



Continuous School Improvement Plan (CSIP)

Green Lake Elementary School

2016 - 2018

Principal: Joanne Bowers



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Green Lake elementary staff approved this plan on November 9, 2016.

Mission and Vision

Mission

Green Lake School's mission is to be a place where all students:

- Strive for academic excellence
- Acquire a positive attitude about learning
- Celebrate the uniqueness of all individuals
- Reject violence
- Develop appreciation, respect, and understanding of the environment.

Vision

Every Green Lake graduate will be prepared for success in the next phase of their education.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>The following assessments are used to collect student data: Smarter Balanced Assessments (SBA), Running Records, Leveled Literacy Intervention (LLI), On-demand writing assessments, Measurement of Academic Progress (MAP), and Science Classroom Based Assessments (CBAs). As a school we look at data to inform instruction and target students for interventions: whole school group, grade level bands, content specific committees, Building Leadership Team (BLT), and individual teachers. Progress towards goals is monitored every six to eight weeks. This leads to conversations about instruction and adjustments to interventions.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Our school utilizes the following research-based strategies to help students with needs in the following areas:</p> <p><u>Social/Emotional</u>: Leadership opportunities, intermediate students “apply” for school jobs, Positive Behavioral interventions and supports (PBIS) which includes Dragon Slips to recognize responsible, respectful, and safe behaviors, Assemblies which focus on developing positive character traits, school-wide Recognizing, understanding, Labeling, Expressing, and regulating (RULER) Curriculum, and De-escalation techniques</p> <p><u>Academic</u>: LLI, Read Naturally, System 44, Small Group Intervention, English Language Learner (ELL) support, Words Their Way, Handwriting Without Tears, Learning Assistance Program (LAP) resources, Push-in/co-teaching support, Computer-based math program.</p> <p><u>Diversity</u>: General Education students participate in weekly activities with medically fragile students, Special Education (SPED) students are integrated into general student body.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Staff attends district offered Professional Development (PD) and reports back and presents to other staff or committee members. Specialists and SPED staff will attend offsite PD and/or participate Professional Learning Communities (PLCs) when applicable. Staff attends district facilitated math PD and math committee meetings. Our staff collaborates cross grade and aligns curriculum for student growth goals. Staff attends training on de-escalation, RULER, and resources for supporting children who have faced Adverse Childhood Experiences (ACEs). The Green Lake Elementary School (GLES) staff participates in leveled-decision making committee groups to work with Career Ladder Teachers (CLT) on student growth goals and subject specific PD.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Our school increases family engagement through a diverse range of in-school and after-school programs that directly impact our community. These opportunities include; Math Night, Dragon Tutors, Homework Club, Math Olympiad, RULER, Literacy Night, Young Authors Day, Global reading challenge, Writing Celebrations, Principal Bulletin, Parent Survey, Potlucks, School Play, PTA Tree Sale, and Family Fun Nights.</p>

<p>Our staff is involved in decision-making.</p>	<p>The staff at GLES has developed a Decision Making Matrix (DMM). The Building Leadership Team (BLT) sits at the center of the DMM and includes members that represent all of the committees and constituent groups. All staff is involved in one or more committees which include Career Ladders Teachers (CLT), Literacy, Math, Science and Other Subjects, and grade level Professional Learning Committees (PLCs).</p>
<p>We will assist our students to meet standard.</p>	<p>Before school starts, staff review SBA and Measurement of Student progress (MSP) data. Staff runs a daily Homework Club during the school day that also serves as tutoring opportunities. A school-wide Student Intervention Team meeting is held in October for each teacher to meet with the SIT team to discuss student needs. We have a certified teacher teaching small groups in reading under the Learning Assistance Program (LAP). We offer after school tutoring through our Dragon Tutoring program. All first and second grade students have an additional guided reading group using the Leveled Literacy Intervention (LLI) curriculum. We use an Intervention teacher to help reduce class sizes in kindergarten, first, and second grade through small group instruction. We have two English Language Learners (ELL) teachers that help serve our ever-growing population of students that speak English as a second language. We have 11 Special Education staff serving students in the Resource Room, pushing in to General Education classrooms and our Medically Fragile program.</p> <p>Advanced Learning Opportunities are provided for students working above grade level. As a result of our multi-age, open concept setting we differentiate our instruction at several points throughout the day. Our reading program is taught in a small group setting K-5. This anticipates and enables ALO for students who are reading above and far above grade level. Mathematics instruction is targeted in a similar fashion for 3rd- 5th grade students. During "Math Blocks" 3rd- 5th grade students receive differentiated instruction allowing for ALO for students working beyond grade level.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We will retain high quality, highly effective, and highly qualified staff through many avenues. Teachers participate in hiring committees and help to build interview questions specific to the position. Teachers support each other through high level of collaboration and have an innovative/growth mindset. New teachers are mentored by experienced teachers. The school actively using the GLES decision making matrix (DMM) and trusts decisions made by staff. The staff have created and actively use a RULER charter. There are regularly scheduled staff socialization activities such as Retreats, Camping, First Fridays, Wednesday treat days, and social committee activities. We also enjoy a high level of parent support both in and out of the classroom.</p>

