



Continuous School Improvement Plan (CSIP)

Lawton Elementary

2014-2016

Dorian C Manza, Principal

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our school's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mission and Vision

Our school's mission statement articulates the values and actions that we are committed to in service of students. Our school's vision statement shares what we see as the ideal outcome of our efforts.

Mission

We prepare students to be respectful and responsive to others; curious, creative and confident contributors to our society.

Vision

Lawton Core Beliefs:

We believe school should be engaging to all students.

We believe all will learn and grow through quality instruction, practice, sharing and reflection.

We believe children will develop confidence to meet challenges and to take risks in a respectful, accepting and secure learning environment.

We believe in the education of the whole child through academic rigor, artistic expression, physical education, music, technology, sustainability education and service learning.

We believe in the value of community; we work in partnership with our families to provide an education that connects the classroom to the outside world.

We believe the Lawton community benefits when all individuals contribute their unique passions and interests.

School-Wide LAP Program

Schools within Seattle Public Schools receive either Federal Title I funding or Washington State Learning Assistance Program (LAP) funding in order to support student and school performance and to meet academic and accountability goals. Our school receives LAP funding. Information on our School-Wide LAP Program is listed below.

Conducted needs assessment to determine our CSIP goals that help target students meet standard

At Grade-Level Team (GLT) meetings, and in our Building Leadership Team (BLT) that includes parents and community, and in our back-to-school staff meetings. we analyzed student achievement data from MAP and MSP.

Use reform strategies to improve student learning	We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities, between our free and reduced lunch eligible students and those not eligible, and our students receiving special education services compared with those not receiving services to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We have put in place a Small Group Block that runs Monday-Thursday for half an hour at each grade level and at a minimum doubles the number of adults working with kids during that time. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.
Offer professional development that is high quality and ongoing	<p>We have several early-release days each school year and up to 2 staff meetings a month where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicate a need for enhanced instruction. In addition we utilize many of our building based and teacher directed TRI hours for professional development activities. In 2013-2014 we are focusing our school-wide professional development on transitioning to the Common Core State Standards in Mathematics, and effectively delivering differentiated Math Instruction, developing a robust Multi-Tiered Student Support program, developing common assessments and whole-school screening tools that give us comparable data on students.</p> <p>This year our PTA has matched school budgeted funds to effectively double our Professional Development budget. These funds support workshop fees, professional books, and release time to allow teachers to observe other teachers or attend Lab Days at other schools.</p> <p>The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. In 2012-2013, for example, teachers have participated in week-long Readers Workshop and Writers Workshop trainings, Introduction to the Common Core workshops, Handwriting without Tears Workshops, science kit trainings, and Reading trainings with Mary Ehrensworth focused on Upper Grades.</p>
Increase parent/family involvement	Every CSIP Focus Area includes activities and strategies for increasing parent involvement.
Involved our teachers in decision-making	Teacher representatives and parents participate in our Building Leadership Team (BLT). This group has decision-making authority in numerous areas of school leadership. We meet twice per month on full months, and representatives report back to their grade-level/department teams. They also bring issues and input to BLT meetings from their team members.
Assist our students to meet standards	Our CSIP targets underachieving students in a number of specific areas of student learning.
Retain high quality, highly-qualified staff	We encourage mentors/buddy teachers for those new to our school to help them with instruction and district requirements. The district provides support for new teachers through the STAR Mentor program. New staff are encouraged to be active and involved in committee work and grade-level PLCs at our school. These activities help new staff feel supported and maximize their skill base in order to best serve students.

Transition new students and families into our schools

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students.

Track “Highly Qualified” (HQ) staff

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 25 Highly Qualified teachers in this school and 1 Highly Qualified instructional assistants.

LAP Funding / Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
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School Review

Data Review

The first step in developing this CSIP was completing a comprehensive review of our school. When doing so, we looked at our data across many dimensions and subjects, including, but not limited to, the following reports:

- Attendance Reports
- Performance Management Data and Reports (District Score Card/School Reports)
- Student / Staff / Family School Climate Reports
- Measures of Academic Progress (MAP) Progress Reports
- State Assessment Reports

Issue Summary

After completing our data review and reflecting on what it means, we've identified the following key issues facing our school:

Academic Outcomes

- | | |
|---|---|
| 1. Not meeting standard on state math test | Based on the 2013 Math MSP 20% of third graders, 12% of fourth graders and 7% of fifth graders did not meet standard. |
| 2. Not meeting standard on state writing test | Based on the 2013 MSP 18% of grade four students did not meet standard. |
| 3. Not meeting standard on state reading test | Based on the 2013 MSP 4% of third graders, 4% of fourth graders and 9% of fifth graders did not meet standard. |

Focus Area Details

Focus Areas

While our school works on numerous areas to varying degrees throughout the year, we decided to target our efforts through specific focus areas over the next two years based on the outcome of our school review and issue summary. **Focus areas are overarching themes around which our school dedicates resources to improve specific student outcomes.** A focus area contains six parts, which are defined below. It is important to note that all schools are asked to include mathematics as a focus area since it is a district-wide priority. Further, all schools are instructed to include focus areas for any AYP area that was not met.

