



Continuous School Improvement Plan (CSIP)

Lawton Elementary

2011-2013

Christine M Helm, Principal

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our school's plan of action for 2011-2013. 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

Lawton learners are kind, respectful, responsible, and are achievers. The Lawton School community is committed to meeting the diverse needs of students. We support and encourage students' creative expression and critical thinking skills through an inclusive and integrated education that provides both guided practice and independent exploration.

Vision

We are committed to preparing our students to contribute positively to a diverse, multicultural society by: developing fundamental academic knowledge; infusing literary and artistic work into daily programs; applying and testing problem-solving strategies; incorporating self-management and collaborative learning strategies throughout the day.

Adequate Yearly Progress (AYP)

Under the No Child Left Behind Act (NCLB) and the Elementary and Secondary Education Act (ESEA), schools are evaluated annually on state assessment results in reading and math for all tested grades (Grades 3-8 and 10) to determine if they have met adequate yearly progress (AYP) targets. A school moves into "improvement" status after it misses its AYP goals for two consecutive years in the same subject – reading or mathematics. To exit improvement, a school or district must meet AYP goals in each category for two consecutive years. Information on our schools AYP status, school improvement step, and, if applicable, AYP goals, is included below.

Based on the most recent data available, our school made AYP in all measured areas.

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, we analyzed student achievement data from MAP and MSP. We then developed data-based SMART goals for student growth in all major goal areas.

Use reform strategies to improve student learning	We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities 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 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	We have several days each school year where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science.
Increase parent/family involvement	Every major student learning goal includes activities and strategies for increasing parent involvement.
Involved our teachers in decision-making	Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our 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 provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. 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. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provide instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 28 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)
- 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 2011 Math MSP 15.4% of third graders, 9.7% of fourth graders and 15.1% of fifth graders did not meet standard. |
| 2. Not meeting standard on state writing test | Based on the 2011 MSP 18.1% of grade four students did not meet standard. |
| 3. Not meeting standard on state reading test | Based on the 2011 MSP 6.4% of third graders, 8.3% of fourth graders and 17% 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 individual grade level goals based on MSP data.

2011 - 2012 SMART Goals for Mathematics

1. For all students we will increase the percentage of students meeting or exceeding typical growth on MAP from 75% to 85%. The person responsible for this goal is Christine M Helm; Teachers; Neil T Gerrans.
2. For 3rd grade students we will increase the percentage of students proficient on the state test from 84.6% to 90%. The person responsible for this goal is Christine M Helm; Janine E Anderson; Linda Cutler; Neil T Gerrans; Susan Krizanc; Sarah Mitchell; Shirley Rybock; Tessie Wong.
3. For 4th grade students we will increase the percentage of students proficient on the state test from 84.6% to 93%. The person responsible for this goal is Christine M Helm; Krista A Kelly; Emilia L Misner; Andrew J Shernoff; Janine E Anderson; Neil T Gerrans; Susan Krizanc; Phouy Vilaysom.
4. For 4th grade students receiving Free and Reduced Lunch Services we will increase the percentage of students proficient on the state test from 50% to 75%. The person responsible for this goal is Christine M Helm; Krista A Kelly; Emilia L Misner; Andrew J Shernoff; Janine E Anderson; Neil T Gerrans; Susan Krizanc; Phouy Vilaysom.
5. For 5th grade students we will increase the percentage of students proficient on the state test from 90.3% to 98%. The person responsible for this goal is Christine M Helm; Peter Hubbard; Lillian K Ulmer; Janine E Anderson; Neil T Gerrans; Susan Krizanc.
6. For 5th grade students receiving Free and Reduced Lunch Services we will increase the percentage of students proficient on the state test from 66.7% to 75%. The person responsible for this goal is Christine M Helm; Peter Hubbard; Lillian K Ulmer.

Strategies for Mathematics

Instructional Focus

1. Complex instruction

Frequency: Daily per Year

Lead: Christine M Helm; Teachers

Teachers will differentiate instruction to meet the diverse needs of all students.

2. Math Fact Practice

Frequency: Daily per Year

Lead: Christine M Helm; Teachers

Students will practice their math facts regularly in grades 1 - 5 to increase their fluency in addition, subtraction, multiplication and division.

