



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

Lawton 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: Lawton Elementary School

Principal: Dina Clagg

Members of the Building Leadership Team and Parent/Guardian Partners: Mikaela Michalsen, Kelli Soccorsy, Kathlene Dominguez, Audra Gallegos, Heather Cartner, Jessica Luke, Pricilla Wenneman, Ashley Paynter, Mary Beth Abel

Community Partners (Community Based Organizations): Lawton PTA, Boys and Girls Club of King County, Bayfest Youth Theatre, Atlantic Street Center



[Lawton Elementary School Report](#)

[Lawton Elementary School Climate Survey](#)

School Overview

Our Students Come First

We believe it is essential to place the interests of students above all others in every decision we make. The core work of Lawton staff is to facilitate the growth of every student in our building. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level.

Our Foundational Beliefs for Supporting Student Learning:

- Collaborative Inquiry
- Family Engagement
- Academic Mindset
- Honoring Student Gifts and Strengths
- Anti-Racist Practices

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 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.

One-year Goal:

By Spring 2024, Lawton Elementary will increase the sense of belonging at our school for students of color FFEJ by 10%, as measured by the Panorama Student Survey, from the baseline of 77% (Asian students), 83% (Multiracial students, and 84% (confidentiality protected students).

Student Outcome Focused Governance

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

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Lawton is a neighborhood school with strong connections to the Magnolia community, and we strive to make sure that every student knows they are a valuable member of our school every day. Our WAVE motto (inspired by our Dolphin mascot) positively reinforces students to Welcome everyone, Act responsibly, Value learning, and Encourage each other at Lawton, and these values teach our students to be empathetic, caring, curious and interconnected learners. Our Professional Development work, PBIS system, and MTSS choices are examples of the systems we have in place to codify these values.

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:

- Use of Race and Equity Analysis Tool as well as Equity Lens for program/instructional system analysis and decision making
- Expanded SEL instruction, use of circles, and restorative practices in Tier 1 instruction
- SEL coach present on playground and at lunch; alternate recess activities and lunch engagement themes to provide positive spaces for students to practice social skills
- Use of SPS Ethnic Studies curriculum for Social Studies blocks
- Collaboration with Bayfest Youth Theatre to develop cultural identity learning units for each grade level

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

- Training in CPI Verbal De-escalation strategies
- Training in UDL with the Novak Group (Early Adopter School, yr. 2)
- Continuing to develop Restorative and Culturally Responsive instructional skills in Tier 1
- PBIS committee will continue to develop staff capacity for effective interventions and instruction in social emotional learning using the Seattle Tiered Fidelity Inventory tool

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:

Tier 1 – Small group instruction, data-based intervention cycles with grade level team and MTSS Leadership Team, Culturally Responsive teaching practices, restorative practices, SEL instruction, Universal Design strategies, such as the following:

- Push-in services for SpEd students
- Beginning of the year family and student questionnaires
- Implementation of UDL practices such as

- Student choice for learning activities
- Clearly posted classroom rules/expectations
- Daily visual schedule posted
- Flexible seating options available (wobble stool, sensory bands on chair legs, space to move)
- Access to sensory breaks, tools and/or noise cancelling headphones
- Presentation of information in multi-sensory format
- 1:1 conferencing and check-ins
- Positive reinforcement of desired behaviors
- Regular contact w/ parents (daily/weekly)
- Multiple/varied opportunities to show understanding
- Opportunities to pose meaningful questions and support evidence-based conclusions through passion projects
- Class Charters
- Centering voices of Multi-Lingual students for two-way communication:
 - Talking points/email (translated when needed)
 - Phone calls/Teams meeting with families using Lionbridge/Linguistica interpretation services

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

Tier 2 – Restorative Practices, WAVE Tickets, SEL coach, counselor, small group social and lunch experiences with MLL and SpEd students and staff, Kelso Recess Helpers, Safety Patrol, clubs, weekly WAVE assembly, student union, Library Leaders

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 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.

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 61% to a target goal of 70% by 2023-24.

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

Grade level teams will analyze data from common assessments in their PLCs, and then will track their data and monitor their interventions in three MTSS cycles of inquiry over the course of the school year.

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:

Lawton staff value student-focused decision making for instruction and for our school environment. Through our MTSS strategies and our professional learning and conversations, we have a growth mindset regarding the constant need for adjustment of instruction to student needs, utilizing differentiation and inclusion.