Student-focused SMART goals: A SMART Goal is Specific, Measurable, Actionable, Realistic, and Timely. It includes a key student performance (outcome) measure, the student population to which the measure applies, the actual percentage based on the most recent data available, the target percentage, and who is ultimately responsible for ensuring the goal is met. SMART goals are chosen carefully based on school- and student-level data. SMART goals are generally limited to less than five in each focus area so that a school can maintain realistic expectations and remain targeted in its improvement efforts. It is important to note that while a CSIP spans two academic years, SMART goals are generally annual goals. SMART goals for the following year will be revisited and established each winter.

Strategies: the specific approaches, or proven methods, which will be used to reach SMART goals within each focus area. Seattle Public Schools supports foundational strategies (Balanced Literacy, High Level Teaching Moves, etc) and differentiated (targeted) strategies to meet all students' needs. Each strategy falls within an established category in the CSIP and is listed with a specific frequency as well as brief description of what the school will actually be doing to meet its SMART goals within the associated focus area. Each strategy within the CSIP also indicates who is ultimately responsible for seeing that the strategy is implemented as planned.

Progress monitoring: the specific methods that will be used to ensure that action is taken towards reaching the school's SMART goals. For each progress monitoring method, this includes identifying which instruments will be used at what frequency, as well as who is ultimately responsible for monitoring and reporting progress. It is important to note that various assessments, such as MAP, or individual student plans may have additional progress monitoring activities in the form of benchmarks throughout the year at the individual student level.

Professional development: the ways in which a school will seek to train and engage teachers and staff to effectively carry out the strategies in each focus area. Each professional development opportunity can be grouped into a category, and should be reported along with who will be required to participate, the primary facilitator, the frequency, and who is ultimately responsible for seeing that the professional development takes place.

Family engagement: the specific type of family and community engagement a school will employ and the specific family engagement strategy it will implement in order to communicate, serve, and partner with its ethnically and linguistically diverse families in support of student achievement.

Community partners: contact and descriptive information about organizations and individuals who collaborate with a school in support of attaining its SMART goals within one or more focus areas.

The following pages include this information for each of our school's focus areas.

Focus Area: Mathematics

Lawton is committed to challenging all students and expecting growth across the year. We have committed to an all school growth goal measured by MAP data as well as goals targeting our pass rate on the MSP and increasing the percentages of students testing at Level 4 on the state test.

2014-2016 SMART Goals for Mathematics

1. For all students we will increase the percentage of students meeting or exceeding typical growth on MAP from 55% to 65%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
2. For all students we will increase % of students entering at the bottom quartile in mathematics meeting or exceeding typical growth on MAP from 69% to 75%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
3. For intermediate students we will increase the percentage of students proficient on the state test from 87% to 95%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
4. For intermediate students we will increase % of students scoring at Level 4 on the mathematics MSP from 54% to 60%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.

Strategies for Mathematics

Time

1. Daily math blocks

Frequency: Daily per Year

Lead: !Lawton Teachers; Neil T Gerrans

The master schedule allocates a minimum of 60 minutes of Math time for all grades. Often grade levels utilize a "walk to math" approach to differentiate instruction and to address the instructional need of providing standards-based instruction one grade level above placement for students in the Spectrum program.

2. Targeted Small Group Instruction

Frequency: (Unspecified) per As needed

Lead: !Lawton Teachers; Neil T Gerrans; Kristen M Weissenborn

Students identified by our Multi-Disciplinary Team meetings, teacher teams, or PLC groups will receive targeted intervention, instruction and support in small groups.

Instructional Focus

1. Math Fact Practice

Frequency: Once per Week

Lead: !Lawton Teachers; Neil T Gerrans

Students will practice their math facts regularly in grades 1 - 5 to increase their fluency in addition, subtraction, multiplication and division. Many teachers are utilizing technology tools to provide students with regular practice.

2. Problem Solving Instruction

Frequency: Once per Week

Lead: !Lawton Teachers; Neil T Gerrans

Explicitly teach problem solving strategies and plan opportunities for students to solve multi-step problems.

3. Clear Teaching Point or Focus Question

Frequency: Daily per Year

Lead: !Lawton Teachers

Clear teaching points help orient students to the material being learned. They focus instruction and provide transparency into the goals of a lesson.

