



**Continuous School Improvement Plan (C-SIP)**  
**Green Lake Elementary School**  
**2016 - 2018**  
**Principal: Joanne Bowers**

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## 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 School Building Leadership Team (BLT) approved this plan on June 15, 2017.

### 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.

### Terminology

**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

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

We review our school-wide assessment scores annually to identify needs and set annual goals for our site, grade levels, and targeted sub-groups. Overall, our data shows the percentage of Green Lake Students who demonstrate proficiency in Math and English Language Arts (ELA) meets or exceeds district averages on K-2 Measurements of Academic Progress (MAP) and 3-5 Smarter Balanced Assessments (SBA).

Based on the analysis of data, our primary concerns are:

- Overall, more students demonstrate grade level proficiency in ELA than in Mathematics.
- There was an overall drop in 3<sup>rd</sup> grade SBA ELA scores.
- Disproportionate number of students of color (Black, Hispanic) are not achieving proficiency on MAP and SBA in both ELA and Math.
- Students with Disabilities (SWD) and English Language Learners (ELL) are also not achieving proficiency on statewide assessments at desired rates.
- Students who have had Adverse Childhood Experiences (ACES) are more likely to have social/emotional needs and have an increased likelihood of exhibiting behaviors that result in disciplinary action. Many of these students struggle academically as well. The effects of negative behaviors on other students is evident in our climate survey data.

During the 2017-2018 school year, we will specifically address the concerns regarding the disproportionality in math proficiency levels through a school-wide cycle of inquiry process. Professional Learning Communities (PLCs) will set additional goals for other identified needs.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

## **We will use research-based strategies that help targeted students.**

We will address the needs of all children through our Multi-Tiered Systems of Support (MTSS) Tier 1 (classroom) instruction. Our goal is to create classroom environment and instruction that meets the needs of at least 85% of our students. We will address the needs of specific populations of students in the following manner:

Students performing below grade level: Provide an intentional intervention (Tier II) program for all students working below grade level in English Language Arts (ELA) and Math who are not already receiving Special Education (SpEd) or English Language Development (ELD) support (Tier III).

These programs include Leveled Literacy Instruction (LLI) for Students in Grades 1 and 2. Small Group Intervention for 3<sup>rd</sup> – 5<sup>th</sup> grade students reading below grade level using System 44 or Read 180. We are exploring Math intervention options.

- Students of Color (Black, Hispanic): All staff are making a concerted effort to build relationships with these students and their families. Staff are engaged in professional development, research and conversations about race, racism, and equity to better understand how to serve this population from both an academic and a social-emotional perspective.
- Students with Disabilities (SWD): We are engaging in professional development as well as enhanced conversations with each other to better understand each other and inform practices that will be more effective in supporting the needs of Resource, Focus, and Medically Fragile students and their families.
- English Language Learners (ELL) students: ELL staff meet regularly with general education teachers to support ELD instruction based on the needs of each student.
- Students with Social/Emotional Needs: We regularly use Positive Behavioral Interventions and Supports (PBIS), behavioral de-escalation, and Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) techniques to support the Social/emotional development of students. PBIS includes school-wide use of Dragon Slips to recognize responsible, respectful, and safe behaviors. As well as school-wide assemblies which focus on developing positive character traits. RULER includes creating class charters, articulating feelings through use of a mood meter, and problem solving using The Blueprint and Kelso's Choices. General Education students participate in weekly activities with medically fragile students. We also have several leadership opportunities for students including student body representation, helping in classrooms, and "applying" for school jobs.

Advanced Learners (ALO): To meet the needs of advanced learners, teachers provide differentiated instruction such as modified assignments, activities, and problem solving opportunities which both increase rigor and invite the application of above grade level skills and concepts. With regard to ELA, differentiated instruction includes intentional flexible small groups, literature circles, Global Reading Challenge Program, above level books lists and choices, as well as individual reading/writing conferences/instruction, personal goal setting/review of progress. Math enrichment and acceleration activities are being explored.

We will regularly monitor the progress of by:

- Meeting weekly with grade level PLCs and monthly with vertical PLCs in ELA, Math, and Science (and other subjects).
- Use common planning time to engage grade level colleagues around student assessment data.
- Classroom teachers meet at least monthly with specialists, special education teachers, interventionists, counselor and other staff as needed to check in regarding individual student progress.
- Intervention teachers provide updates every 6-8 weeks around student progress toward individual learning targets.

