



---

## 2025-26 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 24-25 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
- Family surveys from each family during the 2024-25 school year.
- Feedback will be collected at the PTA General meeting after school SAP data was shared

During the 25-26 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 2025
- We will partner with our PTA to host a Culture Night and other events that support building community
- Collect experiential data at 1:1 family conferences during the Fall conference window
- School newsletter updates
- We will engage families in an activity to build relationships during Curriculum Night
- We will work to improve language access for multilingual families



### Examination of Student Data

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

Quantitative Data	Qualitative Data	Experiential Data
<p>Quantitative data may include universal screeners, diagnostic assessments, formative assessments, and summative assessments. Analyzing these forms of data allows us to:</p> <ul style="list-style-type: none"><li>• Identify students who may have learning challenges and need further monitoring</li><li>• Inform educators about possible causes of student challenges</li><li>• Identify the focus of interventions</li><li>• Evaluate level of mastery or developing learning</li><li>• To confirm what students know and are able to do at a specific time</li><li>• Monitor progress and evaluate effectiveness of curriculum and/or interventions</li><li>• Make decisions about adjustments to instruction</li></ul> <p>Specifically, our school analyzed the following data to inform our SAP goals, measures, and strategies:</p> <ul style="list-style-type: none"><li>• iReady Data</li><li>• SBA</li><li>• Panorama</li><li>• Discipline data</li><li>• Attendance</li></ul>	<p>Qualitative data is the descriptive and conceptual 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"><li>• Panorama SEL Data: This data informs our progress related to goal 2</li><li>• Common Assessments</li><li>• Student-work examples</li><li>• Guidance team meeting notes</li><li>• Family Surveys</li><li>• Teacher Feedback</li><li>• Observations of students</li><li>• Feedback on prior SAP goals and measures (staff and PTA)</li></ul>	<p>Experiential data is Information gathered via listening, observation, and the study of artifacts (i.e. student work). Analyzing experiential data allows us to honor the authentic voice of stakeholders, explore ideas, and further explain quantitative results.</p> <ul style="list-style-type: none"><li>• Administrator instructional walks</li><li>• Grade level team meetings</li><li>• Guidance team meetings</li><li>• Student interviews</li><li>• Family conferences</li></ul>



---

## 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 25-26:

- **2B:** Students experience environments and opportunities that affirm their identities
- We will focus on the following learning target during professional developing: Design and implement daily routines and instructional strategies that affirm the diverse identities of each and every learner, based on collaboration with students, student data collection, and school climate data analysis.

### 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
<ul style="list-style-type: none"><li>● 27% of students are not proficient in reading based on i-Ready Data =132 students</li><li>● 34% of students are not proficient in Math based on I-Ready Data = 165 students</li><li>● Only 56% of students in grades 3-5 responded favorably to the statement, "When things go wrong for you how calm are you able to stay?"</li><li>● Only 43% 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?"</li><li>● Only 49% of students in grades 3-5 responded favorably to the statement,"How hard do you try to get involved in discussions during class?"</li></ul>	<ul style="list-style-type: none"><li>● Staff developing strategies around phonics and phonemic awareness</li><li>● Inconsistent use of iReady personalized instruction</li><li>● Equitable access to core instruction in all components of reading and math</li><li>● Some students need to develop a positive mindset about persisting through challenges (Resilience)</li><li>● Staff are still developing their knowledge of content and pedagogy for mathematics, including strategies for high levels of student agency and engagement</li><li>● Lack of systematic, responsive, targeted interventions delivered with fidelity. Limited WIN time for providing interventions for all that need them</li></ul>

March 2024



- Only 52% of students in grades 3-5 responded favorably to the statement, "When you get upset, how often do you stop to think before you act"?

## 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
<b>Goal 1</b> Success in the Early Years  <i>Equity Means: 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>	Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.
	Increased percentage of students achieving and maintaining grade level in reading comprehension as measured by I-Ready trimester diagnostic data, curriculum based assessments, student work samples and teacher observations.
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners  <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students showing resilience and growth mindset.
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps  <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	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



---

### 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 2026 100 percent of identified focus students performing below grade level will increase their overall reading comprehension skills as measured by I-Ready, intervention progress monitoring data, curriculum based assessments, 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.

March 2024

---



---

### Objective

By June 2026, students will show growth in resilience/growth mindset skills as measured by the Panorama survey, student and teacher surveys, intervention progress monitoring data, and goal setting.

### Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives. These are connected to the components in the NSD MTSS Study Guide :

- Identity-affirming and belonging practices
- 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.