<p>How do we support the transitions of new students and families into our school?</p>	<p>Green Lake Elementary School (GLES) has various supports in place to welcome new families to our community. At the beginning of the school year, GLES has curriculum night, cheers and fears (a “first day of school” event for new families), and Kindergarten jumpstart. Kindergarten holds an annual ice cream social and a barbeque at Carkeek Park. Other classrooms hold potluck dinners and other family events. During school hours, Green Lake sponsors “Mix It Up” lunches in order for students to get to know new friends. Green Lake Elementary also has classroom buddies, a student job program and social groups to help students build friendships. After school hours, we have after school clubs and tutoring. Our PTA also sponsors a wide variety of events focused on community building, connecting parents and supporting all students (Fundraisers, Family Fun Nights, Science Fair, and new family tours).</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>The staff at Green Lake Elementary are highly qualified. Besides having 100% of our staff earning the No Child Left Behind (NCLB) distinction of “highly qualified”, 17 of our teachers hold a master’s degree or higher and we have a combined total of 410 years of experience, with an average of 14 years per teacher. In addition, many staff members are either National Board Certified or currently working towards this title. We have multiple support models in place for our students. For example, our school has adopted multi-age classrooms with grade level specialists. This allows our students to have meaningful relationships with multiple adults in the school, which in turn increases accountability and trust while allowing many teachers to meet about one student to support him/her. In addition to these supports, our Parent Teacher Association (PTA) has funded a counselor that meets with many students throughout the year. Finally, we are currently working on a comprehensive school-wide math assessment and targeting system to support students in this curricular area.</p>

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	Basic Ed/WSS	\$ 2,450,248.00	Instruction for all students aligned to state standards.
2016-2017	Combined Funds	Free & Reduced Lunch	\$15,073	Funding to support MTSS supports at all schools
2016-2017	Specific Use Funds	Special Education	\$899,023	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Specific Use Funds	Transitional Bilingual	\$41,520	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$3,349	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTA Staffing Grant	\$100,000	PTSA funds to support supplemental staffing and programs within the building
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Overall 95/135 3rd, 4th, and 5th grade GLES Students (70%) met standards as measured by SBA ELA. However, for our Hispanic students only 3/11 (27%) met standards on the same assessment.</p> <p>Overall GLES students scored at the 67th percentile (2nd grade) and 75th percentile (1st</p>	<p>By June 2017, 8/11 (72%) of 3rd, 4th, and 5th grade Hispanic students will meet standards as measured by SBA in ELA.</p> <p>By June 2017, 7/7 (100%) of 1st and 2nd grade Hispanic students will score at or above the 68th percentile (2nd grade) and 74th percentile (1st grade) as measured by MAP Reading.</p> <p>This will bring the percentage of Hispanic students meeting standards in line with school-wide percentages, eliminating the opportunity gap.</p>	<p>Gen Ed Teachers ELL Teacher & IA LAP teacher Resource Room / Sped Teachers</p>	<p>June 2017</p>