Progress Monitoring for Mathematics

Assessment

1. Pre/post assessment

Frequency: Twice per Year

Lead: !Lawton Teachers; Neil T Gerrans

2. Pre/post assessment

Frequency: Other per As needed

Lead: !Lawton Teachers; Neil T Gerrans

3. MSP

Frequency: Once per Year

Lead: Neil T Gerrans

All K-5 grade students will take the MAP assessment in the fall and spring. Students in 5th grade will also take the MAP math test in the winter to provide additional data for 6th grade math placement

All students K-5 will participate in ongoing assessments throughout the year. Teachers will also use a variety of formative assessment techniques: oral, whiteboards, checklists, self-assessments, and student conferencing.

This assessment will be administered to all students in grades 3, 4, and 5.

Professional Development for Mathematics

Collaborative Planning

Participants: Grade Level Teachers and Assistants

Facilitator: Staff Member

Frequency: Twice per Month

Lead: Teachers

Regular teacher collaboration meetings will provide an opportunity to analyze student data and share instructional strategies intended to increase student achievement.

CCSS Implementation

Participants: All Staff

Facilitator: Content Coach

Frequency: Once per Year

Lead: !Lawton Teachers; Neil T Gerrans

Teachers will attend district offered trainings on the Common Core State Standards in Mathematics, new teachers will attend initial use trainings for Everyday Math, all classroom teachers will participate in professional development on shifting to the CCSS for math.

Instructional Practice

Participants: All Staff

Facilitator: Principal

Frequency: Once per Year

Lead: !Lawton Teachers; Neil T Gerrans

During our professional learning time, we will read, demonstrate, and share best instructional strategies of differentiated math instruction to challenge all students and to meet their diverse learning styles.

Participants: All Staff

Facilitator: Principal

Frequency: Once per Year

Lead: !Lawton Teachers; Neil T Gerrans

During a staff meeting we will discuss and commit to a common understanding and implementation of teaching problem solving. A Problem Solving PLC is working to deepen our collective practice in this area.

Family Engagement for Mathematics

Communication

Strategy: Email

Frequency: Once per Unit

Lead: !Lawton Teachers

Regular written communication describing the mathematical content lessons and goals. The Lawton teachers will send home the Math Unit introduction letters. Teachers will also communicate about Homelinks and Online resources that students can access through a home computer to practice math skills.

Teachers instructing students in mathematics will also communicate with families regarding this instruction (sometimes this is the homeroom teacher, and at other times this may be a specialist or the teacher leading of a Walk-to-Math class).

Student Learning

Strategy: Implement Family Workshops with Family Math Tool Kits and other materials

Frequency: Once per Year

Lead: Neil T Gerrans

An evening event will be hosted by Lawton teachers and designed to inform parents about specific math vocabulary and strategies that may be different from how parents learned math content. Students will also participate in a Math Olympiad competition where teams collaborate to solve problems and the team who solves the most problems is acknowledged.

Welcoming Environment

Strategy: Welcome volunteers and provide support and training as needed

Frequency: Daily per Year

Lead: !Lawton Teachers

Volunteers are welcome and encouraged to support students during the math block.

Community Partners for Mathematics

Blue Highway Games

Contact: Scott Cooper and Brian Bennink

Phone: (206)282-0540

Email: (Unspecified)

Funding Source: In-kind Donation or Services

Length of Partnership: Multi-year

Blue Highway Games is a company who donates math games to the Lawton Math Night. Students and parents experience the games and have fun with math. Games are available for sale.

Lawton PTA

Contact: Anson Fatland and Carrie Wheeler

Phone: (Unspecified)

Email: presidents@lawtonelementary.org

Funding Source: PTSA or Parent Funded

Length of Partnership: Current year

The Lawton PTA is an integral part of the Lawton community. The Lawton PTA helps provide funding for our small group blocks, our homework club, and building tutors.

End of Mathematics

Focus Area: Writing

Lawton is committed to challenging all students and growing writers in their individual practice.

2014-2016 SMART Goals for Writing

- For 4th grade students we will increase the percentage of students proficient on the state test from 82.2% to 90%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.

Strategies for Writing

Instructional Focus

- Writing Workshop

Frequency: Daily per Year

Lead: !Lawton Teachers; Neil T Gerrans

Teachers are utilizing the Teachers College developed Units of Study and/or curricular calendars to plan for writing instruction.

- School wide focus on the writing process

Frequency: Twice per Month

Lead: !Lawton Teachers; Neil T Gerrans

Continue instructional emphasis on the writing process. Focus will continue to be on content, conventions and organization. Writing instruction will be delivered in both whole group and small group settings according to the WA state standards. Regular writing celebrations will foster a motivation and a purpose for writing and also promote the writing process with our families.