### Systems and Structures

- We will implement the use of a "Help Form" to provide a confidential way for students to report problems and get support. The school counselor and teachers will explicitly teach students how to access and use these forms. Staff will follow up when forms are submitted.



---

#### Intervention

- When we analyze 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.
- We will engage the families of focus students through regular communication
- We will conduct 1:1 student interviews of focus students to learn more about their experience at Crystal Springs and their ideas about their needs.

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

##### Theory of Action

Based on data and a root cause analysis, that if teachers deliver tiered math instructional strategies to engage all learners, and if they regularly analyze data to set student growth goals and plan for/implement interventions, then students will make a year or more of growth in mathematics.

##### Objective

By June of 2026 our identified focus students will make more than one year of growth, as measured by I-Ready Typical and Stretch Growth and other grade level-based assessments.

##### Instructional Practices & Equity Strategies

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

- Students complete 30 minutes (or certain # of lessons) per week of i-Ready personalized instruction
- Teamwork
  - Commit to common pacing for Tier 1 instruction
  - Establish goals to focus learning on the most important standards at each grade level.
  - Meet regularly to review student data, determine student needs, plan for intervention, and monitor progress
  - Common pacing for Tier 1 instruction
  - Commitment of 60-75 minute of math instruction daily
- 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"><li>● Into Reading Module Assessments</li><li>● Fluency Screeners</li><li>● i-Ready standardized assessments</li><li>● Phonic screener//Heggerty</li></ul>	Cycle 1:Mid-October Cycle 2: Mid-December Cycle 3: Early February Cycle 4: Mid-April
Increased percentage of students achieving and maintaining grade level in reading comprehension as measured by I-Ready trimester diagnostic data, curriculum based assessments, student work samples and teacher observations.	WA-Kids for K i-Ready Diagnostic Into Reading Unit Assessments Grade level determined: <ul style="list-style-type: none"><li>● Into Reading Module Assessments</li><li>● Fluency Screeners</li><li>● I-Ready standardized assessments</li><li>● Phonic screener/Heggerty</li></ul>	
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Student participation / engagement in opportunities such as: <ul style="list-style-type: none"><li>● Student leadership</li><li>● Student Interviews</li><li>● Panorama Data</li><li>● Goal Setting</li></ul>	Cycle 1:Mid-October Cycle 2: Mid-December Cycle 3: Early February Cycle 4: Mid-April





Increased percentage of students showing resilience and growth mindset.	<ul style="list-style-type: none"><li>• Fall Individual Family Surveys</li><li>• Panorama Data</li><li>• 1:1 interviews of focus students</li><li>• Input at family conferences</li><li>• WA Kids for K</li></ul>	
<b>GOAL 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"><li>• Fluency Screeners</li><li>• I-Ready standardized assessments</li></ul>	Cycle 1: early/mid-October Cycle 2: Mid-December Cycle 3: Early February Cycle 4: Mid-April
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	WA-Kids for K i-Ready Diagnostic Math Expressions Unit Assessments Grade level determined: <ul style="list-style-type: none"><li>• Fluency Screeners</li><li>• I-Ready standardized assessments</li></ul>	

## 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
  - 6 hours for MTSS
    - Learning Targets:
      - Team Driven Shared Leadership:
        - Together, we will apply our understanding of MTSS to guide team collaboration and examine our current leadership structures for effectiveness.
      - Data-Based Decision-Making:
        - As educators, we will use data collaboratively to inform and adjust our instruction and interventions in real time.



- Together, we can analyze student data across systems to identify patterns and make responsive, informed decisions
- Continuum of Supports
  - We can implement and monitor tiered interventions that align with student needs and instructional goals.
  - Together, we will analyze data to determine the right level and type of support for each student.
- Evidenced-Based Practices
  - We can implement evidence-based instructional practices and reflect on how they support equitable student learning.
  - Together, we will analyze our instructional practices to ensure consistency and coherence across classrooms and grade levels.
- 2 hours for REJ
  - Learning Target: Design and implement daily routines and instructional strategies that affirm the diverse identities of each and every learner, based on collaboration with students, student data collection, and school climate data analysis.
- Crystal Springs Staff Meeting PD
- NSD Math PD for 3rd grade teachers from Shannon Kiebler
- Grade level PLC Collaboration
- Strategic use of Certificated Inservice funds for professional development aligned to SAP

## **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

March 2024



---

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
- Family letters will be sent home at the beginning of each *Second Step* Unit to help families understand what their child will be learning in the unit and how to support that learning at home
- 
- 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
- All staff will use Parent Square for two-way communication between home and school
- 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

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