



2022-23 Strategic Action Plan

At Crystal Springs, we focus on Every Heart, Every Mind, Every Day in Every Way.

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 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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#).

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.

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.

3D Students and families have the opportunity to be experts in the classroom, school, and district.

We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 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,

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

During Spring/Fall 2022, we reviewed the following data:

- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Individual Running Records
- iReady Data in Reading
- SBAC Scores
- Domain 3: Equity Inventory for Staff

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:

Academic

- Based on past year's qualitative data (i-ready/SBA), classroom based interventions and instruction coordinated with all other specialists as needed to support student learning (MTSS).
- Based on i-Ready and SBA data , we continue to see that our Multilingual LatinX students score lower than their peers
- Based on i-Ready data, our Multilingual LatinX students that are one or more years behind in reading, typically have gaps in reading

Social, Emotional and Behavior Supports

- While we believe most students feel connected to school, we want to ensure that all students particularly are Multilingual LatinX students continue to feel connected to school and have meaningful relationships among peers and can see themselves in the learning environment.

Focus Group

- Due to inconsistencies in how GLAD Strategies and universal design for learning are applied in the classroom, along with our students not getting consistent opportunities to be experts in their learning, overall, our Multilingual LatinX students are not reaching standard at the same rate as their peers.

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

Academics

- Not all Multilingual LatinX students have consistently received support through inclusionary teaching practices and research based targeted interventions.
- Our Multilingual LatinX students have not consistently received explicit, systematic instruction in phonological awareness and phonics.

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- Teachers have not received adequate training and support to implement Professional Learning Communities, Inclusionary Practices and targeted interventions for Social Emotional learning effectively.

Social, Emotional, and Behavior Supports:

- Inconsistent student governance to acknowledge, understand and repair harm if needed in a safe environment

Focus Group

- Due to language acquisition needs, and our inconsistencies in how GLAD Strategies and universal design for learning are applied in the classroom, along with our students not getting consistent opportunities to be experts in their learning, Multilingual LatinX students face more barriers compared to their peers. Intersectionality also plays a big part with this group, as students from this group often belong to additional groups that are typically underserved.

The analysis of our school data leads us to the development of our goals for the 2022-23 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level

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

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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 3: Growth for Every Student, Elimination of Outcome and 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 data and a root cause analysis, we believe providing professional development in GLAD strategies, inclusionary teaching practices, incorporating these practices into core instruction, providing classroom based targeted interventions that are coordinated between all intervention specialists, and monitoring student progress in reading (including baseline, formative and common assessments based on CCSS), an increased percentage of our Multilingual LatinX students will meet standard in reading.

While we have students from this group at grade level in core content areas, our data indicates we need consistent and stronger supports for our Multilingual LatinX students to close the academic achievement gap

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By June of 2023 our Multilingual LatinX students performing below grade level, will make growth in their reading, so that 100 percent of students will be meeting standard, as measured by i-ready reading trimester diagnostic data, Into Reading Curriculum based assessments, Phonic Screener, student work samples and teacher observation.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none"> ● Expand our work in creating a culture of safety around analyzing and using data to make decisions: <ul style="list-style-type: none"> ○ Enhance our data driven decision making through PLC protocols to support reading needs for our Multilingual LatinX students ○ Incorporating grade level data meetings to review and 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Setting Objectives

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<p>analyze current data and implement interventions as needed.</p> <ul style="list-style-type: none"> ○ Grade-level intervention meetings, followed by GT to identify supports for academic, SEL, and behavior needs ● Engage in bite size Professional Development to support GLAD strategies, phonic and phonemic awareness instruction practices and regularly implement these practices in every day instruction. 	
<p>Domain Three: Teaching, Learning, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <ul style="list-style-type: none"> ● 3D Students and families have the opportunity to be experts in the classroom, school, and district. 	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Allow students to have opportunities to teach each other during lessons and activities ● Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities

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 across the school, then our Multilingual LatinX students will develop healthy relationships, a sense of community to prevent and address conflict and wrongdoing. They will benefit from opportunities for student governance, and a way to mitigate the effects of trauma and toxic stress that students of color experience daily. Students will develop self-efficacy, positive relationships with peers and an increased social-emotional wellness and engagement in learning.