- Complex instruction

Frequency: Daily per Year

Lead: !Lawton Teachers

Teachers in grades K - 2 will use a shared writing approach to model strategies that good writers use in several genres.

Time

- Common planning time

Frequency: (Unspecified) per As needed

Lead: !Lawton Teachers

Lawton teachers will meet in teams and review student writing samples. This data will be used to monitor student progress and to plan appropriate instruction and ensure growth across the year.

Progress Monitoring for Writing

Assessment

- Classroom based assessment

Frequency: 3 Times per Year

Lead: !Lawton Teachers; Neil T Gerrans

Teachers will grade three writing assessments across the year using a Rubric that is common to each grade level team.

- Summative assessment

Frequency: Once per Year

Lead: !Lawton Teachers

We will use our MSP data to monitor how our students are achieving in writing.

Conference/Meeting

1. Student conference
Frequency: Daily per Year
Lead: !Lawton Teachers

Teachers will engage in writing conferences with students regularly as a formative assessment.

Professional Development for Writing**Collaborative Planning**

Participants: Grade Level Teams
Facilitator: Staff Member
Frequency: Twice per Month
Lead: !Lawton Teachers

The teaching staff will participate in grade level teams or Professional Learning Communities to discuss instructional strategies in writing as well as student progress. Each grade level team will develop common rubrics.

Instructional Practice

Participants: All Staff
Facilitator: Principal
Frequency: 4 Times per Year
Lead: !Lawton Teachers; Neil T Gerrans

This year as a professional learning community, the Lawton staff is learning strategies to differentiate activities that we assign in order to challenge all students.

Family Engagement for Writing**Welcoming Environment**

Strategy: Showcase student writing
Frequency: Other per As needed
Lead: !Lawton Teachers

Teachers are encouraged to showcase student writing in a variety of ways, including but not limited to hosting classroom events, such as publishing parties or writers celebrations, putting student writing in the hallway on display, or showcasing writing examples in family communications.

Strategy: Young Authors Celebration
Frequency: Once per Year
Lead: Andrew J Shernoff; Audra Gallegos

Host a school-wide young authors celebration 2 times a year to highlight student writing. Lawton students read a published piece in small cross grade level groups with one adult leading the celebration. Families are invited to participate. Provide certificates to students participating to share with families.

Community Partners for Writing**Lawton PTA**

Contact: Carrie Wheeler and Anson Fatland
Phone: (Unspecified)
Email: presidents@lawtonelementary.org
Funding Source: PTSA or Parent Funded
Length of Partnership: Multi-year

The Lawton PTA is an integral part of the Lawton community. The PTA provides funding for tutoring and professional development that supports all academic areas, including writing.

Community Volunteers

Contact: (Unspecified)

Phone: 252-2130

Email: (Unspecified)

Funding Source: In-kind Donation or Services

Length of Partnership: Multi-year

Teachers and Lawton administration solicit community partners to contribute to the writing process.

End of Writing

Focus Area: Reading / Language Arts

Lawton is committed to challenging all students and expecting growth across the year. We have committed to an all school growth goal measured by MAP data as well as goals targeting our pass rate on the MSP and increasing the percentages of students testing at Level 4 on the state test.

2014-2016 SMART Goals for Reading / Language Arts

1. For all students we will increase the percentage of students meeting or exceeding typical growth on MAP from 59% to 65%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
2. For all students we will increase % of students entering at the bottom quartile in reading meeting or exceeding typical growth on MAP from 70% to 75%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
3. For intermediate students we will increase the percentage of students proficient on the state test from 93% to 95%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.
4. For intermediate students we will increase % of students scoring at Level 4 on the reading MSP from 69% to 75%. The person responsible for this goal is !Lawton Teachers; Neil T Gerrans.

Strategies for Reading / Language Arts

Instructional Focus

1. Readers Workshop Adoption
Frequency: Daily per (Unspecified)
Lead: !Lawton Teachers; Neil T Gerrans

Teachers are utilizing the Teachers College developed Units of Study for reading instruction. As a school we are working to have classroom leveled libraries that utilize the Fountas and Pinnell reading levels. At Lawton we work to provide a balanced literacy approach that includes word study, conferring, shared-reading, guided reading, and self-selected independent reading covering a wide variety of genres.

2. Differentiated Small Group Instruction
Frequency: 4 Times per Week
Lead: !Lawton Teachers; Neil T Gerrans

During our small group instruction block we dedicate extra resources to a grade level with the goal of reducing the adult to student ratio and focus instruction on individual needs and interests. Teachers plan and deploy these resources in a variety of ways including focused skill work, leading guided reading groups, working on vocabulary development, assisting students in independent work projects.