3. Complex instruction

Frequency: Once per Week

Lead: Christine M Helm; Teachers

Explicitly teach the steps to sequential problem solving strategies and plan opportunities for students to solve problems sequentially.

Time

1. Ability grouping for math instruction

Frequency: Daily per Year

Lead: Christine M Helm; Teachers

Schedule grade level "walk to math" blocks to accommodate our students in the Spectrum program who also accelerate on grade level above.

Progress Monitoring for Mathematics

Assessment

1. Pre/post assessment

Frequency: Once per Trimester

Lead: Christine M Helm; Teachers

2. Pre/post assessment

Frequency: 10 Times per Year

Lead: Christine M Helm; Teachers

3. MSP

Frequency: Once per Year

Lead: Christine M Helm; Teachers

Other Student Data

1. Timed skill practice tracking

Frequency: Daily per Week

Lead: Christine M Helm; Teachers

Professional Development for Mathematics

Collaborative Planning

Participants: Grade Level Teams

Facilitator: Staff Member

Frequency: 6 Times per Month

Lead: Teachers

Content Knowledge

Participants: All Staff

Facilitator: Content Coach

Frequency: Once per Year

Lead: Christine M Helm; Teachers

Instructional Practice

Participants: All Staff

Facilitator: Principal

Frequency: Once per Year

Lead: Christine M Helm; Teachers

K-5 grade students will take the MAP assessment in the fall, winter and spring.

All students K-5 will be assessed at the beginning and end of each EDM unit throughout the year. Teachers will also use the EDM oral/slate, checklist, and RSAs.

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

Time students answering math fact problems and track progress over time in grades 2 - 5. Students will be encouraged to increase their fluency and reduce the time it takes to answer math fact problems.

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

Teachers will attend district offered Everyday Math professional development.

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: Christine M Helm; Teachers

During a staff meeting we will discuss and commit to a common understanding and implementation of teaching the sequential steps to problem solving.

Family Engagement for Mathematics

Communication

Strategy: Email
Frequency: Once per Unit
Lead: Teachers

Regular written communication describing the mathematical content lessons and goals. The Lawton teachers will send home the Everyday 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.

Student Learning

Strategy: Implement Family Workshops with Family Math Tool Kits and other materials
Frequency: Once per Year
Lead: Christine M Helm

An evening event will be hosted by Lawton teachers and designed to inform parents about specific Everyday 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: Teacher; Helen R Pitts

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: Diana Deen and Sarah Terry
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 a designated certificated math tutor.

End of Mathematics

Focus Area: Writing

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 individual grade level goals based on MSP data.

2011 - 2012 SMART Goals for Writing

1. For all students we will increase the percentage of students who are at or above standard on the school student progress report from N/A% to 90%. The person responsible for this goal is Christine M Helm; Teachers.
2. For 4th grade students we will increase the percentage of students proficient on the state test from 82% to 90%. The person responsible for this goal is Teachers.

Strategies for Writing

Instructional Focus

1. School wide focus on the writing process

Frequency: Twice per Month

Lead: Teachers

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. End of Unit writing celebrations will foster a motivation and a purpose for writing and also promote the writing process with our families.

2. Complex instruction

Frequency: Daily per As needed

Lead: All Staff

Teachers in grades K - 2 will use a shared writing approach to model strategies that good writers use in personal narrative, expository, fiction, and poetry writing.

Time

1. Common planning time

Frequency: Other per As needed

Lead: Teachers

Lawton teachers will meet in grade level 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.

2. Young Authors Writing Celebration

Frequency: Once per Year

Lead: Teachers

Each spring, Lawton students read a published piece in small cross grade level groups with one teacher leading the celebration.

Progress Monitoring for Writing

Assessment

1. Classroom based assessment

Frequency: 3 Times per Year

Lead: Christine M Helm; Teachers

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

2. Summative assessment

Frequency: Once per Year

Lead: Teachers

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

Conference/Meeting

1. Student conference

Frequency: Daily per As needed

Lead: 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: Teachers

The teaching staff will participate in grade level 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: Christine M Helm; Teachers

This year as a professional learning community, the Lawton staff is learning strategies to differentiate the 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: 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: Kathleen Dial

Host a school-wide young authors celebration to highlight student writing. Invite families to participate. Provide certificates to students participating to share with families.

