

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

GREEN LAKE SCHOOL

Cheryl Grinager, Principal

September 2008



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Revision History

Revision Number	Date	Comments
Revision 1	August 26-September 24, 2008	Additional work will occur in Fall '08 leading to a December 2008 review.
Revision 2	November 12, 2008	Edits by Office of School Improvement
Revision 3	December 4, 2008	C-SIP Peer Reviews
Revision 4	January 7, 2009	Edits by Office of School Improvement

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What are our school’s mission, vision, and theory of action?

Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.

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.

What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight	How is this insight addressed in our C-SIP?
1	<p>Strong success as evidenced by increased WASL scores in math. Continue use of Everyday Math K-5. In 2002, only 50% of 4th graders were At/Above Standard on the math WASL. In 2008, 68% of 4th grade students scored At/Above Standard. 86% of 3rd graders scored At/Above Standard, and 71% of 5th graders scored At/Above Standard.</p> <p>Using Everyday Math materials (our 5th year with this program), 60 & 90-minute Block Math periods, regrouping students</p>
2	<p>Low/flat student performance on the 4th Grade Writing WASL</p> <p>4th Grade WASL Writing</p> <p>Pilot school for <i>Writers’ Workshop</i> curriculum for the 2008-09 school year.</p>

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Insight		How is this insight addressed in our C-SIP?
	scores range from 61% of students At/Above Standard in 2005 to 55% of 4 th graders At/Above Standard in 2008.	
3	5 th Grade Science WASL scores fell in 2008. 67% of students scored At/Above Standard on the 2007 Science WASL. Scores fell in 2008 to 45% of students scoring At/Above Standard.	Refocus on Science. All grade levels will teach the three NSF science kits/units at each grade level with fidelity.

Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Mathematics	<p>To improve students' knowledge and skills in mathematics. Use EDM school-wide as a comprehensive curriculum to meet student needs. WASL data show:</p> <ul style="list-style-type: none"> • An increase in 3rd grade WASL scores by 3% meaning 86% of our third graders scored At/Above Standard. = Continue upward • An increase in 4th grade WASL scores by 13% meaning 68% of our fourth graders scored At/Above Standard. = Continue upward • A decrease in 5th grade WASL scores by 10% meaning 71% of our fifth graders scored At/Above Standard. = Reverse the decline. 	<p>Increase student mathematical skills in Grades 3-5 as measured by a 5% increase in WASL scores from the previous year, from 86% in 3rd grade, 68%, in 4th grade, and 71% in 5th grade to 91% in 3rd, 73% in 4th, 76% in 5th.</p>
Writing	<p>Anecdotal evidence suggests that our students benefit from writing instruction in all academic areas. WASL data show:</p> <ul style="list-style-type: none"> • An increase in 4th grade WASL writing scores by 13% meaning 55% of our fourth graders scored At/Above Standard. = Continue upward. <p>Green Lake School is a pilot school for the <i>Writers' Workshop</i> curriculum during the 2008-09 school year.</p>	<p>All regular education teachers and all Special Education teachers working with this student population will engage in classroom activities and professional development opportunities associated with piloting the <i>Writers' Workshop</i> curriculum. Measured by attendance at P.D. trainings, principal observation, collegial planning with documentation. 100% of regular education staff will attend trainings. 2008 WASL scores will increase from 55% to 62% in the 4th grade.</p>
Science	<p>Increase 5th Grade Science WASL scores from 45% of students At/Above Standard in 2008 to 60% in 2009.</p>	<p>All regular education students will receive instruction in all 3 NSF science units at their grade level. 75% of students will meet or exceed Standard as measured by Science CBA's.</p>

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

What is the contribution of our school's plan to the District's strategic plan?

Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.

- **Mathematics:** Green Lake School's continued use of the *Everyday Math* curriculum is in line with the goals of SPS and the Strategic Plan. The *Everyday Math* curriculum is used district-wide.
- **Writing:** Green Lake School was selected to pilot the *Writers' Workshop* curriculum for the 2008-09 school year. We will have the assistance of a SPS Literacy Coach for this project. *Writers' Workshop* fits in with the Strategic Plan's focus on Literacy for all students and having **all third grade students** At/Above Standard.
- **Science:** Green Lake School's continued implementation of the NSF Science Curriculum supports the Strategic Plan and the Superintendent's emphasis on improving students understanding of science concepts and demonstrating that improvement through Science CBA's, student-maintained Science Journals for each unit, and increased student achievement on the 5th grade Science WASL.