## **Our school offers professional development that is high quality and ongoing.**

We are strengthening the core academic program in our school by:

- Developing a MTSS Team to address Academic and Social/Emotional needs of students.
- Engaging in all staff Professional Development (PD) to increase our individual and collective cultural competency.
- Engaging in PD to develop and implement a common understanding and practice of using PLCs.
- Identifying and implementing common formative ELA and Math assessments. Establish a calendar to assess and review assessment data related to essential standards.
- Aligning Math curriculum both within and across grade levels. Identify and implement math intervention, acceleration, and enrichment activities.
- Participate in training on newly adopted ELA curriculum and assessment.

## **Our school will increase parent/family engagement.**

Research is nearly unanimous in identifying a clear benefit to students whose parents are actively involved in their education. At Green Lake, we are very lucky to have a large percentage of families who participate regularly in school activities. We are actively employing the following strategies to maintain/increase the involvement and engagement of our school community and parents in their student's education:

- **Open-Concept, Multi-Age Classrooms**: Our open-concept, multi-age classrooms allow our students and families to build multi-year meaningful relationships with adults in the school and provides stability from year to year. This increases accountability and trust with children and their families.
- **Communication**: Green Lake is engaging in a focused effort to build and maintain our website. The GLES - Weekly Bulletin goes home to all parents electronically Each Monday. Green Lake maintains and actively shares our school-wide information through the annual School Report, CSIP, and School Climate Surveys.
- **Parent Teacher Association (PTA)**: The Green Lake PTA is very active within the school and community. They maintain their own website and communicate regularly with families. The PTA actively recruits families to participate in a wide variety of events and fundraising opportunities. The following programs and events are supported through the PTA community via volunteer support and financial resources: Before/After school programs including Art Class, Chess Club, Drama Club, Language Instruction and Book Clubs, Artists in Residence, Assemblies, building beautification and landscaping, Family Fun Nights, Field trips, Holiday food and gift drives, New Family Welcome events, Science Fair, School Directory, Spring Picnic, Swimming lessons, vocal music, Teacher Recognition parties, Dragon Tutor program, Yearbook, and Young Author's Day.
- **Staff**: Our teachers and support staff reach out regularly to families. They communicate through emails, newsletters, informal meetings, and conferences. They encourage parents to volunteer and host a variety of daytime and evening events such as Math Night, Team A potlucks, RULER, Math Olympiad, Literacy Night, Global Reading Challenge, Writing Celebrations, and participation in PTA events.

**Homework**: Homework is based on the concepts that are being taught in class. The teachers will adjust and monitor the homework level based on their assessment of student need and progress. There will be times when home extension projects will be assigned (i.e. writing projects, editing writing, other special projects in science, social studies or math)

Nightly reading will be expected for all students. The expectation can range from 10 minutes to 30 minutes depending on the grade level. Our goal is to develop a reading culture at home. We hope that this will be an interactive process with families engaging in conversations about reading.

## **Our staff is involved in decision-making.**

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 BLT, MTSS, Career Ladders Teachers (CLT), Literacy, Math, Science and Other Subjects, and grade level PLCs.

## **We will assist our students to meet standard.**

Before school starts, staff review SBA and MAP data. This helps us to identify school-wide trends and staff professional development needs. We regularly analyze common formative assessments to monitor student growth and adapt instruction to meet arising student needs. A meeting is held in October for each teacher to meet with the MTSS team to discuss student academic, social and emotional needs.

We have strong core instruction (Tier I) in ELA and Math. As a result of our multi-age, open concept setting we regularly differentiate our instruction at several points throughout the day. We provide targeted instruction in a variety of ways

including flexible small groups and grade level “block” instruction. Working with small groups allows us to meet the needs of students working on, above, or below grade level. Staff runs a daily Homework Club during the school day that also serves as tutoring opportunities.

We have certified intervention teachers that help support the need of students who are struggling academically and reduce the class size through the use of flexible small groups (Tier II). All first and second grade students have a guided reading group, in addition to grade level instruction, using the Leveled Literacy Intervention (LLI) curriculum. This allows us to differentiate for Advanced Learners (AL) as well as students who are reading below grade level. Students in 3rd – 5th grade who are reading below grade level participate in Read 180 or System 44. We also offer after school tutoring through our Dragon Tutoring program.

