

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



SEATTLE EXCELLENCE
Educate. Engage. Empower.

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.