



2023-26 Continuous School Improvement Plan (C-SIP) Green Lake Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Green Lake Elementary School

Principal: Amy Klainer

Members of the Building Leadership Team and Parent/Guardian Partners: Andrea Bernasconi, Amy Carroll, Krista Niemi, Karissa Smyth, Miller Hoyrup, Kate Muller (PTA rep)



[Green Lake Elementary School Report](#)

[Green Lake Elementary School Climate Survey](#)

School Overview

Green Lake Elementary School (GLES) is a neighborhood school located in Seattle's Northeast sector which serves about 325 students where every child is known by our highly skilled teachers and staff. We promote academic, arts, and health development, problem-solving skills, and social and emotional wellbeing. We foster responsibility, inclusion and appreciation for oneself and others within our community. Our focus on engaging, rigorous instruction, intentional discourse, collaborative learning, and joyful experiences supports our students in acquiring the critical skills, knowledge, and motivation that will enable them to successfully participate in their ongoing education and as productive citizens and workers in our diverse society of the 21st century.

At Green Lake we believe in an inclusive, differentiated model of academic excellence that attends to the learning differences of each student. Green Lake staff and administration are committed to strengthening program offerings for our students farthest from educational justice and maintain our commitment to excellence for all. We achieve this through:

- Commitment to racial equity through authentic partnerships between staff, students and families;
- Implementation of rigorous academic content ground in evidence-based practices;
- Differentiation and small group support to reteach and extend learning (tiered supports);
- Focus on community building and restorative practices;
- Collaboration around assessments and data to inform instructional practices and school climate practices to meet the needs of each student and family.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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 59% to a target goal of 85% by 2025-26.

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 59% to a target goal of 70% by 2023-2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district’s student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

At Green Lake Elementary School, we believe in a whole child approach to education. This includes having comprehensive social emotional learning and supports. We believe that consistent, culturally responsive SEL strategies, combined with rigorous academic challenges, provide students the tools to engage in creative problem solving, collaboration and intentional discourse.

We believe restorative practices vs. disciplinary actions provides all students with the tools to navigate complex situations and develop empathy, resiliency, perseverance and success at school, in the community, and beyond.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

To meet our goal, staff will engage in and support the following systems:

- Aligned instructional practices as outlined in district curriculum and school-based agreements. This includes both academic and social emotional learning
- Reflection on student growth through common assessments and PLC work
- Consistent and aligned family engagement strategies
- Engagement in professional learning centered on trauma informed practices, restorative practices, evidence-based reading practices and universal design for learning
- Ongoing reflection with a racial equity lens facilitated through our racial equity team
- Active engagement of students and families of color, who participate in special education programs and/or participate in our multi-lingual program in decision making, feedback and leadership opportunities

Green Lake Elementary will leverage our TLC to provide professional development, collaboration and mentorship to support integration of the professional learning and practices outlined above.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Professional learning supports culturally responsive practices and dismantles disproportionate practices among the following student:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and/or
- Students eligible for advanced learning services.

Through:

- Creating a consistent, predictable and engaging learning environment
- Reducing disproportionality in discipline practices
- Reducing disproportionality in academic outcomes
- Increasing feelings of inclusion and identity in the school and classroom

Our MTSS team will implement the Tiered Fidelity Inventory to guide work around inclusionary practices. This will include reflection and analysis of our school climate and discipline data to examine potential biases in practices.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Aligned assessment practices and PLC work to support analysis of learning environment
- Aligned instructional practices that includes implementation of district curriculum and small group, differentiated support for all learners
- Aligned, Tier I SEL strategies and curriculum through implementation of Second Step, restorative practices and focus on strategies to support universal design.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Green Lake Way: school-wide expectations that are taught to students. We also have dragon slips acknowledging
- We have created staff agreements for coming, Tier I social emotional teaching strategies
- Comprehensive school counseling program: Tier 1 anti-bullying lessons, Tier 2 friendship groups, individual check-ins as needed
- Implementation of Tiered Fidelity Inventory to guide MTSS focus and practices
- Staff professional development focused on universal design for learning, restorative practices and evidenced based reading instruction

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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.

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.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Green Lake Elementary School will develop and utilize a common assessment plan that is inclusive of formative, progress monitoring and summative assessments. These assessments will be used in the following ways:

- Identify students needing additional reteaching and/or enrichment and monitoring progress of students receiving these services
- Evaluate the effectiveness of our instructional programs, especially with regards to ensuring culturally responsive teaching
- Creating needs assessment related to instructional programs, climate data and
- Center our PLC work during grade level meetings and Wednesday collaboration time
- Strengthen our work around inclusionary practices within Tier I instruction
- Ground conversations at our Tier II Help Desk

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Green Lake Elementary Schools is creating a MTSS handbook that outlines our instructional vision, programs and agreements. This is to ensure that our work as a school is centered on anti-racist practices and culturally responsive teaching. This MTSS handbook will be aligned with the district-wide vision and strategic plan with a focus on inclusionary practices (UDL, Restorative Practices, Tiered Supports).

