



2024-25 CSIP Review and Updates

Lawton Elementary

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Lawton Elementary School

Principal: Dina Clagg

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Audra Gallegos, Hannah Bowley, Kathlene Dominguez, Kelli Soccorso, Renee Hafzalla, Jessica Luke, Ashley Paynter, January Colacurcio, and Andrew Reder.

[2023-26 CSIP Lawton](#)

[Lawton Elementary School Report](#)

[Lawton 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.

Last year the Lawton staff continued our strong SEL instruction and PBIS system, notably adding a weekly whole school assembly. We contracted with Bayfest Youth Theatre to do units on various cultural identity topics, increased 2-way communication with families, implemented phonics instruction in K-2 & calibrated writing student work in gr. 3-5, and added a math tutor.

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 focused on connecting with and supporting our families of students FFEJ last year, and this was a multi-faceted approach using staff, family peers, PTA and community organizations. We want to make sure that momentum continues even if the people doing the work change.

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

In the short term, the desired outcomes for students, families and staff are all focused on strong sense of belonging and academic engagement in our school community; in the long term this will lead to a richly diverse and thriving educational environment in which every student reads at grade level by 3rd grade.

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:

Our three-year goal in this area is to see significant growth in positive responses to survey questions about the sense of safety by our students furthest from educational justice. Last year we wanted to start by looking at student responses to questions about sense of belonging as a first step to building safety, but the data analysis from the Panorama Survey did not break out our students furthest from educational justice from year to year consistently, so we recognize that it is better to focus on the sense of safety category. We saw a whole school decrease of 5% in positive answers to sense of safety questions from Fall 2023 to Spring 2024, while only a 2% decrease in positive answers in that same period by students furthest from educational justice.

We feel the data reinforces our desire to focus on Restorative Practices this school year, both in our staff professional development time and in relationship building and conflict resolution with and between students.

Summary of student strengths supported by data:

Elementary students have a strong innate sense of “fairness” and “justice” and appreciate understanding the context for expectations and ways to repair harm when expectations are not met.

Identify and prioritize student needs supported by data:

Our students need more practice internalizing the “why” behind our WAVE expectations, and more exposure to Restorative Practice work.

Summary of possible root causes of the priority student need:

Our staff is highly skilled in developing social emotional learning skills in the classroom, and we are now cognizant that we need to expand this instruction and support to more common and functional settings (i.e.: lunch, recess, hallways, etc.)

School Staff

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

Our 3-year goal regarding 90% of students furthest from educational justice showing proficiency in ELA as demonstrated by the 3rd grade SBA scores drives the work of all staff in the in school, and we moved the number of student FFEJ reading at grade level in 3rd grade from 68% in 2023 to 70%

in 2024. Staff have focused on Science of Reading practices such as explicit phonics instruction, vocabulary, spelling and decoding instruction, as well as emphasizing oral fluency and strong writing practices.

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

Our focus on Universal Design for Learning has given our students multiple ways to attain, practice and demonstrate skills across all grade levels and content areas. Notably, our 1 year ELA goal was focused on having 70% of our 2nd grade students demonstrate proficiency in ELA on the MAP test (from a baseline of 61%), and we saw 68% of that demographic demonstrate proficiency by Spring 2024.

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

Seeing the kind of growth, we saw in both 3rd and 2nd goal areas inspires us to continue digging deeper into UDL strategies in our professional learning sessions, and to emphasize strong data analysis in our PLCs, leading to a more responsive MTSS. We have added an additional Academic Interventionist to our team, partnering with our existing Interventionist to expand the impact of Tier 2 services.

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:

Our 1-year goal in this area was to intentionally increase 2-way communication with families, and 100% of our staff learned to use Talking Points and the number of positive emails has increased two-fold. Our intention is to now build on our skills of relationship development to create authentic and reinforcing opportunities in each classroom for families to be part of their student's learning environment.

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:

Lawton PTA has worked hard to have family support available for all events that offer food or other items for purchase. Staff also reach out to Families FFEJ to specifically invite them to events, and this is successful.

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

Measures and Targets

2023-26 Three-year Goal:

By Spring 2026, 90% of students of color FFEJ at Lawton will respond favorably to questions addressing the sense of safety at our school, as measured by the Panorama Student Survey, from the baseline of 77% in Spring 2023.