We have English Language Learner (ELL) teachers that help serve our ever-growing population of students that speak English as a second language. We have a Resource Room to provide support for students with IEPs who spend much of their day in a traditional classroom setting.

For students with needs that cannot be served in a traditional classroom setting we offer K-5 Focus, PreK-5 Medically Fragile, Developmental Pre-K classes (Tier III). SWD who are in self-contained classrooms are integrated into general student body for school-wide activities and events and as indicated in their Individual Education Plans (IEPs).

Advanced Learning Opportunities (ALO) are provided for students working above grade level. 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.

#### **Retain high quality, highly effective, and highly qualified staff.**

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.

#### **How do we support the transitions of new students and families into our school?**

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. All Kindergarten teachers and families participate in the WA Kids assessment, which includes a meeting to learn about the child and their family as well as introducing the family to the school. Kindergarten also 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).

#### **How do we support students identified as Highly capable?**

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.

## Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,660,488	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	14,801	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	150,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,868	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	959,391	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the school year

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Overall 116/161 (72%) of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade GLES Students met standards as measured by SBA Math. However, for our Black and Hispanic students only 5/15 (33%) met standards on the same assessment.</p> <p>Overall GLES students scored at the 65<sup>th</sup> percentile (Kindergarten), 87<sup>th</sup> percentile (1<sup>st</sup> grade) and the 64<sup>th</sup> percentile (2<sup>nd</sup> grade ) as measured by Map Math. However, 0/12 (0%) of Black and Hispanic students achieved these percentiles.</p>	<p>By June 2018, 11/15 (72%) of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Black and Hispanic students will meet standards as measured by SBA in Math.</p> <p>By June 2018, 12/12 (100%) of K- 2 grade Black and Hispanic students will score at or above the 65<sup>th</sup> percentile (Kindergarten) and 87<sup>th</sup> percentile (1<sup>st</sup> grade), 64<sup>th</sup> percentile (2<sup>nd</sup> grade), as measured by MAP Math.</p> <p>This will bring the percentage of Black and Hispanic students meeting standards in line with school-wide percentages, eliminating the opportunity gap.</p>	<p>General Education Teachers, Interventionists, Special Education Teachers, and Instructional Assistants</p>	<p>June 2018</p>

## Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Overall 17/50 (38%) 3<sup>rd</sup> grade students did not meet standards as measured by SBA ELA in Spring 2017. This was the only grade/test where the current students did not beat the progress of last year's students.</p>	<p>By June 2018, 7/17 (41%) of 3<sup>rd</sup> graders who were not proficient on the ELA SBA Spring 2017 will meet standards as measured by ELA SBA Spring 2018</p>	<p>3<sup>rd</sup> grade ELA teachers, interventionists, Special Education Teachers and IAs</p>	<p>June 2018</p>

## Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Overall 45/161 (28%) 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students did not meet standards as measured by SBA Math in Spring 2017.</p> <p>31/87 (35%) of Kindergarteners (13%) of 9/64 1<sup>st</sup> graders and 22/61 (36%) of 2<sup>nd</sup> graders</p>	<p>By June 2018, all 45 4<sup>th</sup> and 5<sup>th</sup> grade students who were a level 1 (well below standards) or at a level 2 (below standards) in Math on the Spring 2017 Math SBA will move one level or more as measured by 2018 Math SBA.</p> <p>By June 2018 all 3rd grade students who did not make expected growth on the 2<sup>nd</sup> grade MAP reading in Spring 2016 will be a level 3 or higher as measured by Math SBA.</p> <p>By June 2018 all 40 1<sup>st</sup> and 2<sup>nd</sup> grade students who did not</p>	<p>1<sup>st</sup> through 5<sup>th</sup> teachers, interventionists, Special Education Teachers and IAs</p>	<p>June 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
did not make expected progress on MAP Math.	make expected growth on K or 1 <sup>st</sup> MAP will make expected growth as measured by MAP Math		

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>105/173 (71%) of students did not respond favorably to the question "Students in my school treat each other with respect" on the Spring 2017 student climate survey (68/173-39% responded favorably). Our overall average percent favorable, when looking at all questions, was 70%</p> <p>This survey is administered only to intermediate (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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>121/173 students (70%) will respond favorably to the question "Students in my school treat each other with respect" on the Spring 2018 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>	All staff, SCEC committee will create questionnaire, teachers will administer in K-2 classrooms	June 2018