



2023-26 Continuous School Improvement Plan (C-SIP) Laurelhurst Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Laurelhurst Elementary School

Principal: Tim Snyder

Members of the Building Leadership Team and Parent/Guardian Partners: Tim Snyder, Elliot Barnes, Laura Tutt, Ellen Colombo, Krysta French, Robby Saunders.

Community Partners (Community Based Organizations): LASER



[Laurelhurst Elementary School Report](#)

[Laurelhurst Elementary School Climate Survey](#)

School Overview

Laurelhurst Elementary School is a neighborhood school that has a student population of about 283 students, grades K-5. Laurelhurst is a school where 20% of students are designated advanced learning, 22% are special education (Resource and Extended Resource), and 15% multilingual. Laurelhurst is 33% Free and Reduced Lunch. We work to create an inclusive environment for all students and strive to meet student learning needs and challenges by knowing our students and understanding the supports they need.

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 74% to 84% and for our students who identify as African American Males from 70% favorable to 80% favorable responses as recorded by our Students Climate Survey.

One-year Goal:

By June 2024, we will increase our Belonging and Relationship favorability responses from 84% to 90% and for our students who identify as African American Males from 73% favorable to 83% favorable responses as recorded by our Students Climate Survey.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Teachers are implementing classroom meetings on a weekly basis. Teachers are using culturally responsive teaching practices. Monthly assemblies will be planned based on RULER Feeling Words and are student generated. The assemblies will focus on helping students to learn strategies to address conflict. Teachers and students co-plan and teach social emotional awareness. Students are recognized for making positive impacts on their school environment. Families support classroom behavior plans and are involved in all discipline measures, Families and educators work together to support student social-emotional needs.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Laurelhurst will enroll in the Restorative Training modules provided by the Novak Group.
- Laurelhurst will study the Hill Model from Gholdy Muhammad's book, Unearthing Joy: This includes an evaluation of curriculum, assessment and teaching practices.
- Each year, teachers will analyze their teaching practices to ensure they are anti-racist and culturally responsive in their classrooms.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Read and discuss Unearthing Joy by Gholdy Muhammad as a staff in a book club format
- Read and discuss chapter 5. Practical and Creative Uses of the Hill Model: Students, Teachers and Staff Members
- Continue to implement UDL, PBIS and Racial Equity committee to analyze and disrupt anti racist practices.
- Teachers will continue to teach district adopted curriculum to ensure students receive a consistent learning experience across all classrooms and grade levels.
- Teachers will attend STI training to ensure Since Time in Memeorial is being taught in in all classrooms.
- Monthly PBIS assemblies.
- Students taught how to use calm down spaces (Regulation Stations) in each classroom.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Laurelhurst has a .3 FTE LAP Reading teacher, a 1.0 Resource Room teacher, 2.0 Extended Resource Teachers and a 1.0 social worker for the 23-24 school year.
- Co-teaching to ensure co-teaching is happening in general education classrooms.
- Comprehensive SIT process.
- Flexible small groups to differentiate.
- Push in math support from specialists.
- SEL Committee will create lessons and activities to support monthly Feeling Words program.
- UDL implementation.
- Daily Math push in support from specialists (Librarian, Physical Education and Art teachers).

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Social Worker will work with small groups and help students with friendship issues, anxiety, behavior support, one-on-one therapy.
 - Class meetings support students SEL needs by providing opportunities for students to discuss important issues related to social emotional needs, cultural topics, recess issues, family and student driven topics.
 - Laurelhurst will host monthly SEL assemblies to highlight SEL topics, student spotlights and share positive messages related to the school community.
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Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 42.9% to a target goal of 72.9% by 2025-2026.

One-year Goal:

The percentage of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 42.9% to a target goal of 52.9% by 2025-2026.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Laurelhurst will use PLCs to analyze common formative/classroom bases assessments as the foundation for discussing and implementing UDL strategies in the classroom.

Laurelhurst will engage in professional development around UDL strategies and Restorative practices to improve instruction and access to curriculum and learning opportunities.