3. Clear Teaching Point or Focus Question
Frequency: Daily per (Unspecified)
Lead: !Lawton Teachers

Clear teaching points help orient students to the material being learned. They focus instruction and provide transparency into the goals of a lesson.

Time

1. Literacy Blocks in Master Schedule
Frequency: Daily per (Unspecified)
Lead: Neil T Gerrans

Lawton has designated daily literacy and math blocks to enable consistent scheduling and support from SPED teachers, tutors as well as potential for mixing of students within a grade.

2. Targeted small group instruction

Frequency: 4 Times per Week

Lead: !Lawton Teachers; Neil T Gerrans; Kristen M Weissenborn

2 hours a week of dedicated time where the teacher to student ratio is reduced through additional staff/tutor/volunteer support allowing for push-in/pull-out instruction in grades 1 - 5. Small group or individual instruction as needed or available given staffing constraints.

The Multidisciplinary Team will work with teachers to analyze reading screening and progress monitoring data to identify students who are struggling. LAP plans will be developed for identified students and we will work with to match them up with tutors, HW club, counseling, as well as developing a case load for our certificated support teacher.

Progress Monitoring for Reading / Language Arts

Assessment

1. MAP

Frequency: Twice per Year

Lead: !Lawton Teachers; Neil T Gerrans

Students will take a MAP reading assessment two times a year.

2. DIBELS Oral Reading Fluency Assessment

Frequency: 3 Times per Year

Lead: !Lawton Teachers; Neil T Gerrans

1st - 5th grade students are tested on their Reading Fluency at the start of the year.

Students identified by grade level teams with potential concerns will be progress monitored periodically

3. Comprehension Tests

Frequency: (Unspecified) per As needed

Lead: !Lawton Teachers; Neil T Gerrans

As a school we utilize the Fountas and Pinnell reading levels for all students. Grade level teams use a variety of additional comprehension assessments to gauge progress or inventory skills including: Reading A-Z, Houghton Mifflin assessments, and Teachers College Running Records.

4. Inventory of Sight Words

Frequency: (Unspecified) per As needed

Lead: !Lawton Teachers; Neil T Gerrans

Beginning with the 2012 school year, we assess K-2 students knowledge of sight words to be able to appropriately target instruction and identify students with deficits in this important skill for fluent reading.

5. Phonics Screenings

Frequency: (Unspecified) per (Unspecified)

Lead: !Lawton Teachers; Neil T Gerrans

We assess K-2 students on a variety of decoding related skills correlated with strong readers. These include DIBELS assessments such as Initial Sound Fluency, Letter Naming Fluency, and Phoneme Segmentation Fluency.

6. Summative assessment

Frequency: Once per Year

Lead: !Lawton Teachers; Neil T Gerrans

MSP testing for all 3rd, 4th and 5th grade students.

Professional Development for Reading / Language Arts

Instructional Practice

Participants: All Teachers

Facilitator: District Staff Member

Frequency: 3 Times per Year

Lead: Neil T Gerrans

Readers Workshop Training - The trainings that a number of staff have participated in include Summer Workshops, Labsites, and PLC groups aimed at implementing Readers Workshop in the classroom.

Participants: All Teachers
Facilitator: Staff Member
Frequency: 5 Times per Year
Lead: Lyon Terry; Neil T Gerrans

Participants: Grade Level Teams
Facilitator: Principal
Frequency: Once per Year
Lead: Neil T Gerrans

CCSS Implementation

Participants: All Teachers and Assistants
Facilitator: Principal
Frequency: 3 Times per (Unspecified)
Lead: Neil T Gerrans

Family Engagement for Reading / Language Arts

Communication

Strategy: Publish family newsletter or similar communication
Frequency: 10 Times per Year
Lead: !Lawton Teachers

Strategy: Curriculum Night
Frequency: Once per Year
Date: 9/26/2013

Lead: !Lawton Teachers; Neil T Gerrans

Strategy: Host parent-teacher conferences at least once a year
Frequency: (Unspecified) per As needed
Lead: !Lawton Teachers

Community Partners for Reading / Language Arts

Lawton PTA

Contact: Carrie Wheeler and Anson Fatland
Phone: (Unspecified)
Email: presidents@lawtonelementary.org
Funding Source: PTSA or Parent Funded
Length of Partnership: Current year

- Running Record Training
- Training on Guided Reading Strategies
- Training on Literature Circles

These trainings are supported by the Literacy Support Committee at the school

Teachers in grades 3-5 will participate in professional development on the "Comprehension Toolkit," which was developed by Stephanie Harvey and Ann Goudvis. This toolkit essentially uses the workshop methodology and outlines non-fiction reading comprehension strategies.

