



2024 CSIP Review and Updates Green Lake Elementary School

School Data and Building Leadership Team Members

School Name: Green Lake Elementary

Principal: Liz McFarland

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: John Leahy, Amy Carroll, Alex Uczekaj, Andrea Bernasconi, Bayla Tellez, Rachel Nash, and Jessie Alan (parent).

[2023-26 Continuous School Improvement Plan: Green Lake](#)

[Green Lake Elementary School Report](#)

[Green Lake Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

We made growth in ELA proficiency for African American males growing to 55.6% from 40% last year. We refined MTSS practices and implemented phonics instruction more systematically to support instruction for this group of students.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

We need to continue to work to refine MTSS practices further, engage in more family outreach and continue to build our high-quality instructional practices in order to support vulnerable populations.

What are short-term and long-term desired outcomes for student, family, and staff groups?

We would like to improve our relationships with ML and African American families and have more opportunities for all families to be able to engage with staff and the school community.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Overall students feel safe and welcome at school based on our student climate survey information. We do see a lowered response from African American males and so we will continue to focus on raising that percentage from 68% to 80% at least. School-wide professional learning around neurodiversity and trauma-informed practices, restorative practices and Universal Design for Learning to strengthen inclusionary practices. We also continued:

- Student leadership council
- Revision/updates of school-wide expectations and agreements
- Community building events: Dragon Blocks, Class Buddies, Weekly Assemblies
 - During the 2023-2024 school year, we will reflect on our student leadership council to ensure it is representative of our student demographics and actively inclusive of the input and feedback of our students of color.
- We will also be looking at more identity work within our weekly assemblies.
 - Green Lake Elementary will partner with Community Based Organizations, Creative Advantage and SPS district Restorative Practices Department to support this work.

Summary of student strengths supported by data:

Students feel that they are doing well with social emotional learning with 90% responding favorably to “I learn how to make good choices” and “I make good friendships” prompts.

Identify and prioritize student needs supported by data:

Of our African American males, there is a 25% difference in responding favorably to belonging and relationships. African American males responded favorably 59% of the time compared to 84% of all respondents.

Summary of possible root causes of the priority student need:

We want all students to feel that they belong and have strong relationships at school and seeing this stark difference in responses makes us think we need to prioritize African American male students.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Staff will be participating in targeted PD sessions this year offered by the RET on early release Wednesdays. We also have PD around general instructional practices that are culturally responsive within literacy instruction planned for this year.

Summary of data proving professional learning is effective in supporting student outcomes:

We will continue to work on literacy interventions, ML strategies, and supporting systems for student support. The SBA data indicates that we will continue our professional learning in these areas to support higher literacy outcomes.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

We will continue to strengthen our RET work and the team is dedicated to getting support from district resources.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

Family newsletters are sent out weekly. PTA also adds information for staff newsletters and family newsletters weekly. Talking Points and School Messenger are used to communicate back and forth with families as well.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Family Works and Cedar Crossing partnership will continue to strengthen. We hope to continue having events at Cedar Crossing and supporting families there. We also support their after-school participation in conjunction with PTA support.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

The percentage of 3rd-5th Grade African American Males who respond positively to Student Climate Survey: Belonging and Relationships will increase from a baseline of 68% to a target goal of 85% by 2025-26.

2024-25 One-Year Goal:

The percentage of 3rd-5th Grade African American Males who respond positively to Student Climate Survey: Belonging and Relationships will increase from a baseline of 68% to a target goal of 85% by 2024-2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Professional Development Attendance and Exit Tickets
- Care Coordination Plans
- Student Attendance Agreement Plan

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

MTSS team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 55.8% to a target goal of 80% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade African American Male Students projected proficient or above in ELA based on MAP will increase from a baseline of 30.8% to a target goal of 40.8% by 2023-24.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Weekly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS
- TLCs
- Interventionists

Advanced Learning and Highly Capable Services:

At Green Lake Elementary School, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning:

Green Lake Elementary has not provided traditional out of school tutoring or summer enrichment. However, we do partner with the following:

- SPS summer learning to provide expanded learning supports for our students of color.
- Partnership with Mercy Housing after school tutoring program
- Partnership with PTA to provide after school enrichment classes and scholarships.

Within the school day, Green Lake has also partnered with PTA to provide:

- Swim lessons
- Expanded instrumental music
- Expanded vocal music
- Academic intervention support
- Performing Arts opportunities

Homework Policy:

Green Lake Elementary Schools asks that each student spend a minimum of 20 minutes per day reading outside of the school day. This may include reading independently, reading to another (family member, pet, stuffed animal, etc.), listening to others read, books on tape, or other reading activity. Math homework will vary by grade and be communicated to families by your student's teacher. Families may always reach out to your student's teacher for additional learning opportunities at home.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, Green Lake Elementary will increase the percentage of families of color who participate in community events, including Curriculum Night, open houses, evening events (e.g. math/literacy night) from a baseline of < 10% attending in Fall 2023 to 85% attending.

2024-25 One-Year Goal:

During the 2024-2025 school year, Green Lake Elementary will increase the percentage of families of color who participate in community events, including Curriculum Night, open houses, evening events (e.g. math/literacy night) from a baseline of < 10% attending in Fall 2024 to 50% attending by Spring 2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

- Student Attendance
- family sign ins at events

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

MTSS

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level-specific state standards, including differentiation and enrichment services as needed.

- **Dollar Amount:** \$3,157,277
- **Activities Implemented to Meet Intent and Purpose:**
 - High-quality Tier 1 instructional practices for all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$96,198
- **Activities Implemented to Meet Intent and Purpose:**

We have one ML teacher and an IA that supports our learners. We also plan to have staff participate in GLAD training to support ML learners.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:**
 - C The funding supported a reading interventionist to support ELA goals for multiple grade levels.