Laurelhurst will use the SIT/MTSS process to improve Tier 1 instruction in response to student need.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our community vision is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to contribute their wisdom, compassion and leadership. We ensure that anyone who enters our schools supports this vision as well. In order to ensure that the

adult behaviors align with the vision and values, we have teachers as well as the principal visit one another's classrooms, we have open communication between staff members, and our school is dedicated to anti racist practices as well as culturally responsive teaching practices. When racial incident occurs, our staff comes together to discuss and develop specific plans for how to address the incident and how we can prevent and educate students and adults.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Teachers will modify CCC and Math lessons so that they provide UDL supports for students.
- Teachers will develop Individual Learning Plans for student below standard in math and literacy.
- Teachers will hold class meeting with their class each week and other times when necessary.
- Teachers will run small academic groups in class to support all students at their level.
- Specialists (Library, PE and Art) provide push in math support each day.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Read Unearthing Joy by Ghody Muhammad. We will critically look at the questions for each pursuit of the HILL model outlined in chapter 2 (Identity, Skills, Intellect, Criticality, and Joy). We will continue our focus of helping students learn, affirm, and/or validate identities.
- During monthly EOG meetings, staff will engage in Restorative Practices training.
- Teachers will participate in PLCs based on the DuFour Framework to analyze their teaching practices, calibrate their teaching practices, review student data and create individual learning plans to address student academic needs.
- Teachers will also participate in professional development related to technology in order to support student learning and help students become responsible digital citizens.
- Staff will engage in UDL training and conversations in order to better provide access to teaching and learning.
- Staff will engage in Restorative Practices training.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Laurelhurst Elementary believes in ensuring that each one of our students receives high quality instruction and the support that they need in order to be socially, emotionally, and academically successful. One of the main purposes of our MTSS and SIT process is to ensure that students who are identified as needing additional supports (both students working above grade level standard as well as students working below grade level standard), receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a student, and to ensure student receive support and interventions the team believes will help them to access academic learning in their classrooms and school.

In order to facilitate this, the school community has developed the following inclusive Student Intervention Team (SIT) process:

- Classroom teachers and/or parents/guardians, identify a specific emotional, social and/or academic concern.
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.

- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points then the teacher moves to calling a SIT meeting

SIT meeting participants:

- Parents/guardians, school psychologist, principal, classroom teacher(s), special education teacher.
- School staff contacts parents to inform them about the SIT date and who will be attending the SIT meeting
- Meeting agenda includes; introductions, strengths, background, health history, health concerns, review of SIT Referral Form (parent/guardian will be provided with a copy, prior to the meeting), review of student data and classroom work examples

SIT recommendations and decisions:

- Meeting participants decide as a team how to move forward in terms of providing the appropriate support for the student including 504 or Special Education evaluation.
- Behavior interventions or plans.
- Support ideas for families to try at home.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Where there are academic concerns data is collected for a minimum of six weeks, and classroom tier 1 interventions are implemented.
- The classroom teacher meets with the student to set goals for growth and/or achievement.
- Teachers and psychologist will meet with families to discuss strengths and concerns related to students who need additional support and develop an individualized plan of support.

Advanced Learning and Highly Capable Services:

Advanced Learner Services is an inclusion model provided in the neighborhood schools for eligible students. All teachers will provide teaching and learning that is delivered with Universal Design for Learning (UDL) and differentiated to meet the needs of students in their grade level. We monitor progress to ensure every child shows growth. When our new Advanced Learning model is implemented across the district in neighborhood schools, every student, particularly those furthest from educational justice, will have access to the learning services that meet their needs.

Expanded Learning opportunities for students through afterschool or summer programs:

LASER, the after-school program at Laurelhurst, will facilitate an afterschool enrichment program for our students.

Homework Policy:

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's [elementary math family support page](#) online. Rich resources especially designed for elementary mathematicians and their families are also available [online at the SPS website](#).

Special Projects--Sometimes a teacher will assign special projects at school that require a little prep work at home. Examples include interviewing a family member, thinking of ideas for a science project, practicing lines for a play, etc.

Priority Area: Family and Community Engagement

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

Family and Community Engagement Measures and Targets

Three-year Goal:

For the 2023-2026 school years, Laurelhurst Staff and PTA will partner to increase opportunities for families of Students FFEJ to participated in after school and evening activities, PTA meetings, and student celebrations at school.

