

Seattle Excellence Continuous School Improvement Plan (CSIP)

Lawton 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

Lawton is committed to ensuring all students grow through high quality instruction, practice, sharing and reflection. Every Lawton student will be provided a comprehensive education—engaging the whole child through academic rigor, artistic expression, physical education, music, technology, sustainability education and service learning

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 75% of 3rd-5th grade students of color furthest from educational justice will meet or exceed standard on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By March 2021, attendance rates for First Grade Students will increase from 87.4% in March 2020 to 99% during remote learning, indicating effectiveness of safe and welcoming systems, routines and practices.

Supplementary Goal

Certificated staff at Lawton will increase the use of the 5:1 feedback strategy per student by 10%. Baseline data will be collected by PBIS team members in fall of 2020

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.

To assist students not meeting standard, Lawton has a formal MTSS process that helps our staff to track and monitor student needs. This process involves meeting with teachers, grade levels, PLCs and other specialists to develop individualized or small group plans to address targeted areas of student learning needs.

Furthermore, our school counselor will work to address socio-emotional barriers to learning to help students furthest from educational justice.

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 learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of

Lawton Elementary



“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.

Serving students across all abilities and a continuum of services is a core element of Lawton’s instructional program. Lawton’s English Language Learners benefit from co-teaching between our ELL staff and general education teachers who collaborate for the purpose of targeted in-class language development in reading, writing, speaking, and listening. Students who receive special education services at Lawton are provided with differentiated instruction from their general education teachers through our inclusion model, with limited pull-out services when needed for targeted skill instruction. Students who are furthest from educational justice are paired with specific adults on staff for the purpose of relationship building to aide in academic and social emotional growth and development. Classroom instructors at Lawton have selected the Four Practice Areas of Culturally Responsive Teaching for further professional development and developing instructional skill.

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.

Lawton is committed to allocating resources strategically using the SPS Racial Equity Analysis tool and to delivering high-quality, culturally responsive instruction aligned to standards. Staff will continue to have professional development in the Ready for Rigor Framework and deepen application of the practices of

affirmation, instructional conversation, validation, and wise feedback. Staff will monitor progress through self-assessment, student assessment, and student achievement.

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.

At Lawton we strive to create a safe and welcoming climate for all. This is evident in our positive behavior interventions and supports that focus on building nurturing relationships in an inclusive and engaging learning environment that meets the unique emotional and academic needs of each student. In order to achieve this, our staff is focused on providing 5:1 positive to corrective feedback, using a self-assessment tool that aligns best practices outlined in the Danielson Framework to classroom management practices. Lawton will continue Tier 1 school wide systems (like the WAVE) and interventions and supports as measured by the Tiered Fidelity Inventory.

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:

At Lawton we will focus our efforts on the 4 pillars of family engagement and focus our efforts during the 2020-2021 school year on increasing effective two-way communication and fostering positive interactions.

Lawton Elementary



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Plans for Family Engagement

Lawton partners with the families and community in a variety of ways. Community members sit on the BLT and the Race & Equity Team. Community and parent volunteer presence is encouraged and welcomed in our classrooms and on field trips. School staff regularly meet with the PTA. School hosts family events in support of CSIP goals.

20-21 COVID-19 CSIP Addendum

Lawton 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:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

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:**

ACADEMIC SUPPORTS: Each grade level emails parents a comprehensive weekly learning plan that includes upcoming learning topics and tasks for the week ahead. A weekly school newsletter is emailed to all families. The school newsletter includes upcoming school wide events, shares resources specific to Lawton, and reinforces important messages from the SPS School Beat. Students submit assignments and receive feedback via Seesaw. We have developed a contactless system for families to pick up school materials. Kindergarten – 2nd grade students receive printed materials on a weekly basis and 3rd – 5th grade students receive printed materials on a monthly basis. Kindergarten – 5th grade students receive classroom and art supplies on a regular basis. Families may select to have packets emailed or may have them delivered if coming to the school presents an undue burden. In addition, each month students can check out books from the library. **SOCIAL/EMOTIONAL/FINANCIAL SUPPORTS:** We are still celebrating monthly Spirit Days and planning virtual assemblies that allow us to come together as a schoolwide community. Families and students have been invited to participate in a monthly Dolphin Dialogue Teams meeting where they can speak directly to the principal and get any questions they may have answered. The school and PTA will continue to host virtual family events such as the upcoming “Parenting During a Pandemic” and “Internet Safety” parent education nights. The school counselor is hosting regular grade-level “lunch bunch” gatherings with students. The librarian hosts a weekly all-school read-aloud. The counselor, front office staff, and parent volunteers continue to assess and meet family financial needs by distributing weekend food bags, connecting families with holiday meal and gift support, and coordinating distribution of gift cards.

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:

At Lawton staff connect with one another during staff meeting times by sharing celebrations and initiating topics for discussion and collaboration. In addition, the principal met with each grade level team during the first month of remote learning specifically to identify successes, challenges, and ways to provide support for classroom teachers. All classroom teachers at Lawton begin the day with a morning meeting which provides check in opportunities for students. Specialists and other non-classroom staff have a rotation schedule so that they too

can participate with students in these morning meetings. Each classroom has developed a charter and strategically teaches each anchor of the RULER approach and incorporates use of the tools throughout the year. The librarian at Lawton supports the introduction of digital citizenship for all students. 4th and 5th grade students participate in an annual internet safety presentation to support them as digital citizens.

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
 - (*e.g. determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (*e.g. aligns to SPS assessment plan for 2020-21 school year.*)
 - Adult collaboration between educators and families
 - (*e.g. review of data in collaborative PLCs*)
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:**

At Lawton teachers plan for a mix of synchronous and asynchronous learning experiences for all students. Teachers are aligned within each grade level for all pacing and content which allows them to collaborate and provide high quality learning experiences for each student in the grade level. The MTSS team reviewed all students of concern and assigned appropriate liaisons to create or update action plans for students to monitor and support as needed.