



2024-25 Strategic Action Plan Report

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 23-24 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 24-25 school year
- Conversations with families throughout the year in meetings about individual students as well as during school community events
- Feedback will be collected at the PTA General meeting after school SAP data was shared

During the 24-25 school year, we plan to engage the community in the following ways:

- Individual family surveys conducted at the start of the year
- Solicit Parent feedback during Principal Pop-Ups and PTA Meetings
- Feedback collected from community at Curriculum Nights in Fall 2024
- Training and involving families in recess volunteer opportunities
- We will engage families in an activity to build relationships during Curriculum Night
- We will partner with our PTA to host a Culture Night and other events that support building community

Examination of Student Data

The following types of data are used as part of our process:

Quantitative Data	Qualitative Data	Experiential Data
Quantitative data may include universal screeners,	Qualitative data is the descriptive and conceptual	Experiential data is Information gathered via

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<p>diagnostic assessments, formative assessments, and summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"> • Identify students who may have learning challenges and need further monitoring • Inform educators about possible causes of student challenges • Identify the focus of interventions • Evaluate level of mastery or developing learning • To confirm what students know and are able to do at a specific time • Monitor progress and evaluate effectiveness of curriculum and/or interventions • Make decisions about adjustments to instruction <p>Specifically, our school analyzed the following data to inform our SAP goals, measures, and strategies:</p> <ul style="list-style-type: none"> • iReady Data • SBA • Panorama • Discipline data • Attendance 	<p>findings collected through questionnaires, interviews, or 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 • Feedback on prior SAP goals and measures 	<p>listening, observation, and the study of artifacts (i.e. student 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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Racial and Educational Justice:

NSD Racial and Educational Justice Framework

Our SDLT discussed the Racial and Educational Justice Framework and considered our qualitative and quantitative data. We selected the following focus areas for 24-25:

- **1B:** Students have awareness about how to advocate for their self and their peers

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Data Review & Analysis

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

Access or Outcome Gap	Root Cause
<p>106/137 students who started the year one or more grade levels below in reading did not meet 100% typical growth</p> <p>156/207 students who started the year one or more grade levels below in math did not meet 100% typical growth</p> <ul style="list-style-type: none">• 30% of students are not proficient in Reading based on I-Ready Data = 148 students• 38% of students are not proficient in Math based on I-Ready Data = 185 students• Only 48% of students in grades 3-5 responded favorably to the statement, "How interesting do you find the things you learn in school?"• Only 57% of students in grades 3-5 responded favorably to the statement, "How sure are you that you can do the hardest work in your class?"• Only 53% of students in grades 3-5 responded favorably to the statement, "How hard do you try to get involved in discussions during class?"• Only 64% of students in grades 3-5 responded favorably to the statement, "If a student is bullied in your school how difficult is it for them to get help from an adult?"	<ul style="list-style-type: none">• Staff developing strategies around phonics and phonemic awareness• Inconsistent use of iReady personalized instruction• Equitable access to core instruction in all components of reading and math• Some students need to develop a positive mindset about persisting through challenges (Resiliency)• Staff are still developing a solid knowledge of content and pedagogy for mathematics• Lack of foundational math and reading skills learned during the pandemic



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 showing resilience and growth mindset.</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 mathematics academic growth 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 the data and root cause analysis we completed, we believe that if teachers have a specific intervention block of time and provide 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 students will meet standard in reading.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June 2025 100 percent of identified focus students in grades K-3 will increase their overall reading comprehension skills as measured by I-Ready, curriculum based assessments, Phonic Screener, student work samples and teacher observations.

Instructional Practices & Equity Strategies

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

- Enhance our data driven decision making through PLC protocols to support reading needs for our students
- We will utilize a common WIN "What I Need" time, at least 4 times per week to provide students with the reading instruction and support they need, when they need it]
- Grade-level teams will meet regularly to review student data, determine student needs and plan for interventions, and monitor progress.
- We will utilize data to inform targeted instruction. We will provide consistent small group interventions for Focus students
- Provide scaffolds and supports to provide engaging access to Tier 1 instruction for each student

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we teach the SEL curriculum consistently across K-5, with specific emphasis and supplemental lessons and instructional practices that focus on the state SEL standards with an emphasis on resiliency and growth mindset then our students will develop necessary skills to persevere during challenges and have better emotional regulation leading to an increase in social-emotional wellness and engagement in learning.



Objective

By June 2025, students will show growth in resilience/growth mindset skills as measured by the Panorama survey, school developed student surveys, teacher observations and student interviews and goal setting.