Community Partners for Writing**Lawton PTA**

Contact: Diana Deen and Sarah Terry

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 after school homework club that supports all academic areas, including writing.

Community Volunteers

Contact: Helen Pitts

Phone: 252-2130

Email: (Unspecified)

Funding Source: In-kind Donation or Services

Length of Partnership: Multi-year

Helen Pitts, our Volunteer Coordinator, works closely with our teachers to recruit community volunteers who will work with specific classrooms on a regular basis.

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 individual grade level goals based on MSP data.

2011 - 2012 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 70% to 80%. The person responsible for this goal is All Staff.
2. For 3rd grade students we will increase the percentage of students proficient on the state test from 93.6% to 95%. The person responsible for this goal is (unspecified).
3. For 4th grade students we will increase the percentage of students proficient on the state test from 93.6% to 98%. The person responsible for this goal is Christine M Helm; Krista A Kelly; Emilia L Misner; Andrew J Shernoff; Janine E Anderson; Susan Krizanc.
4. For 4th grade students receiving Free and Reduced Lunch Services we will increase the percentage of students proficient on the state test from 83% to 93%. The person responsible for this goal is Christine M Helm; Krista A Kelly; Emilia L Misner; Andrew J Shernoff; Janine E Anderson; Susan Krizanc.
5. For 5th grade students we will increase the percentage of students proficient on the state test from 91.7% to 98%. The person responsible for this goal is Christine M Helm; Peter Hubbard; Lillian K Ulmer; Janine E Anderson; Susan Krizanc.
6. For 5th grade students receiving Free and Reduced Lunch Services we will increase the percentage of students proficient on the state test from 33.3% to 50%. The person responsible for this goal is Christine M Helm; Peter Hubbard; Lillian K Ulmer; Janine E Anderson; Susan Krizanc.

Strategies for Reading / Language Arts

Instructional Focus

1. Small group/individual guided reading
Frequency: Daily per As needed
Lead: Teachers

Lawton incorporates a balanced literacy approach to reading instruction. During the one hour reading block word study skills are explicitly taught according to the WA State standards. In grades K-2, students learn in small groups where the instructor demonstrates decoding and comprehension strategies. This is called the practice of guided reading. The teacher also listens and monitors the progress of students while they read out loud. Students in grades 3-5 read novel sets and engage in literature circle conversations about their reactions and understandings of the text. Time is allocated for independent reading in every classroom. Students are encouraged to read "just right" books, no more than 5 mistakes per page during independent reading time. The goal is for students to increase their reading level and increase their stamina between the fall and the spring. Teachers conference with students and help readers to self-select "just right" books. During the conference, teachers and students discuss their strengths and opportunities for growth in reading.

Time

1. Double dose

Frequency: Other per As needed

Lead: Teachers; Helen R Pitts; Janine E Anderson; Jane A Salnick

Teachers will analyze reading data to identify students who are struggling. They will work with tutors, volunteers, and intervention teachers to schedule a double dose of reading for identified students. Interventions include: Read Naturally and timed reading passages to increase fluency. Volunteers read with students and frequently ask questions to check for understanding. Tutors work with small groups of students on decoding, word pattern, and concepts of print strategies.

Progress Monitoring for Reading / Language Arts**Assessment**

1. MAP

Frequency: 3 Times per Year

Lead: Christine M Helm; Teachers

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

2. DRA

Frequency: Twice per Year

Lead: Susan R Dowd; Lyon Terry; Carol Anderson; Richard Conner; Ann Marie J Eppley; Michael Matzner; Tracy McDonagh; Susan Palewicz; Jenifer L Rudisill

Kindergarten, First and Second grade students will be tested for fluency, accuracy, and comprehension in the fall and in the spring.