2024-25 One-Year Goal:

By Spring 2026, 85% of students of color FFEJ at Lawton will respond favorably to questions addressing the sense of safety* at our school, as measured by the Panorama Student Survey, from the baseline of 77% in Spring 2023.

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)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

- Professional Development Attendance and Exit Tickets
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

- Building Leadership Team
- Race and Equity Team

Additional context about your school's implementation of chosen evidence-based practice:

The focus of our Race and Equity PD time is on Restorative Practices in Tier 1.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd grade students of color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 68.2% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd grade students of color FFEJ projected proficient or above in ELA based on the MAP will increase from a baseline of 54% to a target goal of 64% by 2024-25.

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:

High Quality Tier 1 Instruction: Educators will implement adopted instructional resources to serve all students, 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:

- Beginning of Year
- Middle of Year
- End of Year

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

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

Building Leadership Team

Additional context about your school's implementation of chosen evidence-based practice (optional):

- MTSS Leadership Team
- PLCs

Advanced Learning and Highly Capable Services:

Per SPS Procedure 2190SP, Lawton staff review student data regularly to determine the needs of all students, including those who have met standard or are demonstrating skills above grade level, using a lens of racial equity. Strategies to serve Advanced Learners at Lawton include:

Tier 1 – Tier 1 is education provided for all students in the classroom in all schools. This includes universal design for learning, differentiated instruction, and talent development/enrichment.

Tier 2 – Tier 2 support services increase the depth and complexity, and provide for exploration, interest-based learning, and student voice centered activities through a variety of differentiation strategies, including flexible cluster grouping and use of computer adaptive technology embedded in district adopted curriculums.

Tier 3 – Tier 3 support services are specifically matched to the student and determined by an individual needs assessment.

Expanded Learning:

Expanded Learning Opportunities at Lawton are built into the school day schedule and are part of our afterschool and summer programs:

- RazzKids subscription for K-2, IXL subscription for 3-5
- Visiting Artist and Art Docent programs; Instrumental Music

- Student clubs, including newspaper and Lawton Student Union; Safety Patrol
- Global Reading Challenge
- 5th grade camp at Islandwood
- After school enrichment program offering such topics as sports, language instruction, arts, chess, dance, and coding.

Homework Policy:

Per SPS Policy 2422, many Lawton staff provide students and families with optional resources to extend and continue learning activities at home each week. Reading independently or with family members on a daily basis is an overarching value of our school community, and we hope that students will engage in daily reading at home as a demonstration of our strong focus on literacy and love for reading at school. In addition, staff may provide reinforcement or extension resources for development of math skills to students and families each week via conventional (worksheet) or electronic (apps) resources. Homework at Lawton is not graded, but rather is an opportunity for practice and enrichment should a student or family decide to engage in the activity on a weekly basis.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

In partnership with our PTA, 100% of Lawton's families of students furthest from educational justice will provide feedback and/or attend school & PTA sponsored events over the period of 2023 – 26, increasing diverse voices and connectedness, as measured by attendance, building-based survey, targeted parent feedback outreach, conferences and IEP meetings.

2024-25 One-Year Goal:

We will provide opportunities in every grade level class and in all programs for families to come to school to engage with and celebrate students at Lawton, as measured by attendance taken by staff.

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
- Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)

- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

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

Building Leadership Team

Additional context about your school's implementation of chosen evidence-based practice:

Each homeroom will develop authentic opportunities for families to come in to the school and celebrate their child's learning.

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:** \$3,029,676
- **Activities Implemented:**
 - Used baseline resources to ensure limited splits and reasonable class sizes, as well as maintaining the original Academic Interventionist.
 - Used Discretionary and Equity Funds to support tutors, recess SEL support, Race and Equity and Restorative Practices Professional Learning, and student enrichment activities.

Multilingual Learners (Title III)

- **Intent and Purpose:** Certificated teacher and Instructional Assistant to design instruction that meets the needs of students learning English language.
- **Dollar Amount:** \$63,932
- **Activities Implemented:** MLL staff provide both push-in and pull-out instruction.

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:** Hired an additional Academic Interventionist with these funds.