What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

As stated above, math, writing, and science focus areas are being implemented school-wide.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> School has a mission, vision and theory of action. School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> School includes parent/community representation in the development of the C-SIP. School identifies community partners that engage with the school in support of student learning. School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Our Building Leadership Team (BLT) includes four Teacher representatives (Grades 1, 35, and Art Specialist) one Classified representative, and Principal. • Our Green Lake Site Council (SSC) includes Parent/Guardian and Community members, as well as Teachers and Classified staff. The primary focus of the SSC is providing aid and assistance for Green Lake families who are struggling/in need. To this end, the SSC formed the SSCFF, School Site Council Family Fund. • Our BLT and SSC lead the process of comprehensive school review including studying data including WASL and classroom-based assessments, input from staff, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT and SSC. One or more Parents serve on the SSC. More volunteers are always welcome. • Our -SIP will be presented to the Green Lake PTA at an up-coming meeting (date tbd) and input will be included in C-SIP.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI.
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

School Improvement Review, *continued*

Topic	Description
<p><i>(Title I Schools)</i> How is the school using the 10% set-aside for professional development?</p>	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 1: SCHOOL OVERVIEW

Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)

Our school made AYP in Spring 2008, in both Reading and Math for all student groups.

Title I status

This school does not receive Title I funds.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Mathematics

Lead Responsibility: Cheryl Grinager, Principal
K-5 and Special Education teachers

S.M.A.R.T. Goal: Increase student mathematical skills in Grades 3-5 as measured by a 5% increase in WASL scores from the previous year.

Increase student mathematical skills in Grades K-2 by 5% from the previous year as measured by the SPS Math Assessments administered: Fall, Mid-winter, Spring.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Continue using the <i>Everyday Math</i> curriculum K-5.	<ul style="list-style-type: none"> All K-5 regular education students and all Special Education students who receive mathematics instruction. 	Year-round	All regular education and Special Education teaching staff.	All students will participate in learning the <i>Everyday Math</i> curriculum, taking all unit tests, and receiving enhanced learning through specially designed instruction.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Strengthening staff's core skills in order to assist colleagues and other schools that are new to the <i>Everyday Math</i> program	<ul style="list-style-type: none"> All K-5 regular education students and all Special Education students who receive mathematics instruction. 	Year-round	K-5 teachers, specialists, and assistance.	All staff will continue district-wide training using the <i>Everyday Math</i> curriculum. Training with John Stanford International School as our SPS partner. Workshops conducted by Lead Math Teachers.
Use available tutors to work with targeted students.	<ul style="list-style-type: none"> Targeted students as identified by teacher and test scores. 	Year-round	K-5 teachers with administrative assistance.	Volunteer Tutor Coordinator will provide tutors as needed. Tutors come from UW, various colleges in the area, and members of the local Green Lake Community.

Note: Please delete or add rows as necessary.

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
SPS Math Assessments	Students grades 1-5 Fall, Mid-year, Spring	Classroom teachers	Math is the focus for our Data Team study this year. We will use student assessment data to drive and differentiate instruction to best meet student needs.
Everyday Math Unit Tests	Grades K-5	Classroom teachers	We will use student assessment data to drive and differentiate instruction to best meet student needs.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
SPS joint math trainings with partner school, John Stanford Int'l School	All K-5 teachers and related Special Education teachers who work with Level 2 & 4A students.	Sept. 17; Oct. 22, 2008 January 28 & May 13, 2009	Four 2-hour trainings with focus on: Assessment, deepening mathematics instruction, and best instructional practice.
DATA TEAMS Math is our school-wide focus for '08-'09 Data Team work	All K-5 teachers and related Special Education teachers who work with Level 2 & 4A students.	Teams will meet twice a month on Wednesdays for 60-90 minutes.	Focus on student work, best instructional practice, assessment

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
EDM Home Links letters sent to parents with each new unit.	<ul style="list-style-type: none"> All K-5 families, whose students are not Level 4B SpEd 	At the start of each new unit.	Classroom teachers	Home Links provide homework and home communication. Letters may include: an overview of the unit, Do-Anytime Activities, Building Skills Through Games, and lists of vocabulary. Content varies with each unit's letter.
Increase parents' understanding and support of math curriculum and learning expectations by hosting Family Math Night	<ul style="list-style-type: none"> All K-5 families 	Spring 2009	Classroom teachers and PTA	An evening in Spring when students and their families come to school for 90 minutes (it's drop-in – they don't have to stay for 90 minutes) to view curriculum, student projects/work, and play math games.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Writing

Lead Responsibility:

Cheryl Grinager, Principal
Jesse Harrison, Writers' Workshop coach
K-5 and Special Education teachers

S.M.A.R.T. Goal:

