



2023-24 Strategic Action Plan

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

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

Engaging families from our school community ensures that multiple perspectives and ideas are considered when making decisions about our strategic action plan. Members of our community may have unique insights and experiences that can contribute to goal setting and the development of effective improvement strategies. Including families in the planning process ensures that decisions are inclusive and representative of the diverse needs and interests of our school community. In the 22-23 school year, we engaged in the following activities to collect feedback from our community.

- Qualitative and experiential data collected during 1:1 family conferences during the 22-23 school year

During the 23-24 school year, we plan to engage the community in the following ways:

- Community Surveys offered at Curriculum Night and Meet the Teacher
- Panorama Surveys
- Principal Popups
- REJ Community Events

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and	Qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or	Experiential data is Information gathered via listening, observation, and the study of artifacts (i.e. student



<p>summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"> • iReady: This data informs our progress related to academic goals • Into Reading Assessments • WAKids • WIDA Results • Classroom based assessments: This informs our classroom instruction and next step(s) <p>Specifically, our school analyzed the following data to inform our SAP goals, measures, and strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> iReady Data <input type="checkbox"/> SBA <input type="checkbox"/> Panorama <input type="checkbox"/> Attendance data 	<p>observation. Analyzing qualitative data allows us to explore ideas and further explain quantitative results.</p> <ul style="list-style-type: none"> • Panorama SEL Data: This data informs our progress related to goal 2 • Common Assessments • Student-work examples • Guidance team meeting notes • Teacher Feedback • Exit Tickets • Parent survey around strengths, weakness, hopes and wants 	<p>work). Analyzing experimental data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <ul style="list-style-type: none"> • Kindergarten Open House: This data informs our class make up and addition resources that may be needed • Administrator instructional walks • Grade level team meetings • Guidance team meetings • Student interviews • Family conferences
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Equity Inventory

The use of the [Equity Inventory and Equity Handbook](#) played a crucial role in our community's efforts to prioritize and address equity in education. These resources provided a framework for assessing and improving equity in various domains within our school, district, and community.

To identify the domains and components for focus, we conducted an analysis using the Equity Inventory. This involved examining various areas related to equity, such as student experiences, family engagement, instructional approaches, and educator knowledge. Through this process, we identified the domains and components that required attention and improvement based on the specific needs and goals of our community.

In the last year, our community has concentrated on Domain 3, which encompassed component:



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- 3D: Students and families have opportunities to be experts in the classroom, school, and district: This component emphasizes the importance of empowering students and families, allowing them to share their expertise and contribute to decision-making processes. By valuing and incorporating their perspectives, we create a more inclusive and participatory learning environment.

In our work we have found that there are some things we do well, areas we have started to execute, and target actions.

Strategies we are using:

- Learn about each student's strengths by sparking conversations and discussions with them and their families about their stories
 - Really know students and their families
 - Learn about student and family cultural customs and norms
- Think about the ways that you can follow a strengths-based model for students (Can-do statements being used in some settings)
- Provide students with opportunities to share about their own backgrounds, experiences, and identities
- Allow students to hang their own creative art on the walls in the classroom, school, or Admin Center
- Allow students to have opportunities to teach each other during lessons and activities (some classrooms)

In Development

- Engage in restorative practices
- Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds
 - Specific student feedback
 - What do we do with this information?
- Allow students to bring images to school and class that reflect their backgrounds, cultures, and identities
- Help students understand all of the college and career opportunities that are available to them (universities, colleges, community colleges, technical colleges, trade schools, institutes, etc. * they are never too young to talk about this)
- Collect input from diverse students and families about already existing policies and procedures

Target Strategies:

- Give students and families opportunities to be involved in policy- and procedure-making processes
- The ways that policies and class, school, or department organization can be culturally responsive
- Create pathways for students to voice their concerns and opinions, and take ownership over their own learning (ie: give students opportunities to be leaders, facilitators, creators, developers, agents of change, etc.)
- Value and support affinity groups (ie: BSU, LGBTQIA+, Latinx, etc. clubs)
- Connect student names, interests, and backgrounds to instructional material
- Communicate with families and community members in multiple languages (ie: have documents available in multiple languages, have access to interpreters)



After focusing on Domain 3, we will continue REJ work around 3D for the upcoming 2023-24 school year. Specifically, we will prioritize two components within Domain 3:

- Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies
- 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

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Multilingual LatinX students one or two levels below grade level peers in reading that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Multilingual students are not proficient in reading, based on iReady data and compared to non-multilingual peers. Only 50% of our Multilingual students were on grade level as measured by spring iReady reading diagnostic. Compared to 71% of non-multilingual peers being at grade level using the same measure.	<ul style="list-style-type: none">• Staff developing strategies around phonics and phonemic awareness• Not all students having access to comprehensive GLAD strategies• Learning gaps existing due to learning loss during pandemic• Inconsistent use of iReady personalized instructions• Inconsistent opportunities to show expertise in the classroom• Equitable access to core instructions in all components of reading

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.



School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p> <p>Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Minimum annual reading academic growth in rate of one year for students at/above grade level, and more than one year for students below grade level</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June of 2024 our Multilingual LatinX students performing below grade level, will make growth in their reading, so that 100 percent of students will be meeting their typical growth goal, as measured by i-ready reading trimester diagnostic data, Into Reading Curriculum based assessments, Phonic Screener, student work samples and teacher observation.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- See Goal 3 strategies listed below

GOAL 2: Responsible, Resilient, Empathetic Learners

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.