3. Gates McGinnity, Harcourt Reading Skills

Frequency: Twice per Year

Lead: Peter Hubbard; Lillian K Ulmer; Krista A Kelly; Emilia L Misner; Andrew J Shernoff; Sarah Mitchell; Shirley Rybock; Tessie Wong

Third grade uses the Gates McGinnity to test students to indentify their vocabulary and comprehension levels. The Fourth and Fifth grades use the Harcourt Reading Skills test to also assess vocabulary and comprehension levels.

4. Summative assessment

Frequency: Once per Year

Lead: Christine M Helm; !Lawton Teachers

MSP

Professional Development for Reading / Language Arts**Instructional Practice**

Participants: All Staff

Facilitator: Principal

Frequency: Twice per Year

Lead: Christine M Helm

Professional Development in differentiating reading instruction for all levels of readers will be scheduled across the year for all teachers.

Participants: Grade Level Teachers and Assistants

Facilitator: Principal

Frequency: Once per Year

Lead: Christine M Helm

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-fictional reading comprehension strategies for teachers.

Participants: All Staff
Facilitator: Staff Member
Frequency: Twice per As needed
Lead: Susan R Dowd; Lyon Terry

Content Knowledge

Participants: Grade Level Teachers and Assistants
Facilitator: Consultant
Frequency: 5 Times per Year
Lead: Christine M Helm; Susan R Dowd; Lyon Terry; Carol Anderson; Richard Conner; Ann Marie J Eppley; Michael Matzner; Tracy McDonagh; Susan Palewicz; Jenifer L Rudisill

Family Engagement for Reading / Language Arts

Communication

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

Strategy: (Unspecified)
Frequency: Once per Year
Date: 9/21/2011
Lead: Christine M Helm; Teachers

Community Partners for Reading / Language Arts

Lawton PTA

Contact: Diana Deen and Sarah Terry
Phone: (Unspecified)
Email: psidents@lawtonelementary.org
Funding Source: PTSA or Parent Funded
Length of Partnership: Current year

The Rotary Club

Contact: Muriel Boyd
Phone: (206)285-1000
Email: (Unspecified)
Funding Source: External Organization Funded
Length of Partnership: Current year

A voluntary learning opportunity will be offered in order to review using the Reading A-Z tool for fluency assessments.

Teachers in grades K-2 will participate in Readers Workshop training with a consultant from Teachers College. The training is scheduled for two days in November and three days in March at Lawton.

Teachers wil send home at least monthly newsletters communicating what studnets are learning and how families can be supportive at home. Teachers will also reccommend 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.

The Lawton PTA is an integral part of the Lawton community. The PTA provides funding that helps provide a designated certificated reading tutor. It also helps fund after school homework club that supports all academic areas.

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

Magnolia Ecumenical Clergy Association

Contact: Marilyn Cornwell

Phone: (Unspecified)

Email: rector@ascensionseattle.org

Funding Source: In-kind Donation or Services

Length of Partnership: Current year

Three parishes from the Magnolia Ecumenical Clergy Association donated hundreds of new books to Lawton classrooms: grades 3, 4, and 5. Teachers provided lists of books and parishiners donated generously. The Magnolia Bookstore also contributed by offering a 20% discount on all books for Lawton. We are very grateful for this tremendous community support!

[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 2010-2011 school year 61% of the 5th grade students met standard on the mile run assessment (Boys=9:30 or less and Girls= 10:00 or less).

2011 - 2012 SMART Goals for Physical Education/Health

1. For 5th grade students we will increase number of 5th Grade students meeting minimum PE standards from 67% to 72%. The person responsible for this goal is Kathleen Dial; Cheryl Parks.

Strategies for Physical Education/Health

Instructional Focus

1. PE Standards

Frequency: Daily per Year

Lead: Kathleen Dial; Cheryl Parks

Federal PE health and fitness standards will be implemented

2. Club Cards

Frequency: Once per Month

Lead: Kathleen Dial; Cheryl Parks

Club cards - cards earned by developing proficiency at a variety of skills that promote increased cardiovascular strength, endurance, coordination and balance. Students will be given frequent opportunities to work on skills through stations allowing them to work toward earning club cards.