All (100%) regular education teachers and all (100%) Special Education teachers working with this student population will engage in classroom activities and professional development opportunities associated with piloting the *Writers' Workshop* curriculum. Measured by attendance at P.D. trainings, principal observation, collegial planning with documentation.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Using <i>Writers' Workshop</i> program as directed.	<ul style="list-style-type: none"> All levels of regular education students and Special Education students as appropriate. 	September 2008- June 2009	Writing Coach & teachers	Teachers and students will follow the 9 units, which entail a brief, daily mini-lesson, partner sharing, and student writing/sketching time for 45-60 minutes daily.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Units completed on a school-wide timeline	<ul style="list-style-type: none"> All levels of regular education students and Special Education students as appropriate. 	Monthly	Classroom teachers and specialists	Teachers will follow detailed monthly lesson calendar allowing for some flexibility, but with specific deadlines for completion of units of instruction.
One-on-one teacher/ Student conferences	<ul style="list-style-type: none"> All 	September 2008- June 2009	Classroom teachers	<ul style="list-style-type: none"> All students will engage in writing activities through <i>Writers' Workshop</i> that help them develop a positive community with peers and teacher. Elements of this include generating notebook entries based on life experiences, conferring one-on-one with teachers about this writing, and celebrating their life stories through publication. Teachers will log teaching points to be addressed and individual student strengths and needs based on current writing.

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Pre-assessment	All students will be assessed during individual conference times.	Classroom teachers and specialists	The information will be an indicator of the levels of student capability.
Student selection of "Best Piece"	All students will be assessed weekly	Classroom teachers and specialists	Teaching points driven by small group/student needs to show progress and areas for improvement.
Monthly student writing celebrations	Monthly	Classroom teachers and specialists	Monthly celebrations will be an indicator of student participation.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Continued P.D. classes and/or working with the <i>Writers' Workshop</i> coach	All levels of regular education students and Special Education students as appropriate.	September 2008-June 2009	Teachers participate in the SPS-offered P.D. that is presented by the building writing coach and attendance at workshops provided by Teachers' College. Also includes coaching opportunities for teachers.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Use volunteers and tutors in conjunction with Writer's Workshop to increase interest in writing and proficiency in writing skills, including a Young Authors' Day	<ul style="list-style-type: none"> All K-5 families 	Spring (May) 2009	School librarian, classroom teachers, principal	<p>All students K-5 (not served in SpEd Level 4B classes) write original stories, which are "published" with covers. They include an author's profile and sometimes a dedication.</p> <p>These stories are shared with peers. Students are grouped so there is a mixture of upper grade and primary grade students in each group. Discussion is facilitated by trained parent or community volunteers. Training is done by our librarian.</p>
Sharing of Writers' Workshop material written by students.	<ul style="list-style-type: none"> All K-5 families 	School year '08-'09	Classroom teachers	We don't know what form this will take. We're in our third week of being a Writers' Workshop school.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #3: Science

Lead Responsibility: Cheryl Grinager, Principal
All Green Lake School staff

S.M.A.R.T. Goal: All regular education students, and Special Education students as appropriate, will receive instruction in all 3 NSF science units at their grade level. 75% of students will meet or exceed Standard as measured by Science CBA's.

Increase 5th Grade Science WASL scores from 45% of students At/Above Standard in 2008 to 60% in 2009.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Improve students' ability to record science data in Student Science Journals	<ul style="list-style-type: none"> All levels of regular education students and Special Education students as appropriate. 	September 2008- June 2009	Classroom teachers	All students will participate in science writing and data recording during weekly science instruction. 60-90 minutes per lesson 3 times per week

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Improve students' ability to record science investigations in Student Science Journals	<ul style="list-style-type: none"> All levels of regular education students and Special Education students as appropriate. 	September 2008-June 2009	Classroom teachers	All students will participate in science writing and recording investigations during weekly science instruction. 60-90 minutes per lesson 3 times per week
Teach grade level curriculum as written in teaching manual, tips packet, and science writing packet.	<ul style="list-style-type: none"> All levels of regular education students and Special Education students as appropriate. 	September 2008-June 2009	Classroom teachers	All students will participate in science writing and recording investigations during weekly science instruction. 60-90 minutes per lesson 3 times per week

Note: Please delete or add rows as necessary.