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

To meet our goal, staff will engage in and support the following systems:

- Aligned instructional practices as outlined in district curriculum and school-based agreements. This includes both academic and social emotional learning
- Reflection on student growth through common assessments and PLC work
- Consistent and aligned family engagement strategies
- Engagement in professional learning centered on trauma informed practices, restorative practices, UDL and evidence-based reading practices
- Ongoing reflection with a racial equity lens facilitated through our racial equity team
- Active engagement of students and families of color, who participate in special education programs and/or participate in our multi-lingual program in decision making, feedback and leadership opportunities

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

In addition to the learning plans outlined on the previous section, we will leverage our TLC to provide additional professional learning:

- Mentorship for new staff and staff new to grade
- Opportunities to observe other classrooms and engage in reflective conversations
- Student growth and TPEP support with a focus on using data to evaluate instructional programs with a focus on SoCFFEJ, multilingual learners and students receiving special education services
- Professional development / modeling of integration of UDL strategies within units and lessons

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Master schedule that supports any pull-out intervention or other to be intentionally during times where core instruction will not be missed
- Small group instruction as part of Tier I
- PD on UDL, restorative practices, evidence-based reading practices utilizing our TLCs, CBOs and SPS departments
- Continuum of supports based on need: we have SPED and multilingual staff that "push in" to classrooms to support inclusionary practices
- Tier II Help Desk to support classroom teachers in supporting students within the classroom

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Implementation of district adopted curriculum for Tier I
- Help Desk to support Tier II instruction within the classroom
- Evidenced based intervention support in literacy, example SIPPs
- Implementation of Success Maker with Envision Math curriculum

During the 2023-2024 school year, we will continue to investigate small group literacy supports for Grades 4-5.

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 opportunities for students through afterschool or summer programs:

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

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.

One-year Goal:

During the 2023-2024 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 2023 to 50% attending by Spring 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

At Green Lake Elementary, we believe that strong partnerships with family and community strengthen educational outcomes for our students. We believe families should be equal partners in our goals and vision. As such, we are committed to engaging in authentic two-way communication with families with a specific focus on partnerships with our families of color.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Green Lake Elementary professional learning will be inclusive of gaining authentic feedback from our families with regard to input, decision making and educational partnerships. This feedback will guide our professional learning and family engagement opportunities and support us in work to mitigate, disrupt, or dismantle systemic inequities.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Family conferences and partnership meetings that are intentionally inclusive of the input, ideas, needs and goals of the family. Creating plans together vs. seeking approval for pre-determined plans.
- Meeting families within the community and inviting families in to provide input and feedback
- Actively seeking feedback from black families and families of color - not relying on standard survey procedures but also through personal connections (phone, visit in community, engagement evenings)

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Green Lake Elementary knows that hiring, mentoring and retaining strong staff is central to providing the "engaging, rigorous instruction, intentional discourse, collaborative learning, and joyful experiences supports our students in acquiring the critical skills, knowledge, and motivation that will enable them to successfully participate in their ongoing education and as productive citizens and workers in our diverse society of the 21st century" as outlined in our mission. It is important for staff to feel safe and valued. Additionally, we want staff to have opportunities for growth, leadership and to provide input into the vision and school improvement plans. Our staff climate survey will guide our leadership team in ensuring we are building a culturally responsive workforce and determining the input, feedback and action steps necessary.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

Our staff is actively finding ways to build community through Wednesday check-ins and activities. We will also find ways to provide mentorship to new staff and feedback from staff through our BLT to create belonging. This year, we are partnering with Huayruro to provide healing circles and community circles for staff. We are also seeking to strengthen staff connections through shared agreements and a clear vision for PD and collaboration.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

In addition to our professional learning around trauma informed practices and restorative practices, we will seek support in pd and learning around restorative practices and racial equity. As part of this learning, we will seek authentic feedback from staff to develop our professional learning.

In seeking to improve upon 67% positive ratings related to taking action toward racial equity, we are partnering with CBOs and our SPS Restorative Practices department to build connection and trust. We will utilize the Tiered Fidelity Inventory and engage in professional development around restorative practices to bolster our actions toward racial equity. Our family engagement activities will also focus on racial equity: identity, inclusion, practices/systems that need to be added, changed and/or discontinued.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- TLC: opportunities for interested veteran staff to provide PD, mentorship and coaching
- Committees: opportunities for staff to co-create and implement systems around racial equity, MTSS, family engagement and positive behavior supports
- BLT: strengthening our team approach to ensure that staff voice and input is actively considered with all decision making

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA

Amount: \$64,530

How will funds improve student learning? Academic intervention support to provide tiered intervention.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTA

Amount: \$18,011

How will funds improve student learning? Counseling support to provide a safe and joyful learning environment.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary

Amount: \$29,300

How will funds improve student learning? Counseling support to provide a safe and joyful learning environment.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Discretionary

Amount: \$31,528

How will funds improve student learning? Academic intervention support to provide tiered intervention.