Teachers will become familiar with the Common Core State Standards and utilize them in their planning and instruction

Teachers will send home at least monthly newsletters communicating what students are learning and how families can be supportive at home. Teachers will also recommend online resources to families.

Host a Curriculum Night event where teachers review their classroom procedures, the grade level standards and desired outcomes for the grade level. Teachers also prepare informational packets that parents take home and can refer to.

We look forward to Parent-Teacher Conferences to have dedicated time to focus in on individual student strengths and any areas of concern, as well as a chance to build our home-school partnership with the aim of helping students have consistent support.

The Lawton PTA is an integral part of the Lawton community. The PTA provides funding that helps provide for hourly tutors. It also helps fund classroom libraries and small group block instruction.

The Rotary Club

Contact: Muriel Boyd

Phone: (206)285-1000

Email: (Unspecified)

Funding Source: External Organization Funded

Length of Partnership: Current year

The Rotary Club generously donates 80 dictionaries for all of our third grade students.

End of Reading / Language Arts

Focus Area: Physical Education/Health

Lawton is committed to the wellness of the whole-child (academics, social, emotional and physical). Research shows that learning is cultivated through developing all aspects of a growing child including Physical Education and Health. At the end of the 2011-2012 school year 77% of the 5th grade students met standard on the state required OSPI Developed Health and Fitness Assessment.

2014-2016 SMART Goals for Physical Education/Health

- For 5th grade students we will increase the number of students meeting standard on the state required OSPI Developed Health and Fitness Assessment from 79% to 85%. The person responsible for this goal is Cheryl Parks; Jana M Kohler.
- For intermediate students we will increase percentage of students answering positively on the climate survey question "it is easy for me to make friends at Lawton" from 80% to 85%. The person responsible for this goal is Kristen M Weissenborn.

Strategies for Physical Education/Health

Instructional Focus

- PE Standards

Frequency: Daily per Year

Lead: Cheryl Parks; Jana M Kohler

State health and fitness standards will be implemented

Progress Monitoring for Physical Education/Health

Assessment

- Classroom Based Assessment

Frequency: 5 Times per Year

Lead: Cheryl Parks; Jana M Kohler

Pre and Post assessments will be given using the Five for Life Curriculum unit quizzes. These will be used throughout the school year to monitor student understanding of health and fitness content.

- Formative Assessment

Frequency: Once per Month

Lead: Cheryl Parks; Jana M Kohler

Homework will be given on a monthly basis with content related to the OSPI developed Health and Fitness Assessment. The homework will be used to determine if content needs to be revisited or if the students are gaining an understanding of the concepts.

Assessment

- School-Wide Needs Survey

Frequency: (Unspecified) per As needed

Lead: Kristen M Weissenborn

Ongoing assessments will be given tied to Common Core State Standards and standards from the American School Counselor Association. These will be used throughout the school year to monitor student growth in areas of social and emotional health.

- (Unspecified)

Frequency: (Unspecified) per As needed

Lead: Kristen M Weissenborn

Using school-wide data, small groups of students will be targeted using MTSS model. Small groups will receive instruction and support around social/emotional goals. Formative assessments will be on-going and track student progress.

Professional Development for Physical Education/Health

Instructional Practice

Participants: All Staff

Facilitator: Staff Member

Frequency: 3 Times per Year

Lead: Cheryl Parks; Jana M Kohler

PE specialists will attend a minimum of 3 Physical Education professional development opportunities that are offered by Seattle Schools or outside organizations.

Family Engagement for Physical Education/Health

Communication

Strategy: Publish family newsletter or similar communication

Frequency: Once per Month

Lead: Cheryl Parks

Family Communication

Monthly newsletters will be sent home to families. The newsletter will focus on how students and families can engage in health and fitness activities at home including but not limited to core conditioning activities; providing and integrating healthy habits into daily home routines; and communicating upcoming events related to the PE curriculum and community events.

Strategy:

Frequency: 3 Times per Year

Lead: Cheryl Parks; Jana M Kohler

PE Progress Reports

Updates on student assessments will be provided to families in a P.E. report card during the regular progress report intervals (trimesters).

Decision Making and Advocacy

Strategy: Family Health and Fitness Night

Frequency: Once per Year

Date: 11/14/2013

Lead: Cheryl Parks; Kristen M Weissenborn; Jana M Kohler

The Magnolia community is an integral part of the Lawton Community. By partnering with community advocates to provide information on physical and mental health, Lawton has the opportunity to create an inclusive community of lifelong learners. Family Health and Fitness Night will include information for families on maintaining physical and mental health, as well as provide resources in these areas.