grade) as measured by Map Reading. However, 0/7 (0%) of Hispanic students achieved these percentiles.			
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Overall 40/135 (30%) 3 rd , 4 th , and 5 th grade students did not meet standards as measured by SBA ELA in Spring 2016. 24/45 (53%) of 2 nd graders and 38/73 (52%) of 1 st graders did not make expected progress on MAP Reading	By June 2017, all eleven 4 th and 5 th grade students who were a level 1 (well below standards) and all twenty-two students who were at a level 2 (below standards) in ELA on the spring 2016 SBA will move one level or more as measured by 2017 SBA. By June 2017 all twelve 3 rd grade students who did not make expected growth on the 2 nd grade MAP reading in Spring 2016 will be a level 3 or higher as measured by SBA ELA. By June 2017 all thirteen 1 st and all nineteen 2 nd grade students who did not make expected growth will make expected growth as measured by MAP Reading.	1 st through 5 th literacy teachers and support staff	June 2017
56/103 (54%) of 3 rd , 4 th , and 5 th grade students did not meet standards according to SBA Math strand scores for "Problem Solving and Modeling".	The Math Committee is investigating formative assessments that will help to better target instruction on "Problem Solving and Modeling" and "Fact Fluency" By June 2017, school-wide formative assessments will be identified and baseline data will be collected to help to target instruction focused on "Problem Solving and Modeling" and "Fact Fluency". By June 2017, 66/103 (64%) of 3 rd , 4 th , and 5 th grade students will meet standards according to SBA Math strand scores for "Problem Solving and Modeling".	Math Committee's and other math instructors at Green lake	June 2017
2 nd & 5 th grade Students inconsistently show depth in artwork.	Using 21 st Century Arts Common Assessment, 2 nd & 5 th grade students will increase use of depth in artwork by an average of 1 level or will meet standard.	Art Teacher	June 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>40/135 (30%) 3rd, 4th, and 5th grade students did not meet standards as measured by SBA ELA in Spring 2016.</p> <p>40/136 (29%) 3rd, 4th, and 5th grade students did not meet standards as measured by SBA Math in Spring 2016.</p> <p>62/118 (53%) 1st and 2nd graders did not make expected progress on MAP Reading</p> <p>62/118 (53%) 1st and 2nd graders did not make expected progress on MAP Math</p>	<p>By June 2017 all students will meet standard/ make one year of growth or more in English Language Arts and Math as measured by SBA and MAP.</p> <p>Sixteen 3rd, 4th, and 5th grade students will move from a level 1 (Well Below Standards) to a level 2 (Below Standards) or higher as measured by SBA ELA</p> <p>Twenty-four 3rd, 4th, and 5th grade students will move from a level 2 (Well Below Standards) to a level 3 (Below Standards) or higher as measured by SBA ELA</p> <p>Eight 3rd, 4th, and 5th grade students will move from a level 1 (Well Below Standards) to a level 2 (Below Standards) or higher as measured by SBA Math</p> <p>Thirty-two 3rd, 4th, and 5th grade students will move from a level 2 (Well Below Standards) to a level 3 (Below Standards) or higher as measured by SBA Math</p> <p>Six 1st and 2nd grade students will move from the 1st-25th percentile to the 26th- 50th percentile as measured by MAP reading</p> <p>Nineteen 1st and 2nd grade students will move from the 26th- 50th percentile to the 51st- 75th percentile as measured by MAP reading</p> <p>Thirty-two 1st and 2nd grade students will move from the 51st- 75th percentile to the 76th – 99th percentile as measured by MAP reading</p> <p>Seven 1st and 2nd grade students will move from the 1st-25th percentile to the 26th- 50th percentile as measured by MAP Math</p> <p>Nineteen 1st and 2nd grade students will move from the 26th- 50th percentile to the 51st- 75th percentile as measured by MAP Math</p> <p>Twenty-five 1st and 2nd grade students will move from the 51st- 75th percentile to the 76th – 99th percentile as measured by MAP Math</p>	All staff	June 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>62/128 (48%) of students did not respond favorably to the question "Students in my school treat each other with respect" on the 2015/16 student climate survey (66/128 52% responded favorably). Our overall average percent favorable, when looking at all questions, was 71%</p> <p>This survey is administered only to intermediate (3rd, 4th, and 5th grade students). We want to know how students at each grade level and in our special programs feel so that targeted interventions can be designed and implemented.</p>	<p>Ninety-one students (71%) will respond favorably to the question "Students in my school treat each other with respect" on the 2016/17 student climate survey. Bringing the responses in line with the percentage of children who responded favorably to other questions in the student climate survey.</p> <p>We will also develop a survey which is appropriate for our primary students and students in the special education population including our self-contained medically fragile programs to determine their attitudes on respect. We will use the baseline data from this survey to guide our CSIP next year.</p>	<p>SCEC committee will create questionnaire, teachers will administer in classrooms</p>	<p>June 2017</p>