



Crystal Springs 2019-20 Strategic Action Plan

At Crystal Springs, we believe that EVERY MOMENT MATTERS. We do this by encouraging the whole child through play, high expectations and student centered classrooms.

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.

Our goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	We are going to target Relationship Skills Increased percentage of students who model positive social skills and resilience for a culturally diverse community. (put in numbers after the Beisy screener)
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Increase number of EL students progress through our S n L screener. Teaching to all four domains of language acquisition - Listening, Reading, Speaking and Writing - GLAD strategies - scaffolding, visual aid, TPR, prior background knowledge



	- teaching academic language and vocabulary
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EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Crystal Springs our Equity Team's goal is to **create a school environment where every staff member, student and community member feels welcome and is represented**. Specific actions our school will take toward this goal include:

- Professional Development for staff members
 - District Trainings
 - Book Study
 - Activities and Discussions led by Equity Team Members
- Festival of Cultures
- Race/Language Data Collection and Analysis
- Monthly Equity Team Meetings
- Country Flags to Represent the different cultures of our students
- Classroom Libraries to reflect our various cultures

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data

- Attendance Records



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- BEISY Inventories
 - Classroom Based Assessment Results
 - Climate Surveys
 - Demographic Information
 - Discipline Data
 - Individual Running Records
 - iReady Data in Math or Reading
 - SBAC Scores

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- EL Students
- Students that score high on the BEISY screener (time of day)

We believe these areas for improvement are the result of the following root cause(s)

- Our EL population at Crystal Springs has changed and increased immensely in the last five years.
- Many EL students were pulled out for EL services.
- There was no school wide training for each teacher to have the skills to meet the needs of EL students.
- Lack of student engagement.
- Home environment.

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads 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) we have been developing. 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.

When students are participating in purposeful speaking and listening opportunities across all curricular areas, multiples times throughout the day, then our EL students will improve their speaking and listening skills as measured by the S n L screener. When students are engaged and a part of their learning- they own their learning and retain the information.



GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement SEL strategies/curriculum, provide students opportunities to engage in and practice, then students will be able to self regulate and be productive students throughout the school day.

- second step
- SEL instruction integrated throughout the day
- Onward, resilient staff

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will teach Second Step lessons. This means that each grade level will support students social emotional needs by integrated these lessons throughout the day.	Our instructional strategy relates to <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we implement GLAD strategies to instructional practices , then students will acquire academic language quickly and efficiently.

By May, our EL students will increase progress through our S n L screener. (we need to write this after we complete the screener)

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus our professional development on GLAD strategies. This means that all teachers will help our EL students by explicitly teach the	Our instructional strategy relates to Building and Maintaining Relationships <ul style="list-style-type: none"> ● Providing Formative Feedback ● Encouraging Higher Order Thinking & Asking Higher Order Questions



reading, writing, speaking and listening Common core standards.	
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Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Crystal Springs meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- EL strategies
- Onward- developing resilient educators

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Coffee House- the administration team will meet with the community with a different academic focus and ways you can help your child at home. The Crystal Springs team will meet with the community at the Griffis Apartment Complex



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- Invite families to our Wild About Kindergarten Day and family meetings to form a partnership with parents new to our community
 - Invite families to attend Crystal Springs' Curriculum Nights and Fall conferences.
 - We will host a Festival of Cultures
 - Invite families to family nights throughout the school year and PTA sponsored events.
 - Family advocate
 - Monthly parent communication letters from the Principal

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