



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Crystal Springs Elementary

Year: 2026-2027

The Central Vision: (*North Star*) We want every Crystal Springs student to be able to make sense of a word problem the same way they're learning to make sense of a paragraph — because for a lot of our students, what's standing between them and Algebra or Number & Operations isn't the math itself. It's the reading and reasoning wrapped around it.

Focus Population: (*Who is the furthest from racial and educational justice?*) The 55 students (12.7% of students with both reading and math data) who are two or more grade levels behind in both Number & Operations and Algebra & Algebraic Thinking.

What's new here is what else is true about this same group: 95% are also below grade level in reading comprehension, and 78% are two or more levels behind specifically in informational-text comprehension — the dense, procedural kind of reading that looks a lot like a math word problem.

English Learners make up 49% of this group despite being 29.6% of the school, and students with IEPs make up 33% despite being 12.2%. And 15 of these 55 students (27%) are neither EL nor SpEd — they carry this same compounding need but currently sit outside any formal support pathway

Learning Problem: (*Big Picture*) Across the school, students who struggle with reading comprehension are far more likely to also struggle with the conceptual side of math. 59% of students with weak comprehension are 2+ grade levels behind in Algebra, compared to just 10% of students with strong comprehension — a 49-point gap. Number & Operations shows almost the same pattern: 49% versus 12%. This tracks comprehension much more closely than it tracks decoding — even students who struggle with phonics show a smaller math gap (48% vs. 15%) than students who struggle with informational-text comprehension specifically (53% vs. 8%). This doesn't look like two subjects moving side by side by coincidence. It looks like one shared skill — making meaning from complex language — showing up as trouble in both places.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (<i>What data points are flashing red?</i>)	- Math achievement is substantially less secure than reading at Fall baseline. About 25% of students are early-on-grade-level or mid/above in math, while about 44% are in those categories in reading. 59% of students with weak reading comprehension are also 2+ grade levels behind in Algebra, versus 10% of students with strong comprehension — a 49-point gap. Number & Operations tells almost the same story: 49% versus 12%.

	• This link is specific to comprehension, not reading in general. Weak decoders (phonics) show a 33-point spread in Algebra difficulty (48% vs. 15%); weak informational-text comprehenders show a wider 45-point spread (53% vs. 8%) — comprehension, not word-reading, is the stronger signal. • Of the 55-student compounding group, 95% are below grade level in reading comprehension, and 78% are 2+ grade levels behind specifically in informational-text comprehension — the genre closest to a math word problem. • The overlap is strongest exactly where math gets wordier: 94% of the compounding-math group in grade 3 and 85% in grade 5 are also 2+ behind in comprehension, compared to just 22% in grade 1.
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	• A Shared Comprehension Bottleneck, Not Two Separate Subject Gaps: once math moves past straightforward computation into Number & Operation and Algebras, students are tasked with something very close to reading comprehension — they must hold onto multi-step directions, work through unfamiliar vocabulary, and figure out what a problem is actually asking before they even get to the numbers. • Crystal Springs has increasingly coherent literacy/language systems, but not yet an equally coherent schoolwide approach to conceptual mathematics, discourse, reasoning, problem solving, and aligned intervention. Language access may compound the problem for some students, but it is not the sole cause.

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION: IF Crystal Springs treats comprehension strategies — finding what a problem is really asking, breaking multi-step directions into parts, building academic vocabulary — as core to how we teach mathematics, not just something that happens during reading block, **AND** protects rigorous Tier I mathematics instruction, develops staff capacity to teach mathematics conceptually, systematically increases mathematical discourse and reasoning, and gives the 55-student compounding group direct support making meaning of math language (with special care for the 15 students who don't yet have a formal EL or SpEd pathway), **THEN** conceptual math performance will rise alongside comprehension growth, **BECAUSE** the data suggests these aren't two problems moving in parallel — they're the same problem showing up in two subjects.

SYSTEMIC GOAL: Help every Crystal Springs student build the ability to make meaning of complex text and complex math language side by side — closing the compounding Number & Operations/Algebraic Reasoning gap by strengthening the comprehension skill underneath it — while increasing mathematical growth for students beginning below grade level by strengthening conceptual understanding, mathematical reasoning, academic vocabulary, discourse, and problem solving within Tier I mathematics instruction. This work stays woven into the reading, math, and WIN structures already in place, not layered on as something new.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	• Teach the comprehension strategies already used in reading block — finding the question, restating it in your own words, breaking a task into steps — as math strategies too, applied directly to word problems and multi-step directions. • Protect daily Tier I math; use high-cognitive-demand tasks; require reasoning and justification; teach vocabulary in context; use manipulatives and multiple representations; structure student discourse; use formative assessment and targeted small groups. • Build a shared academic math-vocabulary routine, pre-teaching words like “difference,” “product,” and “represents” the same way academic vocabulary is already pre-taught in reading. • Give math word problems the same “read it twice, then talk about it” routine already used for informational text. • Look at i-Ready's Number & Operations, Algebra and Comprehension data together, not separately, to find and support the 55-student compounding group — with special attention to the 15 students not currently inside a formal EL or SpEd pathway.	• i-Ready Algebra, Number & Operations, and Comprehension domain data, reviewed side by side • Existing reading - comprehension strategy resources and academic-vocabulary routines • Grade-level PLCs; curriculum-based assessments; student work; GLAD/UDL • Math PD; coaching/model lessons; discourse routines (<i>Math Genius Squad @ 2nd this year</i>) • Coordinated planning time
Culture <i>(Cultural & Emotional)</i>	• Build an “every student is a mathematician” identity; normalize productive struggle and multiple pathways; elevate student voice; treat multilingualism as an asset. • Celebrate growth in “figuring out what the problem is asking” as its own real win, separate from getting the right number — so making meaning feels like genuine math skill, not just a hurdle. • Add brief, informal confidence check-ins for the 55-student group, with a specific eye on the 15 students without a formal pathway, alongside the confidence pulses already planned for reading. • Keep this support woven into normal instruction rather than a pull-out, so a student doesn't experience the reading-math connection as one more label.	• Student interviews and surveys; shared reasoning exemplars • Existing Panorama survey infrastructure • Existing culture programs (Second Step, PBIS) • Staff learning on mathematical identity and belonging
Structure	• Protect Tier I and intervention time; use PLC cycles to examine math and literacy data;	• Master schedule; PLC/MTSS