Community Partners for Physical Education/Health

Lawton PTA

Contact: Carrie Wheeler and Anson Fatland

Phone: (Unspecified)

Email: presidents@lawtonelementary.org

Funding Source: PTSA or Parent Funded

Length of Partnership: Current year

The Lawton PTA is an integral part of the Lawton community. The Lawton PTA supports many aspects of Lawton, including the physical education program. The PTA helps provide funding for updating, maintaining and purchasing new equipment. In addition the PTA collaborates with PE specialists for school-wide events, such as field day, Move-a-thon, Fall Festival, Dance Enrichment.

End of Physical Education/Health

Focus Area: Visual and Performing Arts

Lawton is committed to educating the whole-child and promoting learning through a variety of methods. The music program at Lawton helps cultivate learning by enriching different parts of the brain.

2014-2016 SMART Goals for Visual and Performing Arts

- For 5th grade students we will increase the percentage of 5th grade students who score a 3 or above on the new district anchor assessment from 75% to 80%. The person responsible for this goal is Elaine M Cooper.

Strategies for Visual and Performing Arts

Instructional Focus

- Music Curriculum

Frequency: Twice per Week

Lead: Elaine M Cooper

The music specialist will utilize the current music curriculum and new district texts with additional resources to teach K-5 students skills and concepts for their grade level. 5th grade will study a 4-6 week unit of study on composition before taking their district assessment.

Progress Monitoring for Visual and Performing Arts

Assessment

- Unit and Anchor Assessments

Frequency: 3 Times per Year

Lead: Elaine M Cooper

All 5th grade students will be given 3 major assessments, in October, late January and one in April.

Conference/Meeting

- Student conference

Frequency: Other per As needed

Lead: Elaine M Cooper

The music specialist will hold conferences for those students who are having difficulty understanding music concepts and skills. Individual goals and activities will be established and a progress plan developed.

Individualized goals are established in conferences for students who are prepared to extend their learning beyond the whole group curriculum.

Professional Development for Visual and Performing Arts

Content Knowledge

Participants: All Staff

Facilitator: Staff Member

Frequency: Once per Year

Lead: Elaine M Cooper

The music specialist will continue to develop a curriculum map with content and assessments in each grade level. Focus will be on content for 3-5th grade providing opportunities for collaboration and parallel focus between the classroom and the music program. (Science of Sound, Washington State history, Land/Water Forms, Seattle Symphony)

Family Engagement for Visual and Performing Arts

Student Learning

Strategy: Evening Music Concert for the K-5 grade families

Frequency: Once per Year

Lead: !Lawton Teachers; Elaine M Cooper

Strategy: Character Assemblies

Frequency: Once per Month

Lead: !Lawton Teachers; Elaine M Cooper

Communication

Strategy: Lawton Music Newsletter/Updates

Frequency: Once per Month

Lead: Elaine M Cooper

The music specialist will plan, develop and facilitate an evening music concert once per year for each grade level.

Facilitate and run monthly assemblies connected and coordinated with the Assembly committee and tied to grade level concerts sharing musical learning with the Lawton community.

The music specialist will give trimester updates to the PTA newsletter and provide a seasonal music newsletter with upcoming community and Lawton events, information about the music curriculum and other important information related to the Lawton music program.

Community Partners for Visual and Performing Arts

Lawton PTA

Contact: Carrie Wheeler and Anson Fatland

Phone: (Unspecified)

Email: presidents@lawtonelementary.org

Funding Source: PTSA or Parent Funded

Length of Partnership: Current year

The Lawton PTA is an integral part of the Lawton community. The PTA helps provide funding for updating, maintaining and purchasing new instruments and other music-related needs.

End of Visual and Performing Arts

CSIP Development Process

Annual Review Cycle

The following outlines the types of CSIP-related planning activities that occur throughout the year at our school within the annual CSIP review and development process.

Winter	Our Principal will receive mid-year MAP data from the District's central office and engage staff and the Building Leadership Team (BLT) in an analysis of the student assessment data to make initial revisions to our CSIP. Our principal will submit a draft CSIP to the School Improvement department and to our Executive Director of Schools for feedback. Our CSIP will be revised as needed. Our Principal and Building Leadership Team will share the revised CSIP drafts with our community for further input and to build a collective commitment to successfully implement the plan. Our CSIP will also be used to inform the budget development process. Our principal will participate in a CSIP peer review process by February to assess mid-year student performance and adjust CSIP goals as needed.
Spring	Our principal will receive spring MAP data from the District's central office and engage staff and the BLT in an analysis of the student assessment data to update the CSIP document.
Summer	Our Principal and BLT will revisit and update our CSIP in June after receiving end-of-year data, including spring MAP results. State assessment results will be analyzed and incorporated into our CSIP as soon as they are available in August.
Fall	Our Principal will receive fall data from the District's central office and engage staff and the BLT in an analysis of the student assessment data to make initial revisions to our CSIP. In order to meet state compliance requirements, our Principal, staff and BLT will update our CSIP by November.