One-year Goal:

For the 2023-2024 school years, Laurelhurst Staff and PTA will partner to increase opportunities for families of Students FFEJ to participated in after school and evening activities, PTA meetings, and student celebrations at the school.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our universal goal is every Seattle Public Schools' student receives a high quality, world-class education and graduates prepared for college, career, and community. Universal Design for Learning holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

At Laurelhurst we maintain a strong partnership with our PTA to engage families and facilitate a welcoming environment. Engaging families, especially with Students of Color FFEJ, is a priority at Laurelhurst. We strive to create partnerships with families that enhance their student's learning.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Read [Unearthing Joy](#) by Gholdy Muhammad as a staff.

- Read and discuss chapter 5. Practical and Creative Uses of the Hill Model: School Leaders, Community Members and Families.
- After studying the five pursuits of the Hill Model review the schools' curricula by completing the Hill evaluation for identity, skills, intellect and criticality.
- Implement new ideas and strategies for areas that are highlighted as unclear or non-satisfactory.
- Restorative Practices training from the Novak Group.
- Racial Equity committee professional development during EOG staff meeting days.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Survey community members to see what topics are of interest to them in regards to community engagement.
- Collaborate with the PTA to organize outside speakers that may be of interest to the community.
- Engage the community in a discussion and understanding of Restorative Practices.
- Hold classroom meetings that center students and their voice in creating classroom culture.

As a school and community, Laurelhurst has an effective and involved PTA. The PTA holds monthly events that focus on:

- Giving all communities a voice
- Building the awareness of other cultures
- Enabling an understanding of the school curricula

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

In spring 2023, 93% of staff reported "This school is a safe and welcoming place for people of all cultures and backgrounds." By maintaining a professional demeanor in all aspects of the school we can help more of our students and families feel safe and welcomed at school. We will do this by:

- Teachers will work to explore practices and/or adapt curriculum to suit students social and emotional needs.
- Teachers have taken and will continue to take professional development related to culturally responsive teaching. These can include building-wide and individual.
- Throughout the school year, teachers and administration will check in with students through questions, conversations, and critical listening—particularly those students who are furthest from justice.
- Teachers will teach students the RULER Blueprint to help resolve conflicts that may happen on the playground or in the classroom.
- Teachers will use the "Meta Moment" to help students recognize their emotions before or during conflicts.
- Second Step lessons will be monitored and supported by the school social worker.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Teachers will read *Unearthing Joy*, by Gholdy Muhammad, which will further help us to strategize ways to make the curriculum and learning experience culturally responsive.
- Using what they've learned from *Cultivating Genius* and *Unearthing Joy* towards understanding that their students have identities and cultural expectations that may be different from their own, then using that understanding to help the student engage with their own joy and brilliance.
- Restorative Practices training will strengthen relationships through common language, understanding and growth in the classroom community.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Teachers will invite families to participate in the learning process (Sharing expertise to the classroom, celebrating published writing pieces and other academic successes, organizing in-class social events).
- Teachers will be in regular communication with families regarding student progress and social emotional well-being.
- Through Universal Design for Learning, classrooms will be inclusive environments that allow access to the curriculum and a safe and welcoming environment.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Teachers will provide students with opportunities to be leaders in their groups and classroom (give the Friday announcements, plan and participate in all school assemblies, participate in group work where students are sharing their knowledge and encouraging each other to grow and learn, opportunities to display and present their work publicly).

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024

Funding Type: Combined Use

Funding Source: PTA/Building

Amount: 0.3 FTE

How will funds improve student learning? Reading Intervention. Provides intervention for students below grade level in reading. This funding was added to the 0.5 LAP position to create a 0.8 reading interventionist.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: PTA

Amount: 0.5 FTE

How will funds improve student learning? Social Worker. This funding was combined with our 0.5 social worker allocation. The social worker provides social-emotional support and instruction to students, member of the SIT team, interacts with families and Students of Color FFEJ, provides academic, behavioral, and social/emotional support for students in and out of the classroom.