SMART Goal

By June 2023, Crystal Springs Elementary Multilingual LatinX students will have an increased connection to school and engagement in learning. This includes feeling safe, having an increased sense of belonging and personally meaningful friendships, and believing that our school is vibrant and inclusive, with rules that are fair and equitable, as measured by student survey data, discipline data, and an increase in positive parent and student survey responses between fall of 2022 and spring 2023.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will:</p> <ul style="list-style-type: none"> ● Explicitly teach the Roadrunner Way and PBIS Pillars: safe, respectful, responsible ● Teach the Second Step lessons for each grade level with fidelity ● Incorporate Kelso's choice ● Intentionally gather student feedback 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on</p> <ul style="list-style-type: none"> ● 3D Students and families have the opportunity to be experts in the classroom, school, and district. 	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Allow students to have opportunities to teach each other during lessons and activities ● Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities

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.

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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		
<p>We will use our iReady data, classroom pre/post assessments, work samples and teacher observations</p>	<p>iReady Diagnostics Use i-ready to track progress based on diagnostic information</p> <p>Into Reading Benchmark assessment</p> <p>Small group instruction</p> <p>Phonics Screener grades K-5</p> <p>Grade 2 Reading Intervention Plans</p> <p>K-2 Dyslexia Screening with Intervention Plans</p> <p>Kinder Wa-Kids</p> <p>Pre assessments will inform the focus students of each unit as well as the differentiated support needed.</p> <p>Post assessments will show the progress within the module lessons and if re-teaching is needed</p> <p>Work samples and teacher reflection provide what is working/what needs to be adjusted <i>during the whole group, small group, and 1:1 instruction</i></p>	<p>September, February, & June</p> <p>September, February, & June</p> <p>On-going</p> <p>September, February, & June</p> <p>On-going</p> <p>On-going</p> <p>Fall 2022</p> <p>On-going</p>

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Goal 2: Responsible, Resilient, Empathetic Learners		
Student and Parent Surveys	This data will provide information about how students are feeling in relation to: <ul style="list-style-type: none">• Feeling safe at school• Belonging to school• Meaningful relationships	Fall 2022/Spring 2023
Class Meetings, Brief Student Surveys, SWIS Data (Office behavior referrals)	This data will provide information about how students are feeling in relation to: <ul style="list-style-type: none">• Feeling safe at school• Belonging to school• Meaningful relationships	On-going
Beisy/Panorama	Changes over time	November, March and June

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 2022-23 school year, we will participate in the following professional development as part of our work:

- Principal Directed Days: Expanding our learning around new reading curriculum and analyzing reading data and making a plan for next steps to support our Multilingual LatinX focus students
- Districted Directed Days: Professional Development to learn/implement new Into Reading Curriculum and applying new learning
- SDLT-Directed Day: Team Building, SEL/Survey Data Review
- Staff Meetings: Engaging in GLAD and inclusionary practices and social emotional learning
- Team Days: Analysis of pre and post assessment data to determine flexible groupings needed in the area of reading for our Multilingual LatinX students
- Grade Level Data Meetings: Using PLC data reading protocol to analyzing data and plan next steps for our Multilingual LatinX
- August Learning PD: SOR, Building Relationships/Team Building
- Optional Book Studies (SOR, UDL, Restorative Circles)

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- REJ Professional Development w/NSD
 - Curriculum meetings with HMH Coach to support implementation of reading curriculum

Data Driven Practices:

- Engage in the analysis of pre and post assessment data to determine flexible groupings needed in the area of reading
- Using multiple student data elements to modify instruction and plan interventions
- Providing formative feedback to students and families
- Differentiation for those below grade level as well as those above and designated HiCAP

Equity:

- Engage in reading and discussion to expand our ability to ensure students and families have the opportunity to be experts in the classroom and school
- Engage in reading and discussion to expand our repertoire of culturally responsive teaching practices

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Continue to work with our PTA on developing a supportive, inclusive community activities so all students and families see themselves as part of the community
- Invite kindergarten parents, students, and families to CS for a self guided tour and meet & greet
- Invited all families to admin meet & greet
- Guidance Team and partnering with families to ensure all voices are at the table
- *Invite kindergarten parents to WA Kids conferences in September*
- *Invite all parents to conferences and curriculum night*
- *Utilize Zoom and virtual opportunities for engagement for parents and families*
- *Our community partnership is also based on student needs. As needs arise we will collaborate with our local community.*

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