



Continuous School Improvement Plan (C-SIP)
Lawton Elementary School
2016 - 2018
Principal: Dorian Manza

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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 CSIP was reviewed and approved by the BLT in the fall and the CSIP was reviewed again on June 5th, 2017 with BLT approval. The BLT will review the CSIP again with updates and current data in August 2017.

Mission and Vision

Mission:

We prepare students to be respectful and responsive to others; curious, creative and confident contributors to our society.

Vision:

Lawton Core Beliefs:

We believe school should be engaging to all students.

We believe all will learn and grow through quality instruction, practice, sharing and reflection.

We believe children will develop confidence to meet challenges and to take risks in a respectful, accepting and secure learning environment.

We believe in the education of the whole child through academic rigor, artistic expression, physical education, music, technology, sustainability education and service learning.

We believe in the value of community; we work in partnership with our families to provide an education that connects the classroom to the outside world.

We believe the Lawton community benefits when all individuals contribute their unique passions and interests.

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.

STEM: Science, Technology, Engineering, and Mathematics

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.

At Lawton we do extensive needs assessments to identify any student below grade level. This includes a preview of past Spring assessments such as MAP, SBA, and WELPA. We also screen at the beginning of the school year using our LAP funded academic interventionist to assess present student needs. The assessments we use include, but are not limited to: phonics, phonemic awareness, site words, DIBELS/fluency/ decoding measures, F and P (comprehension), and MAP. In addition, to literacy assessments we also conducted some preliminary math screening and math conversations that helped to identify gaps in learning for our intermediate students.

As a result of this data collection we identified students in need of Tier 2 LAP interventions and we began serving students within the first three weeks of school. These groups targeted different reading skills based on students' needs. Additionally, through our PTA funding we hired a math tutor to push in to classroom and help small groups with specific learning gaps. In an effort to reach our students who are exceeding standard in math we provide a Walk to Math Program in 1st – 5th grade. These students are identified by standardized tests, classroom based assessments, and their classroom teacher. Lastly, we met as an ELL team and put a plan in place to address the needs of our identified ELL services with a newly funded ELL instructor and tutor.

Additionally, in November our MTSS team met with each teacher to discuss any current academic or social/ emotional concerns. As a result of these meetings, we have determined new goals and will progress monitor the caseload of students that need additional and ongoing support and interventions. The social emotional support will be monitored by our administration and counselor. We will use research based strategies beyond our PBIS and RULER program to meet the social and emotional needs of students.

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

We are focused on eliminating the opportunity gap at Lawton by using intentional and effective strategies that meet the needs of all students. We will continue to identify and provide interventions for our students who are not meeting standard. Specifically, our student of color and those with special needs.

In ELA, we will provide a combination of strong core / tier one reading instruction to ensure that we reach all Common Core ELA standards for the specific grade level as well as tier two services (smaller groups, reading specialist support to students). We will use research-based strategies such as: small groups, targeted / explicit instruction in needed areas, guided reading / workshop model groups, exploration and use of a possible new curriculum for SPS at one grade level and other strategies.

In Math, we will provide a combination of strong core / tier one instruction at students' level as well as some push in tier two support in targeted intermediate classrooms.

To meet the needs of advanced learners we consistently meet in our professional learning communities to analyze data and ask four questions. What do we want our students to know? How do we know our students are meeting standard? What do we do for students who are not meeting standard? What do we do for students who are exceeding standard? Our PLC teams made up of teachers from the same grade band meet frequently to look at student work and also identify students who need differentiated instruction for a greater challenge. In grades 1-5, we have made intentional decisions regarding grouping advanced math learners and provide acceleration of the Common Core standards in addition to a deeper exploration at the grade level standards. We provide one-year advanced math for Spectrum qualified students as well as other students who are capable of that advanced level of work. We provide small group instruction as well as targeted explicit instruction for students who are exceeding standard in reading and writing. This involves students reading books at their just right reading level as measured by Teacher's College assessments as well as classroom based assessments. This also involves providing a more challenging rubric for written work.

In all content areas we will continue to finesse our formative assessment practices to allow us to know where to put our instructional resources for students in need of acceleration and re-teaching. We will also be more intentional about using strategies that help our growing population of English Language Learners.

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

The Building Leadership Team (BLT), MTSS Team, and our Career Ladder Team (CLT) meet regularly with our administration to plan professional development. All three of these teams seek formal and informal feedback from their colleagues about the professional development needs of our school.