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:

- Small Group Time in Master Schedule
- Focus on Science of Reading (phonemic awareness, phonics, fluency, vocabulary and comprehension)
- District Curriculums used with fidelity
 - Math and Science curriculums engage students in reading, productive struggle, demonstrating process over product, and multiple methods for showing understanding
- Structured talk protocols for students
- Universal Design for Learning as an inclusion strategy

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

- Inclusion and CRT practices
- Continuing Math PD
- Heggarty Phonics Method

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:

- Universal Design for Learning
- Differentiation in Literacy (Being a Reader groups)
- Differentiation in Math (SuccessMaker)
- School Wide (Tier 1) Promotion of and Celebration of:
 - Literacy Month, Poetry Month
 - Dress as a Literary Character Spirit Day
 - Book Fair
 - Book Swap
 - Drop Everything and Read Day
 - STEAM week, Pi/Pie Family Night

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

Tier 1:

- Grade Level/TLC common planning and assessments

- MTSS cycles of inquiry by grade level with specialists and support staff
- Use of Heggarty phonics curriculum in grades K-2
- Differentiated learning outcomes and activities for learners above proficiency

Tier 2:

- Use of SIPPS for reading intervention with Academic Interventionist
- Use of MDIS for math intervention with Math Tutor

Advanced Learning and Highly Capable Services:

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 opportunities for students through afterschool or summer programs:

- RazzKids subscription for K-2
- IXL subscription for 3-5
- Global Reading Challenge
- After school enrichment program offering such topics as sports, language instruction, arts, chess, dance, and coding

Homework Policy

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

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

School Three-year Goal:

By partnering with families of students furthest from educational justice, Lawton will increase the influence and voice of families in the planning of school sponsored events significantly over the period of 2023 – 26.

School One-year Goal:

Lawton staff will intentionally increase 2-way communication between themselves and all families, but particularly FFEJ by June 2024.

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:

- 2-way contact time or number of contacts between Lawton staff and families FFEJ
- Number of attendees at school events representing FFEJ
- Continue to specially invite families FFEJ to events and provide resources to help them attend

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:

When we intentionally set aside time in our professional learning plan to contact and reinforce relationships with families (through phone calls, emails, good news cards, and meetings both in person and on Teams), we will increase our relationships and engagement with families of all students.

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:

- More robust website with info on events and programs
- Staff are incentivized for attending evening events
- Families FFEJ are contacted first for surveys about events and November conferences
- Game and movies nights at no cost to students
- Parent interest surveys include demographic data to prioritize responses
- Parent Race and Equity group to advise school on decisions and programs

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:

Lawton staff use both quantitative and qualitative student data to drive decisions in the building, centering our practice on the students who need the most support and connection to access both academic and social emotional skills and growth. Our MTSS process and student test and survey data serve as the essential artifacts to consider in this work.

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:

- Grade level team cycles of data inquiry for MTSS process builds team approach
- Teacher-leader opportunities expanded
- Team building and joyful staff celebrations through the school year

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

- Use of Racial Equity Analysis Toolkit for school and BLT decisions
- Creative Advantage Grant contract with Bayfest Youth Theatre to focus on culture and identity for students

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

- MTSS process that includes all staff in decisions about Tier 1 and 2 interventions
- Staff meetings focused on collaborative discussion about critical school decisions
- Increased TLC roles that include PD, SEL, and TPEP coach
- Stipends for PBIS team and MTSS coordinator (or team leads)
- Safety Team and BLT Team

Budget Allocations to Support Continuous Improvement

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

Academic Year: 23-24

Funding Type: Specific

Funding Source: LAP

Amount: 0.3 FTE

How will funds improve student learning? Academic Intervention - Reading.

Academic Year: 23-24

Funding Type: Specific

Funding Source: Equity

Amount: \$3,600

How will funds improve student learning? Math Intervention – Tutor (180 hours).

Academic Year: 23-24

Funding Type: Specific

Funding Source: Discretionary

Amount: \$10,000

How will funds improve student learning? SEL recess coach (3 hr/day).

Academic Year: 23-24

Funding Type: Specific

Funding Source: Building Stipend

Amount: \$1,500

How will funds improve student learning? PBIS team + MTSS lead.

Academic Year: 23-24

Funding Type: Specific

Funding Source: Creative Arts Grant

Amount: \$9,000

How will funds improve student learning? Bayfest Youth Theatre – culture and identity development.