



Crystal Springs 2020-21 Strategic Action Plan

Every Heart, Every Mind, Every Day in Every Way

At Crystal Springs we want to focus on Every Heart, Every Mind, Every Day in Every Way. 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 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1:

1E- Educators evaluate and equitably improve their own discipline policies and practices.

1F- Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.

1G- Educators continuously self-reflect while they learn more about equity related issues.

We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data

- ❑ Attendance Records
 - ❑ BEISY Inventories
 - ❑ Climate Surveys
 - ❑ Demographic Information
 - ❑ Discipline Data
 - ❑ Family Inventories/Surveys
 - ❑ Individual Running Records
 - ❑ iReady Data in Math or Reading
 - ❑ Student Interviews or Surveys

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention

- MIA List-

https://docs.google.com/document/d/1hahQsoPxfWuzfLyNMpemhRUiQWAKpjtRwNZ_E_BHZkOI/edit

First Graders we were worried about: (discuss in CST)

https://docs.google.com/document/d/1uE2SCSMIK_eIGSA9AocI3OzzF1RFeOM8tswknOxjMz0/edit

Students of Concern lists for each grade level.

We believe this gap in student outcomes is the result of the following root cause(s)

- During remote learning, the gap is widening. Our MIA and Students of Concern do not have the support at home to help the students be successful.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan.

Educators modify and differentiate instruction practices so that students from diverse ethnic, racial, cultural, language, and socioeconomic groups have an equal opportunity to learn.

School Goals	Equity Means	Measures of Success
<p><u>Goal 2</u> Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>We will use the list of students that we put on our “watch” list from the Fall and see how each of those students are doing in the Spring. We also will have check-in and check-outs with these students and discuss their progress monthly at our Collaborative Support Teams.</p>
<p><u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>We will use the I-Ready data for our Free and Reduced lunch students from the Fall to the Spring. To make progress toward our specific goal, we will focus on inclusive and equitable instructional practices for our struggling learner groups. We are focusing on small group instruction to reach each student at their skill level. We also are piloting the F and P curriculum and each</p>

		teacher is doing small group reading instruction (IRR's).
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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). These are outlined below.

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.

GOAL 2: Responsible, Resilient, Empathetic Learners

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we create a positive school climate and culture through our PBIS strategies, link our Second Step curriculum to existing school policies and practices, focus on classroom-based approaches that promote SEL, build strong relationships between adults and students, and use data for continuous improvement, then students that our on our “watch” list will receive tools to help them increase their social emotional competencies.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: By June 2021, students that qualify for free and reduced lunch will improve their I-Ready score. The goal for Crystal Springs is to increase relationships with students and target each student’s’ specific challenges through small group instruction.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will *explicitly teach the Roadrunner Way *teach the Second Step lessons for each grade level	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

Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>When we are back in the building: 2G Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives</p>	<p>2D Strategies: - Have copies of curriculum and instructional texts available for students in their home languages so their families can help them with homework (ie: textbooks, books, etc.) - Create a list of resources for students to refer to when completing school work in class - Create a list of resources for students and families to refer to when completing or helping with homework outside of school - Know which students have access to technological devices outside of school and accommodate accordingly - Create differentiated versions of tests to ensure that students are being met where they're at and their learning styles are taken into consideration</p> <p>2E Strategies: - Make connections between instructional content and historical and contemporary writers, historians, poets, mathematicians, scientists, leaders, activists, and/or influencers who match the backgrounds and demographics of your students - Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds - Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students) - Make connections between instructional content and topics that are relevant to student interests - Carve out time for students to draw their own connections between instructional content and their own backgrounds</p> <p>2G- Strategies: - Make space for students to share historical and current events that relate to them, that they are interested in unpacking, or that they are passionate about in the classroom, at school events, or at district events - Connect student-shared historical and current events to lessons and instructional materials in the classroom - Allow students to connect their shared events to projects and assignments in the class or</p>

	school - Make space for educators to share historical and current events that matter to them at staff meetings
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if teachers are given time to analyze the CCSS and plan effective lessons based on the standards and using grade-level appropriate, complex texts, our Free and Reduced lunch students will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day. Teachers, in turn, need support and guidance to understand the important shifts needed to engage all students in complex thinking, talk, and tasks anchored in complex, grade-level texts. The teachers are trying to reach each individual child by doing small group instruction each day to meet the diverse needs in their classes.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June 2021, students that qualify for free and reduced lunch will improve their I-Ready score. The goal for Crystal Springs is to increase relationships with students and target each student’s’ specific challenges through small group instruction.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will train our staff on small group guided reading instruction. This means that the reading room team (LAP/ Title/ EL) and district LAP coach will co-plan lessons, co-teach, model lessons, train grade level teachers, provide small group instruction, and provide family contact and support.	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
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies

To ensure equity focus to our work on this goal, we will focus on

2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.

2E Educators relate instructional content and strategies to the diverse backgrounds of their students.

When we are back in the building:

2G Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives

2D Strategies: - Have copies of curriculum and instructional texts available for students in their home languages so their families can help them with homework (ie: textbooks, books, etc.) - Create a list of resources for students to refer to when completing school work in class - Create a list of resources for students and families to refer to when completing or helping with homework outside of school - Know which students have access to technological devices outside of school and accommodate accordingly - Create differentiated versions of tests to ensure that students are being met where they're at and their learning styles are taken into consideration

2E Strategies: - Make connections between instructional content and historical and contemporary writers, historians, poets, mathematicians, scientists, leaders, activists, and/or influencers who match the backgrounds and demographics of your students - Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds - Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students) - Make connections between instructional content and topics that are relevant to student interests - Carve out time for students to draw their own connections between instructional content and their own backgrounds

2G- Strategies: - Make space for students to share historical and current events that relate to them, that they are interested in unpacking, or that they are passionate about in the classroom, at school events, or at district events - Connect student-shared historical and current events to lessons and instructional materials in the classroom - Allow students to connect their shared events to projects and assignments in the class or school - Make space for educators to share historical and current events that matter to them at staff meetings

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 specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP 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. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
I-Ready	Dependent on grade level -observations, quizzes, writing assessments, unit tests	January and May
IRR's	-observations in small reading groups, I-ready lessons, quizzes, unit tests	May

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 2020-21 school year, we will participate in the following professional development as part of our work:

- EL Strategies (GLAD)
- Casel - SEL for Adults
- Differentiating our Instruction (small group focus)- F and P Curriculum
- Equity Team- book studies and modules

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:

- Monthly Parent Zoom meetings by Grade Level- the administration team will meet with the community with a different academic focus and ways families can help their child at home. The Crystal Springs team will meet with the community monthly by Zoom for each grade level.
- Invite families to fill out a “Family Check-in” survey to form a partnership with parents (each grade level sent their own survey in October).

<https://docs.google.com/forms/d/1-5SBp58SfpdDkflrkGW6MP63cVa5u2pUCrJRkOXuO6M/edit>

- Invite families to attend Crystal Springs’ Curriculum Nights and Soft Start conferences.
- We will host a Festival of Cultures- virtually possibly
- Invite families to family nights throughout the school year and PTA sponsored events.
- Family advocate- Ms. Martinez
- Weekly parent communication letters from the Principal and Zoom meetings.
- CommUNITY Liaisons

<https://docs.google.com/spreadsheets/d/1QJgJ6u2DBGpN8Psb65NDyMI0bam3xuRNKkZTqOkSYe8/edit#gid=629833601>

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