



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Lafayette Elementary

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Lafayette Elementary is committed to the equitable education and the social growth of all. The Lafayette Community provides an inclusive, welcoming environment for learners to be their best selves. Lafayette focuses on the following for all students to be leaders: provide equitable opportunities; build partnerships with a focus on academics and the arts; show respectfulness while recognizing the diversity of our community and our social responsibility. We welcome ALL races & ethnicities, ALL religions, ALL countries of origin, ALL gender identities, ALL orientations, ALL abilities, ALL languages. EVERYONE. We stand with you. You are SAFE here.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority goal:**

For the 2020-21 school year, at least 50% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment

### Safe and Welcoming Environment Goal

For the 2020-21 school year, at least 98% of the students will have regular attendance at school, arriving on time for class.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

For the 2020-21 school year, Lafayette will focus on Systems and Structures, Professional Development and Targeted Universalism in order to meet the priority goal. Lafayette has developed a master schedule that identifies Tier I literacy instruction using the CCC curriculum across grade levels. Intervention and special education resources are aligned with grade-level literacy times to ensure that students receive Tier 2 and Tier 3 interventions at least four times per week in addition to their Tier I instruction. Professional Development will focus on small group instruction using the BaR sets, management during small group instruction and independent work. Additionally, teachers will receive training in assessing and progress monitoring students to make sure that students are placed in the correct BaR set to meet individual student needs. Teachers will receive training in the collection and interpretation of data gathered from BaR placement tests, Reading Mastery data, F & P data, and independent reading conference notes. Three times a year, teachers will participate in learning labs during literacy to ensure that all grade levels are aligned and working towards the goal

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for

# Lafayette Elementary



learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Lafayette has created a school-wide master schedule aligning resources so that all students receive differentiated Tier I instruction with independent work time; targeted intervention if needed (Tier 2), and for those identified as Special Education have Tier 3 interventions to focus on individualized education plan goals

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

The three essential practices and strategies that Lafayette will focus on are strategic and targeted instruction in foundation skills in Tier I and Tier 2 environments (K-2); flexible, small group instruction targeted to students’ assessed needs; and intentional, research-based instruction with increasingly complex grade level texts and reading and writing tasks that build comprehension, knowledge and strategic reading.

### **Strategic and Targeted instruction in foundation skills in Tier I and Tier 2 environments (K-2)**

#### **Systems and Structures**



## **Tier 1**

Create a schedule for Being a Reader differentiated small group instruction for all students at least three times per week for 20 minutes per session  
Implement Being a Reader Shared Reading (grades K-1) whole class three times per week  
Implement Being a Reader Word Study (grade 2) whole class four times per week  
Collaborate with school's ELD teacher on instructional decisions and planning pertaining to small group instruction, BaR Shared Reading, and BaR Word Study

## **Tier 2**

Schedule SIPPS instruction 4-5 times per week for 25-30 minutes; allow for daily fluency practice at independent reading level; supplement, not supplant, Tier 1 core instruction

## **Targeted Universalism**

### **Tier 1**

Schedule Being a Reader small group four to five times per week to accelerate students below level  
Monitor students during IDR to ensure students are reading at their independent level (conducted by teacher, IA, tutor, etc.)  
Deliver instruction in BaR small group as well as SIPPS

### **Tier 2**

Schedule SIPPS small group four to five times per week to accelerate learning  
Provide opportunities to read SIPPS connected texts to an adult (teacher, IA, tutor, etc.) during IDR

## **Professional Development (in person or via Teams)**

### **Tier 1**

Understanding the Pedagogy Informed by the Science of Reading  
Structuring Independent Work Time and Reinforcing Addressed Skills  
Using Embedded Assessments to Determine Instructional Next Steps  
Read and discuss with colleagues "A Conversation About Instructional Equity with Zaretta Hammond"

### **Tier 2**

SIPPS Initial Use  
Understanding the Pedagogy Informed by the Science of Reading  
Collaborating with SIPPS teachers through PLC work  
Using Embedded Assessments to Determine Instructional Next Steps