<i>(Structural & Policy)</i>	develop common reasoning tasks; conduct math learning walks; use Fall-Winter-Spring matched-data cycles; align MTSS to conceptual, procedural, and language needs. • Bring math and reading comprehension planning into the same conversation, rather than two separate PLC agendas, so teachers see one connected picture of a student. • Ask grade-level PLCs — especially grade 3 and grade 5 teams, where the overlap is strongest — to review Algebra, Number & Operations, and Comprehension data together for the compounding group. • Give each of the 15 students without a formal EL/SpEd pathway a named point of contact and a spot on an existing progress-monitoring list, so they don't quietly go uncaptured.	structures; observation tools • Existing PLC / data-cycle cadence • Existing MTSS / Student Support Team structure (GT) • Intervention staff; assessment calendar; vertical teams
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SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	Mitigation Strategy	Cross-System Connection
Renewed math focus reduces strong literacy instruction.	Maintain protected literacy and math blocks; transfer effective language practices rather than reallocating literacy time.	Literacy / Academic Growth
Treating math word problems as a “reading strategies” exercise could unintentionally slow down math instructional time, or feel like it's borrowing from the reading block.	Frame it as one shared toolkit taught in both settings, not new content added to either block — the same “find the ask” strategy just gets used twice, in two subjects.	Instructional Coherence
Discourse and vocabulary are perceived as another literacy initiative.	Ground PD in mathematics tasks and evidence of student reasoning.	Instructional Coherence
Language supports unintentionally lower rigor (<i>not a belief at Crystal Springs</i>)	Scaffold access with visuals, models, talk, and sentence supports while preserving cognitive demand.	Equity / ML Access
Students below grade level lose core instruction to intervention.	Protect Tier I; provide just-in-time prerequisite support aligned to upcoming grade-level content.	MTSS / Equity

Naming a comprehension–math link could unintentionally sound like some students are “behind in everything,” which risks feeling discouraging rather than clarifying.	Talk about it as one shared skill to build — making meaning — rather than two separate deficits, and keep every conversation growth-focused.	REJ / Belonging
Asking PLCs to look at comprehension and math domain data together adds complexity to an already full data-review plate.	Bring the two data sets into one shared view for the compounding group specifically, rather than asking every teacher to cross-reference everything for every student.	Staff Efficacy / Retention
Staff experience initiative fatigue.	Use existing PLC structures, select few high-leverage practices, and streamline competing requirements.	Staff Efficacy / Retention
The 15 students without a formal support (ELD/Title/LAP/SpEd) could still fall through the cracks even with a “named point of contact,” if that role isn’t clearly assigned to someone.	Assign this explicitly to an existing role, such as WIN or before-school groups, rather than leaving it as a shared responsibility with no single owner.	MTSS / Equity
Math difficulty is attributed to English proficiency.	Separate language proficiency from mathematical capability and allow multimodal demonstrations of understanding.	REJ / Belonging

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	- Is math comprehension instruction—reasoning, discourse, vocabulary, representations, and Tier I time—visible in practice? - Do the 15 students without a formal pathway have a named point of contact? % of PLCs analyzing student math work alongside comprehension data.	Monthly
The Experience Metric <i>(How does it feel?)</i>	- Student survey/interview evidence: “I am a mathematician,” “I can explain my reasoning,” “My ideas matter,” and “I know what to try when math is challenging.” - Light, informal confidence check-ins for the 55-student compounding group, paired with existing reading	Quarterly

	confidence pulses.	
The Outcome Metric <i>(Did it work?)</i>	• i-Ready Math Domains: Numbers & Operations, Algebraic Reasoning and i-Ready Reading Domains: Comprehension placement and growth, reviewed together for the compounding group. • Progress toward Stretch Growth; movement in math placement and domains; quality of explanations with words, representations, and equations. • Watching whether the gap between students with weak and strong comprehension narrows in Number & Operations and Algebraic Reasoning over the year.	Unit; i-Ready Fall/Winter/Spring

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)

Crystal Springs will preserve its literacy strengths while building a parallel, coherent system for mathematics. This plan treats comprehension strategies — finding what a problem is really asking, breaking multi-step directions into parts, building academic vocabulary — as core to how we teach Number & Operations and Algebraic Reasoning, not just something that happens during the reading block. The plan moves adult practice toward rigorous mathematics, conceptual understanding, purposeful language access, mathematical discourse, and targeted intervention for the 55-student compounding group.

Success means higher mathematics growth and more students who can make sense of challenging mathematics, represent ideas, explain and defend reasoning, and see themselves as capable mathematicians — while the gap between students with weak and strong comprehension narrows in Number & Operations and Algebraic Reasoning scores on iReady assessments.

[LINK TO CORE CROSSOVER STANDARDS & GRADE LEVELS](#)