Progress Monitoring for Physical Education/Health

Assessment

1. Classroom Based Assessment

Frequency: Once per Month

Lead: Kathleen Dial; Cheryl Parks

All students will perform the 1/2 mile assessments once per month or the pacer test if weather does not permit running outside. These assessments will help students to identify appropriate pacing and heart rate levels while building cardio respiratory levels.

2. Pre/Post Assessment

Frequency: 3 Times per Year

Lead: Kathleen Dial; Cheryl Parks

All students will write a student fitness goal addressing one of the core fitness areas. Once the goal is developed the student will develop a list of home activities that will help meet his/her goal. These goals will be monitored and updated at each report card interval (trimesters).

Professional Development for Physical Education/Health

Instructional Practice

Participants: All Staff

Facilitator: Staff Member

Frequency: Once per Year

Lead: Kathleen Dial; Cheryl Parks

PE specialists will provide/demonstrate creative warm-ups that classroom teachers and support staff can do to stimulate the brain to learn and increase cardio levels in the classroom.

Family Engagement for Physical Education/Health

Communication

Strategy: Publish family newsletter or similar communication

Frequency: Once per Month

Lead: Kathleen Dial; Cheryl Parks

Strategy: Publish family newsletter or similar communication

Frequency: 3 Times per Year

Lead: Kathleen Dial; Cheryl Parks

Strategy: Publish family newsletter or similar communication

Frequency: Once per Year

Lead: Kathleen Dial; Cheryl Parks

Community Partners for Physical Education/Health

Lawton PTA

Contact: Diana Deen and Sarah Terry

Phone: (Unspecified)

Email: presidents@lawtonelementary.org

Funding Source: PTSA or Parent Funded

Length of Partnership: Current year

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 cardiorespiratory activities; providing and integrating healthy habits into daily home routines; and communicating upcoming events related to the PE curriculum and community events.

PE Report Cards and Student Goals

Students will write individual fitness goals and develop activities that he/she can do at home to work toward that goal. These activities will be shared with families to help build the partnership between school and home, working toward better health and physical fitness. Updates on this goal will be provided to families in a P.E. report card during the regular report card intervals (trimesters).

Health and Fitness Fair

A health and fitness fair will be planned, organized and facilitated by the PE specialists for the Lawton community. This will be a school-wide community event open to all Lawton families. It highlights how families can stay active, fit and healthy by showcasing local community resources. It will also provide opportunities for students to showcase activities and fitness standards to parents and families.

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. The goal is for 80% of the 5th grade students to pass the CPBA state assessment in music.

2011 - 2012 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 state music assessment, "Zoo Tunes." from N/A% 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

Utilizing the current music curriculum to teach students from K-5 the musical elements and concepts for their grade level.

Progress Monitoring for Visual and Performing Arts

Assessment

- Music Quizzes

Frequency: 3 Times per Year

Lead: Elaine M Cooper

All 5th grade students will be given a music quiz in the fall to establish a baseline score, then a mid-year check-in and, at the end of the year, a final assessment.

Conference/Meeting

- Student conference

Frequency: Once per As needed

Lead: Elaine M Cooper

The music specialist will have conferences with 5th grade students who are struggling to understand or recall the musical concepts. Individual goals and activities to help the student will be established for a progress plan.

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 develop a curriculum map highlighting content covered in 5th grade to provide to the Lawton staff. This will provide opportunities for collaboration and parallel focus between the classroom and the music program.

Family Engagement for Visual and Performing Arts

Student Learning

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

Frequency: Once per Year

Lead: Elaine M Cooper

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

Communication

Strategy: Music Information in Lawton Newsletter

Frequency: Once per Month

Lead: Elaine M Cooper

The music specialist will put monthly updates in a Lawton music newsletter about 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: Diana Deen and Sarah Terry

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
- 6 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"> • PTA/PTSA Meeting • (Unspecified)
<p>Outside Experts Not applicable</p>	<p>Outside Expert Support on CSIP</p> <ul style="list-style-type: none"> • ED of Schools P - 12 • School Improvement Department

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, Nancy Coogan

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 and vision. 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 SIT team, a BLT Committee, strong community networks and involved parents.
Improving our Systems	We depend on 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.