



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

Lafayette Elementary School

Purpose

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

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Lafayette Elementary School

Principal: Cynthia Chaput

Members of the Building Leadership Team and Parent/Guardian Partners: Monica Smith, Anna Anderson, Holly Rice, Sarah Dillard, Greg Schroeder, Michael Marks, Matilda Nicholas, Becky Brownlee, Brianna Allen

Community Partners (Community Based Organizations): Hiawatha Community Center



[Lafayette Elementary School Report](#)

[Lafayette Elementary School Climate Survey](#)

School Overview

Lafayette is a neighborhood school in West Seattle serving approximately 500 students. It is a continuum school serving students with special education needs in the developmental preschool program, K-5 Focus, Extended Resource and Resource Rooms. It offers a garden program in addition to students having instruction in Literacy, Math and Science. Students have specials in Physical Education, Art, Music, Library and Counselor. Lafayette also has strong community partnership with an afterschool childcare program through Hiawatha. Our PTA is strong and very active in planning activities for students and families.

All students are provided access to an equitable education through the district adopted curriculum materials and state standards in all academic areas. Lafayette has an Multilingual Language program to that focuses on working with students and teachers to provide support in language acquisition. We use the structure of Multi-Tiered Support Services so that all students receive individualized instruction. This also includes progress monitoring so that students are supported with rigor in both areas of challenge and enrichment.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

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

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

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

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

Learning Environments Measures and Targets

Three-year Goal:

By June 2026, students will respond on the Climate Survey that they feel that can learn about their culture and history. Currently, 60% of students feel they can learn about their culture and history and we will increase this to 90%.

One-year Goal:

By June 2024, students will have a 75% positive response on the Climate Survey that they can learn about their culture and history.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

Lafayette Elementary takes pride in creating a welcoming environment where all students and families are welcomed and celebrated. We feature student art, focusing on their values and culture, prominently throughout the school. We also have a staff bulletin board with photos to view right when you walk in so people know they adults who work in the building.

Our schoolwide goals are to show respect, make good decisions, and solve problems. We consistently support students in the achievement of these goals. Students are recognized for these goals with leopard tickets, where there is a class drawing on Fridays. Students selected in the drawing are recognized with a small prize and a group photo displayed in the lunchroom.

Cultivating student voice and leadership is very important at Lafayette Elementary. We have a student council that is representative of our school as a whole. The council members support our school by leading school-wide activities like assemblies, School-wide votes, and data collection focused on improving our school.

Each classroom at Lafayette also participates in the VIP program. In this program each student in each is the VIP for one week. During this week they will create a presentation to share with the rest of the class, so we can all get to know each other better.

Teachers are implementing our tier one social emotional learning curriculum (Second Step) lessons weekly. Families support classroom behavior planning and are involved in all discipline measures. Families and educators work together to support student social-emotional needs.

Learning Environments Strategies

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

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

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

As a staff we are undergoing training in restorative practices. This training will not only help staff become more cohesive and collaborative but will also help us better support students. We will meet once a month.

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

Our MTSS team is composed of teachers from all areas of our school. This representation will ensure different viewpoints are represented. All teachers will focus their core instruction (tier 1) time to not conflict with times when students who receive additional services are pulled out for small group instruction or when services are pushed in to support these students. We also have scheduled intervention time this year. During this time students will receive extra push in support through small group instruction and support. Student progress will be monitored during the year

through multiple data points, including but not limited to MAP, Envisions unit tests, CCC check ins, and teacher created resources.

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

In order to meet students' social emotional needs, we are committed to using the RULER curriculum as well as Second Step lessons. The RULER curriculum focuses on teaching students to recognize their emotions, understand their emotions, label their emotions, express how they feel, and finally to learn strategies to regulate their emotions. When teachers need additional support to meet the social emotional needs of students, they can bring their data and observations to the MTSS team to receive guidance on additional strategies to support their students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

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

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

Our three-year goal is to increase scores for all 3rd grade students by 10%.

Our students furthest from educational justice will increase scores by 20% over a 3-year period.

One-year Goal:

Our one-year goal is to increase scores for all 3rd grade students by 5%.

Our students furthest from educational justice will increase scores by 10% over a one-year period.

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

Teachers meet monthly for PLCs and review data in ELA. They use the common formative and classroom-based assessments in their planning and pull the data they are collecting as a grade level. They meet weekly to discuss this and work with MTSS on identifying students who are in need of intervention and students who are currently in intervention.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

To ensure that adult behavior aligns with our vision, an inclusive environment with culturally responsive practices, physical and emotional safety must be established. Once that foundation is set, all Lafayette Elementary community members (staff, students and families) will have a voice.

The RULER and Second Step SEL Programs will be modeled by staff and implemented for student emotional safety. Physical safety will be provided through instruction and shared knowledge and norms, using share point PowerPoint lesson on building-safety expectations. The school rules support emotional and physical safety: 1. Make Good Decisions, 2. Solve Problems, 3. Show Respect.

Students will be given a voice. They will learn to discuss ideas in all subjects. Staff will use The CCC curriculum's "think, pair, share" model. It will be utilized across subjects, so that the classroom environment provides an opportunity for students to share their points of view and cultural perspective.