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Curriculum imbedded CBA's	All regular education students K-5 and Special Education students as appropriate	Classroom teachers	Teachers will use imbedded grade-level CBAs to identify specific skills students need instruction in, and will develop instructional plans based on classroom data.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Teachers attend NSF Initial Use Classes for each of 3 science kits per grade level	All K-5 classroom teachers	As offered during the 2008-09 school year by SPS	Teachers will learn the components of each NSF science kit and how to teach the lessons for maximum student benefit.
Teachers attend NSF Science Writing Class offered at each grade level	All K-5 classroom teachers	As offered during the 2008-09 school year by SPS	Teachers will learn effective means to teach students to write in the area of science. Teachers will learn how to “construct” student science journals for data recording and analysis.
Teachers attend NSF WASL Prep Science Class <i>if</i> offered at each grade level	All K-5 classroom teachers	As offered during the 2008-09 school year by SPS	Teachers will learn science and writing techniques that are “featured” on the 5 th grade Science WASL. By knowing these techniques, teachers can begin to emphasize those, which are appropriate for their grade level. This leads to continuity of instruction throughout grades K-5.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Green Lake School Science and Technology Fair	<ul style="list-style-type: none"> • All Green Lake families K-5 	Spring 2009	Classroom teachers and PTA assistance	The school-wide Science allows parents to experience some of the hands-on investigations that happen in their child's classroom. It also gives students the opportunity to explore other science and/or technology interests. This is a student-centered event that fosters a love for science and enriches the curriculum.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Reading	<ul style="list-style-type: none"> • Increase 5th Grade Reading WASL scores from 76% of students At/Above Standard in 2008 to 81% in 2009. • Increase 4th Grade Reading WASL scores from 75% of students At/Above Standard in 2008 to 80% in 2009. • Increase 3rd Grade Reading WASL scores from 86% of students At/Above Standard in 2008 to 90% in 2009. 	Using the Literacy Coach as a resource, teachers will embrace the Balanced Literacy Program of SPS. Teachers will model Balanced Literacy by: teaching interactive mini-lessons, Guided/Shared Reading, small literature groups, Independent Reading, Interactive Read-Alouds.
Social Studies	<ul style="list-style-type: none"> • Prepare all 5th grade students to score a 3-4 (using a 4-point rubric) on the 5th grade Civics CBA (new for 2009) 	Discussions about current events, visiting guest speakers from Olympia, completion of American Revolution StoryPath unit, use of <i>We the People</i> curriculum with students.
Physical Education	<ul style="list-style-type: none"> • Physical Education specialists will incorporate the P.E. program's new instructional goals, as outlined by Seattle Public School District. 	Health and Fitness instructors for Green Lake will continue to attend professional development trainings. We will continue incorporating health lessons into fitness classes for all participating students, K-5.
Arts	<ul style="list-style-type: none"> • Prepare all 5th grade students to score a 3-4 (using a 4-point rubric) on the 5th grade Arts CBA (new for 2009) 	All students K-5 receive Standards-based Visual Arts instruction in classes as available by the PCP schedule. Lessons and projects are designed to provide experience, exposure, and skill development in a variety of vocabulary, concepts (elements and principles), and materials and applications of Visual Arts. The Visual Arts Program is cumulative. At the beginning of 5 th grade, there will be a mini teacher-made CBA. The results will shape the emphasis of instruction across all grade levels.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Equity/Student Climate	<ul style="list-style-type: none"> • Create a classroom environment where all students are treated fairly; thereby building a community and understanding of expectations and roles. 	<ul style="list-style-type: none"> • Plan classroom meetings held on a regular (weekly?) basis • Build a classroom chart with students defining roles and expectations • Formulate a classroom consensus of actions and consequences; and how one earns an “atta’ boy/girl”

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Mathematics	Participate in SPS joint math trainings with partner school, John Stanford Int'l School.	Did not budget for this.	No		No direct cost to school.
Writing	Using <i>Writers' Workshop</i> program as directed.	From GLA 0127010 commitment item 5100.	Yes		
Science	Teachers attend NSF Initial Use Classes for each of 3 science kits per grade level	Did not budget for this.	No		No direct cost to school.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Hearthstone Retirement Center	Our K and first grade classes visit the Hearthstone twice each month. They meet with their Grandpals. They read, write, do projects, and share stories together.	Twice a month	None	None	15 years
GLSA (Green Lake School-age Program) Childcare	Before and after school care. The Director of GLSA sits on our School Site Council in order to promote a close working relationship for the benefit of students, families, and teachers.	Site Council meets every 6 weeks. Before and after school care is everyday for students.	None	None	12 years
Blanchet High School	Approximately 20 BHS students come to Green Lake 3-4 times per week for one hour per day to work 1:1 or with small groups of students. Assistance is provided in reading, math, writing, or science.	3-4 times per week for one hour per day	None	None	15 years

Note: Please delete or add rows as necessary