Two areas of professional development we are working on this for 2017-2018 will be strengthening core literacy instruction that all students receive. We will achieve this via district training on the new ELA adoption and intentional use of PD schedule and early release days. Our MTSS team has developed and provided a comprehensive resource guide for core instruction and Tier 1 interventions for all students to our staff. In addition, to focusing on core instruction we will continue our focus on building positive relationships through the RULER approach as well as our Lawton CARES Positive Behavioral Intervention System (PBIS). Additionally, with a new ELL program at Lawton, we will work with our teacher and all general education / classroom teachers to provide some focused PD around effective strategies for English Language Learners. We will also work with the district offerings in various content departments to ensure that our teachers are keeping up with the newest instructional methods in ELA, Math, Science, ELL and early learning. Our teachers are eager to attend these district trainings and bring back new learnings to our staff..

Our school will increase parent/family engagement.

We will continue regular communications with families via a monthly school newsletter and inform and invite families to evening events and class writing celebrations. Students, staff, and families are invited to major school wide events such as the Back to School Bash, Curriculum Night, and Music performances. In addition to hosting family evening events, Lawton is proud of the amount of parent volunteers we have and we will continue to find ways to involve parents.

Lawton Homework Policy:

- K: no homework, 10-20 min. reading
- 1: Up to 10 min. of homework, 20 min reading
- 2: Up to 20 min. of homework, 20-30 min. reading
- 3: Up to 20-30 min. of homework, 20-30 min. reading
- 4: Up to 20-30 min. of homework, 20-30 min. reading
- 5: Up to 20-30 min. of homework, 20-30 min. reading
- We accommodate homework concerns for any student/family

Our staff is involved in decision-making.

Our BLT recently updated and revised our school decision making matrix as well as our BLT Bylaws. This document ensures that we following the proper procedures and process for making decisions at the building level. This includes important decisions such as budget, professional development and the creation of our school-wide CSIP goals.

Our staff is involved in voting on and approving the budget that is recommended by the BLT each year. Last Spring our staff voted to use LAP dollars to fund a .8 Academic Interventionist to provide support for our students who are not meeting standard. Lawton is a highly collaborative school in which staff voice is consistently listened to in regard to making decisions.

We will assist our students to meet standard.

Our CSIP goals target all ranges of our student population from advanced students' needs to underachieving students' progress in a number of specific ways. To assist students not meeting standard, Lawton has a formal MTSS process that helps our staff to track and monitor student needs when they are struggling. This process involves meeting with teachers, grade levels, PLCs and other specialists to develop individualized plans to address targeted areas of student learning needs. The administration also tracks the students who fall into the achievement gap at Lawton and will provide additional progress-monitoring and focus on their needs. Lastly, our school counselor will work to address socio-emotional barriers to learning to help students at risk of academic failure due to personal / family challenges.

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

We have a family like atmosphere at Lawton and an incredibly supportive community. At Lawton, we focus on a holistic approach to teaching our students with an extra emphasis on the arts as well as social emotional learning. This creates an environment that teachers want to be a part of and we have a very high retention rate. We currently have 5 teachers on our staff that are Nationally Board certified and we have two teachers currently working on their National Boards. Our staff recognizes that their collective self-efficacy will have the greatest impact on student achievement.

We also provide informal mentors/buddy teachers for those new to our school (eg, a former student teacher is now hired as a teacher) and help them with instruction and district requirements. We provide many opportunities for professional development and encourage district-level PD. These activities help new staff feel supported and maximize their skill base in order to best serve students.

We work closely with our district Human Resources Dept. to ensure that we hire and retain only highly qualified teachers and instructional assistants to our team. We are fortunate that all of our teaching team at Lawton is not only highly qualified but we also have those who have gone beyond this level (ie, achieving their National Boards status).

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

We hold an open house in the evening and a guided tour day for all prospective families each February. All families are sent multiple mailings during the spring and summer months. In addition, all of our families are invited to Doing Business Day in which they meet many of our current parents and they receive important information about the start of school. All of our parents are invited to attend Curriculum Night at the beginning of each year and we work with PTA to host events like the Back to School Bash, Fall Festival, and Bingo Night. For our Kindergarten students, we provide Jump Start and multiple social opportunities for families and students to meet that specific grade level cohort (ice cream socials, play dates, etc.)

On a systematic level, when a new student joins our community, all of our administration and support staff receive an email about the child. This allows us to do ground-level outreach and welcoming efforts to the new student on the day that s/he arrives. This personal touch is such an asset to our already welcoming community here at Lawton.

How do we support students identified as Highly capable?