Objective

By June 2024, Crystal Springs Elementary 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 2023 and spring 2024.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- We will continue the implementation of Tier 1 strategies for PBIS:
 - Positive Greetings at the Door, Smile
 - Visual Schedule
 - Use of positive recognitions system: Roadrunner Rewards
 - EMR - Establish, Maintain and Restore Strategies
 - 5 to 1



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- Regularly reflect on which students you need to work on establishing, maintaining, and restoring relationships.
 - Precorrection
 - Consistently Teach Expectations
 - We will teach the *Second Step* Curriculum lessons to all students in K-5.
 - We will teach the *Kelso's Choice* Curriculum lessons in grades K-5
 - We will focus on character traits. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons on the character traits
 - When we analyze Panorama fall and mid-year student data, we will identify individual students and groups of students who need tiered interventions for social, emotional, or behavior. We will implement interventions for these students.

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

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.

Objective

By June of 2024 our Multilingual LatinX students performing below grade level, will make growth in their reading, so that 100 percent of students will be meeting their typical growth goal, as measured by i-ready reading trimester diagnostic data, Into Reading Curriculum based assessments, Phonic Screener, student work samples and teacher observation.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- Expand our work in creating a culture of safety around analyzing and using data to make decisions:
 - 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 analyze current data and implement interventions as needed.
 - Grade-level intervention meetings, followed by GT to identify supports for academic, SEL, and behavior needs
 - Implement small group instruction in classrooms for Focus students



- 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.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of our multilingual/LatinX students meeting or exceeding standards in English Language Arts by the end of grade 3.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 	We will be reviewing data in PLC's every 6-8 weeks during staff meeting in addition to using potential SDLT Early Release dates: Dec 6, 2023 Feb 6, 2024 April 7, 2024
Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • <i>Into Reading Module Assessments</i> 	
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their		We will be reviewing data in PLC's every 6-8 weeks during staff meeting in addition to



<p>educational goals and the supports to reach them.</p>	<p>Increase student engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Student REJ ● Student leadership ● Student service opportunities ● Panorama Data <p>Students see themselves represented in the curriculum and instructional materials</p>	<p>using potential SDLT Early Release dates:</p> <p>Dec 6, 2023 Feb 6, 2024 April 7, 2024</p>
<p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health</p>	<ul style="list-style-type: none"> ● Panorama Data ● Student 1:1 Interviews 	
<p>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>		
<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>	<ul style="list-style-type: none"> ● Attendance data ● Behavior Data ● Highly Capable Student Eligibility 	<p>We will be reviewing data in PLC's every 6-8 weeks during staff meeting in addition to using potential SDLT Early Release dates:</p> <p>Dec 6, 2023 Feb 6, 2024 April 7, 2024</p>
<p>Minimum annual academic growth rate of one year for our multilingual/LatinX students at/above grade level, and more than one year for our multilingual/LatinX students below grade level.</p>	<ul style="list-style-type: none"> ● WaKIDS for Kindergarten ● iReady ● SBA scores for Grades 3-5 	



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Crystal Springs, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Teacher Survey to align with PD and SAP goals and what teachers are asking for more support in.
- Staff meetings and 3 SDLT days will be dedicated to the work around supporting the SAP goals.
- 10 hours of NSD PD that aligns to the district SAP goals.

Title Plan Incorporated

Crystal Springs serves an economically and culturally diverse community. Almost a third of our students qualify for free and reduced lunch; these students are experiencing poverty in the midst of unprecedented affluence. Roughly a third of our students are learning to read English as they are learning to speak English. Since our school is surrounded by multi-family dwellings and impacted by poverty, students often move away and new students are frequently joining our classrooms.

The effects of Covid-19 are widespread, but are disproportionately felt by low-income students, students of color and multilingual students. Students who live in the intersection of these groups feel the impacts even more acutely. The pandemic dramatically reduced multilingual students' exposure to academic English. WA kids data provides a concise snapshot of the challenges some of our students face. In the fall of 2019, 47.1% of Latino/Hispanic kindergartners came to Crystal Springs ready for Kindergarten in 6/6 areas tested; in the fall of 2021, only 28.6% of Latino/Hispanic kindergartners came to Crystal Springs ready for Kindergarten in 6/6 areas tested. At Crystal Springs, we strive to meet and support each child where they are. Data indicates that, in the aggregate, our Latino/Hispanic students and multilingual students will benefit from targeted support.



Our plan describes the action steps that will be taken school-wide to integrate the number of activities and processes already in place into a comprehensive school-wide model where all educators are working towards a common goal: eliminating disparities in academic achievement and social/emotional health for our historically underserved students.

Desired Outcomes:

Students:

- feel comfortable in their school environments
- feel other students and teachers/staff care about them and believe they are capable
- are enthusiastic about learning and are avid in their educational pursuit (asking questions, problem solving, providing input and coming up with ideas, and reflecting)
- work collaboratively to solve problems and discuss ideas

Teachers believe:

- Every student can be at or above grade level in all content areas
- they can support their students to reach their high expectations

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Updates on our strategic action plan goals and progress, as well as how families can be involved, will be shared at PTA General Meetings
- We will engage each family during the Fall conference window with information about their child's performance, progress, and also involve the family with goal setting for their child
- Families will be invited to participate in an individual survey during Conferences.
- We welcome parent and community involvement as volunteers in our classrooms, school, and PTA
- Parent Pop Ups by the principal to have community feedback.

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