## **Goal 2: Flexible, small group instruction targeted to students' assessed needs Systems and Structures**



Create a weekly schedule to provide Being a Reader differentiated small-group instruction to all students that includes the following minimum number of minutes:

Kindergarten: 45-minute rotations block 4x per week and a 35 minute check-in lesson 1x per week

1st/2nd grade: 60-minute rotations block 4x per week and a 35 minute check-in lesson 1x per week

Incorporate Being a Reader small-group instruction into the daily schedule (grade 3)

Plan for strategy groups/book clubs (grades 3-5)

Schedule time for students to engage in additional independent practice that is aligned to their assessed needs and connected to their learning in small group

Collaborate with school's ELD teacher on instructional decisions and planning regarding strategy groups and book clubs

### **Targeted Universalism**

- Differentiate:
  - the number of times to meet with students/groups depending on academic need
  - frequency of IDR conferences depending on students' academic need
  - independent work options to meet students' academic needs
- Utilize the RTI/MTSS document to determine the appropriate program and level to meet students' needs during small-group instruction
- Monitor students' independent practice and provide support, feedback, and adjusted work options to meet students' academic needs
- Support students in goal setting to foster independence

### **Professional Development (in person or via Teams):**

- Managing time and materials to strengthen small-group instruction and independent work
- Using assessments to determine instructional next steps
- Maximizing independent work structures and routines to strengthen student learning
- Implementing small group reading instruction in the intermediate grades
- Selecting appropriate texts for small group instruction using Fountas and Pinnell Benchmark Assessments and additional data points
- Using the ALD Progress Monitoring Tool to determine appropriate instructional next steps with language proficiency considerations

**Goal 3: Intentional, research-based instruction with increasingly complex grade level texts, and reading and writing tasks that build comprehension, knowledge and strategic reading.**

### **Systems and Structures:**

- Implement 3rd grade Reach social studies cycles (1-2 30 min lessons/week)
- Utilize Shared reading model of instruction to plan/teach the lessons
- Incorporate GLAD strategies for additional scaffolds
- Collaborate with your school's ELD teacher on planning and instruction

### **Targeted Universalism:**

- Identify culturally responsive and anti-bias texts that provide an accurate historical or culturally responsive depiction of African American people and other People of Color · Scaffold instruction



using visuals, gestures, read-alouds, modeling, guided practice and opportunities for independent practice · Utilize choral reading model

## **Professional Development:**

- Deepen understanding and pedagogical knowledge about constructing knowledge from texts · Learn shared reading strategies to support all grade-level readers in comprehending and reading grade-level complex grade-level texts · Observe teachers using a shared reading model using grade level social studies texts and observe student responses to instruction
- Develop writing about reading prompts to support students' ability to synthesize knowledge gained from texts
- Building reading fluency and stamina with increasingly complex text
- Study the “Depth of Knowledge Crosswalk with Language Proficiency Levels” found on page 9-14 of the CCC Making Meaning and the English Language Learner document
- The EL department provides Project GLAD trainings

## **Safe and Welcoming Environment**

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

The essential practices and strategies that Lafayette has identified in providing a safe and welcoming environment are to establish, teach, and reinforce school-wide and classroom behavior expectations and to track data at the school, classroom and student levels.

### **Establish, teach and reinforce school-wide and classroom behavior expectations:**

- Developed by PBIS/MTSS school teams, with feedback from students, staff and families.
- Behavioral data trends are analyzed to identify positive behavioral expectations.
- Five or fewer positively stated behavioral expectations defined by setting and location throughout the school and in classrooms.
- Behavioral expectations are positively stated.
- Strategies to share key features of school-wide expectations within a PBIS program with families/community are developed and implemented.

### **Teach**

- Teachers use lessons to teach positive behaviors, procedures and rules in classrooms. Lessons include examples and non-examples, and teachers use a variety of teaching strategies to teach explicitly.



