA summative Smarter Balanced Assessment.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Regular check-ins at staff meetings to discuss progress towards this goal and cross-curricular lesson alignment/support.	Staff meeting notes/minutes	Monthly all year	BLT/Certified Staff	Staff meeting time, ELA curricular resources
Identify opportunities for explicit reading and writing instruction in elective classes.	PLC meeting notes/agendas, lesson plans	Ongoing throughout the year	Electives Teachers	Meet with PLCs to discuss this; staff meeting time
ELA PLCs will use data to drive planning and implementation of interventions.	PLC meeting notes/agendas, ELA assessment data	Weekly at PLC meetings	Teachers, District TOSAs	Meet with ELA PLC to support
Implementation of Sonday curricular resources to support Tier III ELA interventions.	Attendance data from training sessions, lesson plans, assessment data	Training for SpEd staff in fall, implementation following	Learning Specialist and SpEd Team, District Student Services Department, Building Administrator	Sonday resources and staff training on their use
Screening and interim assessments to identify student needs and drive instruction	Fastbridge and interim assessment data	Fall, Winter, and Spring Fastbridge testing, interim state provided testing midyear	ELA Teachers, District TOSAs, Building and District Administrators, District Testing Coordinator	Fastbridge and other State provided testing resources

Increased emphasis on CER writing process in Science classes	Student assessment data and lesson plans, teacher goals	Ongoing throughout the year	Science Teachers	Amplify Science
Focus on using evidence to support academic arguments in Social Studies	Student assessment data and lesson plans, teacher goals	Ongoing throughout the year	Social Studies Teachers	Amplify Social Studies
Collaboration and consultation between ELA teachers and SpEd team	Shared files/folders and meeting notes/agendas	Ongoing throughout the year	SpEd Team, ELA Teachers	Meeting time, shared files/folders and meeting notes/agendas
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. District funds for PLC training and curricular resources				
2. Building funds for supplemental resources and trainings/time				

5b. SY 2023–2024 SMARTIE Goal #2:
At least 50% of Canyon Creek students at each grade level will score 3s or 4s on the 2024 Math summative Smarter Balanced Assessment.
Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Regular check-ins at staff meetings to discuss progress towards this goal and cross-curricular lesson alignment/support.	Staff meeting notes/minutes	Monthly all year	BLT/Certified Staff	Staff meeting time, Math curricular resources

Activities	Measures	Timeframe	Lead	Resources
Identify opportunities for explicit math instruction in elective classes.	Lesson plans, class assessment data	Ongoing throughout the year	Electives Teachers	Meeting time, shared files/folders and meeting notes/agendas
Math PLCs will use data to drive planning and implementation of interventions.	PLC meeting notes/agendas, Math assessment data	Weekly at PLC meetings	Math Teachers, District TOSAs	Meet with Math PLC to support
Regular PLC meetings that include Math teachers at both Middle Schools	PLC meeting notes/agendas	At least once a month	Teachers, Building Administrators	Scheduled meetings
Screening and interim assessments to identify student needs and drive instruction	Fastbridge and interim assessment data	Fall Fastbridge testing, interim state provided testing midyear	Math Teachers, District TOSAs, Building and District Administrators, District Testing Coordinator	Fastbridge and other State provided testing resources
Emphasis on use collaborative practices and discussion protocols in Math classes	Student assessment data and lesson plans, teacher goals	Ongoing throughout the year	Math Teachers	Adopted math curriculum, myAVID resources
Collaboration and consultation between Math teachers and SpEd team	Shared files/folders and meeting notes/agendas	Ongoing throughout the year	SpEd Team, Math Teachers	Meeting time, shared files/folders and meeting notes/agendas
Focus push in support for special education students in Math class.	Building schedule, IEPs	Ongoing throughout the year	Learning Specialist, Paraprofessionals	Adopted Math curriculum
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. District funds for PLC training and curricular resources				
2. Building funds for supplemental resources and trainings/time				

5c. SY 2023–2024 SMARTIE Goal #:3

In 2023-24 we will increase connections between school staff and students with disabilities as measured by frequency of positive contacts with the students, positive contacts with home, teacher tracking data, and student perception data.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources

What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Book Study to promote discussion of interventions and supports for students.	Development of strategies for supporting students based on the book as recorded in staff meeting notes.	First semester at weekly staff meetings	BLT/Certified staff	Book: *Relationship, Responsibility, and Regulation* (Hall & Souers)
Identification and implementation of common critical classroom features	MTSS School Playbook/Folder, Critical Classroom Features fidelity tracking tool, School Intervention Team agendas/minutes	Weekly at Intervention Team meetings, Monthly staff meeting time	Intervention Team, Certified Staff	Staff meeting time, Intervention team meeting time, Google Drive for shared files & folders
Development of mentoring process for identified students	Staff meeting notes, student survey feedback	Monthly at staff meetings	Certified Staff	Staff meeting time
Regular check-ins at staff meetings to discuss progress towards this goal and steps we can take collectively to achieve it	Staff meeting notes/minutes	Monthly all year	BLT/Certified Staff	Staff meeting time
SEL curriculum and lessons in Advisory	Advisory pacing guide	Ongoing all year	Certified Staff, Administration	*CharacterStrong* curriculum
Reorganization of Resource class delivery schedule	Building schedule for classes	Change made at start of year, implementation all year	Learning Specialist, Administration	Funding for additional curricular resources as needed, development of building schedule
Develop flexible SpEd service delivery model	IEPs	Ongoing all year	Learning Specialist, Administration	Funding for additional curricular resources as needed, provision of time in day for support options

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Building funds for supplemental resources and trainings/time
2. State and District funds for Special Education

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

NOTE: *All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Provision of PLC training and meeting time, staff meeting time, curricular resources
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high–quality well–rounded education and to close educational achievement gaps.	Not applicable
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Not applicable
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* EL support services for identified students
Title IV, Part A	School-level services that support a well–rounded education, improved conditions for student learning, and improved use of instructional technology.	1 to 1 Chromebooks
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Not applicable
Local Funds	Local levy revenue may be combined in schoolwide programs.	Athletics, Capital projects
Other Funding Sources, including		

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

NOTE: *All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
School Improvement Grant Funding		