We've identified the following populations as students furthest from educational justice as:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners
- Students eligible for special education services

Our school is dedicated to anti-racist practices as well as culturally responsive teaching practices, as such we hired and used our Race and Equity funds to hire and train with We Are Huayruro-restorative circles. The Lafayette staff has two training courses to learn and practice community circles.

In summary, Lafayette school staff is focused on creating a physically and emotionally safe school environment that is inclusive and culturally responsible. At Lafayette adult behavior will align with our goals. Using community circles, school wide safety lessons, SEL and academic curriculum; staff families and students of Lafayette will feel welcomed, safe, and celebrated.

Classroom Instruction and Academics Strategies

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

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

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

For the 2023-2024 school year, professional development will center on development of relationships between students and staff. The staff will continue to receive PD on green day with training on restorative justice practices. The staff will be using Second Step curriculum in their classrooms to ensure that students receive direct instruction and time to discuss topics such as inclusion, differences, etc. Purple days will include PD on literacy which specific focus on small group instruction and interventions. Teachers will be using Zaretta Hammond's strategies outlined in *Cultivating Genius*.

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

Lafayette Elementary provides MTSS and SIT. Both MTSS and SIT analyze student's needs and to create support to help them succeed in the general *education setting*. Our MTSS and SIT process are tiered and structured to identify the needs of students and establish additional supports (both students working above grade level standard as well as students working below grade level standard) and receive the necessary intervention(s) as soon as possible. Families and students are included in the steps of the process to identify the needs of a student.

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

- Classroom teachers and/or parents/guardians, identify a specific emotional, social and/or academic concern
- Based on that concern the school moves forward with tier 1 classroom interventions and data is collected for a cycle of 4-6 weeks.
- The classroom teacher meets with the student to set goals for growth and/or achievement. If the student does not show adequate growth towards grade level standards or behavioral check points, then the teacher moves to calling an MTSS meeting to go over strategies tried and data.
- The MTSS team and teacher make a decision together whether they will move forward with a SIT meeting or try more strategies.

Advanced Learning and Highly Capable Services:

Advanced learners will receive daily tier one instruction within their classroom. Teachers will meet weekly with the advanced learning group in math and reading. Advanced learners will be working in collaboration with the teacher on project-based enrichment activities. Teacher will utilize differentiation options that are outlined in CCC and enVisions math.

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

Homework Policy:

Students should read for 20 minutes per night using RAZ kids in addition to Successmaker. The amount of time students spend on homework is grade dependent. K-2 should do 20 minutes nightly and 3-5 would 30-45 minutes.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

To increase parent and community volunteerism in the area of tutoring by 20% by June 2026.

One-year Goal:

To increase parent and community volunteerism in the area of tutoring by 10% by June 2024.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

All students participate with their family in student led conferences in November. During the conference, students articulate their interests and develop goals for the year. Teachers will confer with families and students on progress and setting new goals.

Family and Community Engagement Strategies

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

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

Lafayette works hand in hand in providing leadership opportunities to staff and parents. Our PTA is very active and has a designated DEI parent who works with the admin team to provide opportunities for other parents, staff and students to participate in restorative justice circles. We also work hard to make accommodations for all students to participate in enrichment opportunities with funding for field trips and other activities.

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

In the 2023/2024 school year, parents are taking a very active voice in school and are volunteering for parts of a job such as room parents and developing a team of parents to support the classroom. The parents are volunteering throughout the week to support all students in reaching the standards in reading a math. In addition, parents who no longer have students at Lafayette, are also tutoring and working in classrooms to help students and accelerate their learning. This is totally new this year to Lafayette. Parent voices are developing to help the students of the school reach their fullest potential.

Priority Area: Culturally Responsive Workforce

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

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance: In Progress.

Culturally Responsive Workforce Strategies

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

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

Staff are continuing to work with We Are Huayruro this year to build relationships with each other. The also acts a model for their classrooms in developing relationships with students and families.

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

Our goal at Lafayette is have alignment of Tier I instruction to Tier 2 &3. Staff have their daily/weekly schedule on SharePoint so that all people working within their classroom can provide equitable experiences for all students, while also aligning the PBIS and Second Step with their services. Additionally, there will be continued PD around literacy and math with SEL component. Staff will continue to lead the work through their PLCs and their BLT representatives. Additionally, staff will participate in book studies to build their backgrounds in UDL and cycles of inquiry.

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

We will continue at Lafayette to work with staff and the PTA for further leadership opportunities including but limited to our tri days and professional development times. Staff will unpackage strategies during PLC times and find ways to participate in leadership opportunities. BLT will continue to discuss and approve leadership opportunities across curriculum areas.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Budget Baseline

Amount: \$60,671

How will funds improve student learning? 0.5 Academic Interventionist. Intervention will track and provide tutors to meet the needs at all grade levels.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: PTA

Amount: \$57,539

How will funds improve student learning? Tutors. Work in small groups in reading and math across grade levels.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Budget Baseline

Amount: \$64,342

How will funds improve student learning? ML Specialist 0.5. Provide teachers with an ML support person to meet the needs of students in the ML program.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Equity Dollars

Amount: \$12,547

How will funds improve student learning? We Are Huayruro. Work with staff on relationship building and biases and racism.