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
 - 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. Emphasizing the lessons around resiliency/growth mindset
- We will teach the *Kelso's Choice* Curriculum lessons in grades K-5. Emphasizing the lessons around resiliency/growth mindset
- We will focus on the state SEL standards 1-6 intentionally during the year, school-wide. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons aligned to the standards and embed them into learning throughout the year
- We will focus on the character trait of resiliency and growth mindset. This means that teachers will utilize the SEL curriculum and other resources, such as picture books, to teach lessons on the character trait
- Analyze Panorama questions that reflect resiliency and growth mindset.

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 if teachers explicitly teach and reinforce academic vocabulary related to mathematical concepts, then students will develop a deeper understanding of key math concepts, improve their problem-solving abilities, and be able to articulate their reasoning more effectively. As a result, students' overall math skills and performance will increase.

Objective

By June of 2025 our identified focus students will make more than one year of growth, as measured by I-Ready Typical and Stretch Growth, math exit tickets and other grade level-based assessments.



Instructional Practices & Equity Strategies

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

- We will establish key academic language used in SBA and i-ready testing to use across grade level
- We will commit to common pacing for Tier 1 instruction.
- We will implement consistent use of the daily routines and quick practice components of *Math Expressions*. This means that teachers will utilize these routines five days per week.
- We will encourage all students to do 30-45 minutes of I-Ready personalized math instruction each week. Teachers will monitor student use and pass rate on a regular basis.
- Grade-level teams will meet regularly to review student data, determine student needs and plan for interventions, and monitor progress.
- We will utilize data to inform targeted instruction based on Math Expressions assessments, exit tickets and i-Ready data
- We will be using Math Genius to enhance mathematical strategies and increase student engagement

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 students in each subgroup meeting or exceeding standards in English Language ARTs and Mathematics by the end of grade 3.	WA-Kids for K i-Ready Diagnostic Into Reading Unit Assessments Grade level determined: <ul style="list-style-type: none"> • Into Reading Module Assessments • Fluency Screeners • I-Ready standardized assessments • Phonic screener//Heggerty 	Cycle 1 ends: -Late October Into Reading Assessments Fluency screeners I-Ready WA Kids Phonic screener Cycle 2 ends: Early February Into Reading Assessments Fluency screeners I-Ready Phonic screener

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<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>WA-Kids for K i-Ready Diagnostic Into Reading Unit Assessments Grade level determined:</p> <ul style="list-style-type: none"> ● Into Reading Module Assessments ● Fluency Screeners ● I-Ready standardized assessments ● Phonic screener/Heggerty 	<p>Cycle 3 ends: April Intervention data on focus students Into Reading Assessments</p> <p>Cycle 4 ends: June Into Reading Assessments Fluency screeners I-Ready Phonic screener</p>
<p>GOAL 2: Responsible, Resilient, Empathetic Learners</p>		
<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>	<p>Student participation / engagement in opportunities such as:</p> <ul style="list-style-type: none"> ● Student leadership ● Student Interviews ● Panorama Data ● Goal Setting 	<p>Cycle 1 ends: Late October Family survey info Grade level / Staff meetings Panorama Anecdotal data from teachers</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"> ● Fall Individual Family Surveys ● Panorama Data ● 1:1 Student interviews ● School based student surveys 	<p>Cycle 2 ends: Early February Parent conference info Student interview data Panorama data Grade level follow up Guidance Team meetings Anecdotal data from teachers</p> <p>Cycle 3 ends: April</p> <p>Panorama data Anecdotal data from teachers Grade Level meetings (Staff or GT) Student interview data Grade level follow up Guidance Team meetings</p> <p>Cycle 4 ends: June Panorama data Anecdotal data from teachers Grade Level meetings (Staff or GT) Student interview data</p>



GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>	<p>WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined:</p> <ul style="list-style-type: none"> ● Delta Screeners ● Fluency Screeners ● I-Ready standardized assessments 	<p>Cycle 1 ends: Late October Math Expressions Assessments Teacher Quizzes Exit tickets I-Ready</p> <p>Cycle 2 ends: Early February Math Expressions Assessments Teacher Quizzes Exit tickets I-Ready</p>
<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>	<p>WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined:</p> <ul style="list-style-type: none"> ● Delta Screeners ● Fluency Screeners ● I-Ready standardized assessments 	<p>Cycle 3 ends: April Math Expressions Assessments Teacher Quizzes Exit tickets</p> <p>Cycle 4 ends: June Math Expressions Assessments Teacher Quizzes SBA Exit tickets I-Ready</p>

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:

- NSD PD that aligns to district SAP goals- 8 hours per year required for teachers (TBD)
- Crystal Springs Staff Meeting/SDLT PD
- NSD Math PD for 4th/5th grade teachers from Shannon Kiebler
- Grade level PLC Collaboration

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 and school newsletters
- 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 in the Fall
- We will explore school-wide consistent use of Parent Square
- We welcome parent and community involvement as volunteers in our classrooms, school, and PTA
- Parent Pop Ups by the principal to gather community feedback.

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

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