- A classroom-wide behavioral matrix helps to specify positive behaviors (what they look like and sound like) for alignment of the school-wide expectations.
- Teachers provide opportunities for students to practice expected positive behaviors and teachers acknowledge their efforts with behavior specific praise.
- Utilize a variety of instructional approaches for students who may have lagging behavioral skills.
- In the universal Tier 1, 80-85% of students follow classroom wide and school wide expectations when they are taught, acknowledged, and reinforced consistently.
- Video examples of classroom and school-wide lessons

## **Reinforce**

- Evaluate environments to ensure traffic patterns are clearly defined, students can always be clearly seen, and materials are clearly labeled.
- School staff may create reward system to reward students who are following school and/or classroom behaviors. (link to SPS examples)
- Teachers and staff use pre-corrections during transitions.
- Provide specific positive feedback to students and remember the ideal rate of positive to corrective feedback 5:1
- Utilize active supervision in the classroom and in common areas like the cafeteria and playground by scanning, moving, and interacting with students with intentionality.
- Collect data on the 15-20% of students who do not appear to respond to Tier 1 supports to help determine:
  - Was the support implemented with fidelity?
  - Was the support delivered with appropriate intensity to meet the student's needs?
  - Was the student's lagging skill identified?
  - Was a different support needed?

## **Track data at the school, classroom, and student levels**

The Behavior/Missed Instruction Log is a tool to more accurately track behavior trends and gain insight to behaviors and needs that are occurring across the school environment to inform decision making.

Behavior/Missed Instruction Log collects information and provides school teams access to behavior trends in their school for the following areas:

- Time of day
- Day of the week
- Month
- Minutes of lost instruction
- Location and setting
- Grade
- Racial equity and disproportionality





## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

### Family and Community Goals

#### **Priority Goal:**

To increase family participation to 95%.

#### **Plans for Family Engagement**

##### **Essential Practice 1:**

Explicit prioritization and implementation of the practices found in the Dual Capacity Building Framework encompassing the Four Pillars of Family Engagement.

##### **Implementation Strategies:**

Embed professional development learning and practice outcomes in annual PD Plan for all staff



## 2020-2021 COVID-19 CSIP Addendum

### Lafayette Elementary

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

### Engaging Families

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**  
Lafayette is committed to engaging families through a variety of ways. Weekly town meetings started in August and continued through the beginning of October for families to ask questions to the administration. Additionally, administration set up two opportunities for students to meet with the



administration and ask important questions regarding their learning. The town hall forum will continue to be held monthly. Students expressed at their town meeting for an opportunity to meet with administration monthly. As a result, administration is convening a once a month themed lunch call with the students to engage in conversation and meet up with peers. Lafayette's commitment to family engagement extends to having parent representation on our Race and Equity team, Building Leadership Team, and family outreach committees. Administration works collaboratively with the PTA to provide enrichment and parent topical evening events; such as speakers coming to talk about students with autism. Staff are engaged in monthly professional development that focuses on building trusting relationships with families.

## Social Emotional Learning

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

#### **4. Recommended School Specific Strategy as outlined in the Playbook:**

Lafayette is committed to providing students with focused Tier 1 instruction in SEL. Every other week, our part-time building funded counselor, provides every classroom with a lesson in Second Step. She is part of the PBIS leadership group, who engaged staff in setting norms for the remote learning setting. As part of every lessons, teachers make eye contact with the classroom taking center stage and make sure that all students have their materials and resources available to engage in the lesson. They provide clear digital directions, using visuals with auditory directions and provide time for students to get ready to begin with a pause. All students are greeted warmly by the teacher.



## Curriculum, Instruction, and Assessment

### **Required Practices**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data
  - Collection and review of meaningful and purposeful data
  - Adult collaboration between educators and families
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws
9. **Recommended School Specific Strategy as outlined in the Playbook:**

Lafayette's teachers provide visual cues for each lesson objective. Teachers give both synchronous and asynchronous learning opportunities. Teachers have arranged folders on See Saw for specialists, SpEd, and intervention teachers to interact with students. Key points of each lesson are reviewed with text and visuals. Teachers provide feedback to students throughout lessons and give students opportunities to participate in learning discussions. Teachers are available during independent work time for small group and individual practice opportunities, providing further instruction and feedback