Stakeholder Involvement

The following sections outline who is involved in developing our school's CSIP as well as the related responsibilities.

Building Leadership Team (BLT)

The BLT leads the process of a comprehensive school review, which includes studying state, district benchmark, and classroom-based assessment data with input from staff, parents/families, community members, students, instructional/content coaches, educational directors, and other district support staff or outside experts.

BLT Membership:

- 5 teachers are currently on our BLT
- 1 staff are currently on our BLT
- 3 parents/guardians are currently on our BLT

<p>Parents/Community BLT members</p>	<p>Parent Notification / Communication In October, copies of both our District Parent Policy (translated in the major non-English languages of district families) and School Parent Policy will be sent home with all students via newsletters or separate letters.</p> <p>Events Where CSIP will be Discussed</p> <ul style="list-style-type: none"> • Open House • PTA/PTSA Meeting
<p>Outside Experts Not applicable</p>	<p>Outside Expert Support on CSIP</p> <ul style="list-style-type: none"> • ED of Schools P - 12

SPS Central Office

The district’s central office is responsible for providing ongoing technical assistance and support by developing the CSIP framework. In addition, the district must:

- Train principals and school teams on creating meaningful CSIPs with relevant data and stakeholder input.
- Assist schools in completing the CSIP.
- Instructional coaches work directly with instructional staff and school leaders to improve instruction, engage all students, and maximize learning.
- Train principals in the development of SMART Goals and how to use data to drive instructional decisions.
- Remind schools of OSPI’s and district’s deadlines for completion of tasks/submission of documents and compliance regulations.
- Executive Director, Sarah Pritchett

How Our School's CSIP Addresses and Complies with the "Nine Characteristics of Effective Schools"

The following describes how our school meets the Nine Characteristics of Effective Schools and how this is reflected throughout the CSIP development process.

Clear and shared focus	Our school has a mission guided by core beliefs. Our school has analyzed relevant data and expressed insights, and determined student learning goals based on the data analysis and insights.
High standards and expectations	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed uniform bars or at least safe harbor. Our student achievement goals are data-driven.
Effective school leadership	Our school selects individuals to be responsible for the implementation of SMART goals, strategies, progress monitoring, and professional development within each focus area, including (among others), our principal and teachers.
Supportive learning environments	Our school's SMART goals for state assessment areas are based on sufficient increase in student achievement to meet/exceed uniform bars or at least safe harbor. Our student achievement goals are data-driven.
High level of community and family involvement	Our school includes parent/community representation in the development of the CSIP. Our school identifies community partners that engage with the school in support of student learning. Our school includes one or more strategies for family/community engagement for every SMART goal.
Frequent monitoring of teaching / learning	Our goals include details of periodic monitoring/assessment of student learning throughout the year. This data is used to determine adjustments in instruction, interventions, and support.
Curriculum, instruction and assessment aligned with standards	Each of our school's academic goals is based on the state standards, state assessment standards, and/or district-approved classroom-based assessments. If our school misses AYP standard in any subject, we select the area as a focus area for the following year.
Focused professional development	Each of our focus areas includes the professional development that will occur in order to ensure effective goal implementation.
High levels of communication and collaboration	Our staff and parents/community collaborate in the CSIP development and ongoing monitoring/adjusting. Our school shares C-SIP goals, strategies, and activities with our school community at a parent meeting every Fall.

CSIP and Other Plans

CSIP and SPS Strategic Plan

Part of the purpose of the CSIP is to help our school identify goals and strategies that will contribute to and support the district's overall goals and strategies found within the district's strategic plan *Excellence for All*. The focus areas we've selected in our CSIP support one or more of the strategies in the district's strategic plan, as described below.

Engaging Stakeholders	Lawton has a large committed corps of parents that support the school academically , socially and financially. Parents are a part of the BLT and the PTA has 200+ members.
Ensuring Excellence in Every Classroom	The systems and practices in place at Lawton support the student population through strong professional development, an active MultiDisciplinary Team (MDT), a BLT Committee, strong community networks and involved parents.
Improving our Systems	We utilize district support to provide training to our staff in order to support our programs and resources. We also seek outside support to provide new learning and practices in order to improve student learning and school practices.
Strengthening Leaders System-wide	Lawton depends on its staff members to provide leadership in numerous areas as teacher leaders.