To meet the needs of advanced learners we consistently meet in our professional learning communities to analyze data and ask four questions. What do we want our students to know? How do we know our students are meeting standard? What do we do for students who are not meeting standard? What do we do for students who are exceeding standard? Our PLC teams made up of teachers from the same grade band meet frequently to look at student work and also identify students who need differentiated instruction for a greater challenge. In grades 1-5, we have made intentional decisions regarding grouping advanced math learners and provide acceleration of the Common Core standards in addition to a deeper exploration at the grade level standards. We provide one-year advanced math for Spectrum qualified students as well as other students who are capable of that advanced level of work. We provide small group instruction as well as targeted explicit instruction for students who are exceeding standard in reading and writing. This involves students reading books at their just right reading level as measured by Teacher's College assessments as well as classroom based assessments. This also involves providing a more challenging rubric for written work.

In all content areas we will continue to finesse our formative assessment practices to allow us to know where to put our instructional resources for students in need of acceleration and re-teaching. We will also be more intentional about using strategies that help our growing population of English Language Learners. Our CSIP goals target all ranges of our student population from advanced students' needs to underachieving students' progress in a number of specific ways. To assist students not meeting standard, Lawton has a formal MTSS process that helps our staff to track and monitor student needs when they are struggling. This process involves meeting with teachers, grade levels, PLCs and other specialists to develop individualized plans to address targeted areas of student learning needs. The administration also tracks the students who fall into the achievement gap at Lawton and will provide additional progress-monitoring and focus on their needs. Lastly, our school counselor will work to address socio-emotional barriers to learning to help students at risk of academic failure due to personal / family challenges.

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)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,632,575	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)	8,164	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	37,026	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,146	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	473,877	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 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> We have identified 10 4th students and 13 5th grade students who either scored a level 1 or 2 on the 2017 SBA. We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support. 	<ul style="list-style-type: none"> 100% of the students in grades 4 and 5 identified as not meeting standard for the ELA section of the 2017 SBA will make at least one level of growth by June 22, 2018. <p>We will use classroom based assessments and consistent progress monitor to reading and writing growth of all students in our general education program.</p>	<p>All 4-5 academic teaching staff.</p>	<p>June 22nd, 2018</p> <p>We will review finalized SBA data in August and based on those results we will generate new goals for gap closing goals. This also allows us to account for any new students enrolling at Lawton in the fall.</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> We have identified 10 4th grade students grade students who scored a level 1 or 2 on the 2017 SBA. We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support. 	<ul style="list-style-type: none"> 100% of the students in grade 4 identified as not meeting standard for the ELA section of the 2017 SBA will make at least one level of growth by June 22, 2018. We will use classroom based assessments and consistent progress monitor to reading and writing growth of all students in our general education program. 	All grade 4 th grade	<p>June 22, 2018</p> <p>We will review finalized SBA data in August and based on those results we will generate updated plans for gap closing goals. This also allows us to account for any new students enrolling at Lawton in the fall.</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>2017 SBA ELA Scores by Grade Level</p> <p>3rd Grade- 84% 4th Grade- 81% 5th Grade- 89 %</p>	<p>3rd Grade from 84 % to 87% 4th Grade from 81% to 89% 5th Grade from 89% to 90%</p> <ul style="list-style-type: none"> We need to focus on our core ELA instruction, offer additional intervention and support for identified students through our PLCs and our Multi-Tiered Systems of Support. We will use classroom based assessments and consistent progress monitor to reading and writing growth of all students in our general education 	All academic 3-5 teachers	<p>June 22, 2018</p> <p>We will review finalized SBA data in August and based on those results we</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	program.		will generate updated plans for gap closing goals. This also allows us to account for any new students enrolling at Lawton in the fall.

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>On the 2016 spring student climate survey administered to 3rd – 5th graders, 55% of students responded favorably to the question “Students in my class are friendly to each other.”</p>	<p>Goal: By the May climate survey 65% of our students will respond favorably to the question: “Students in my class are friendly to each other.”</p> <p>Lawton will be participating in two interim student climate surveys to monitor our progress towards our goal. In addition, the programs below will be used to reach our goal.</p> <ul style="list-style-type: none"> • CARES Coupons: Celebrations! • Class Charters • RULER • Buddy Classes • Assemblies • Matrix for behavior in common areas <ul style="list-style-type: none"> • Consistent playground Rules • Consistent hallway expectations 	<p>3-5 teachers Administration Counselor</p>	<p>June, 2018</p> <p>Our climate survey for 2017 showed an increase in all categories. Students responding favorably to our goal question was up 13 % to 68 %. We will write a new climate goal as a staff during our back to school professional development day on August 31st.</p>