Arbor Heights Preschool –
Grade 5 Environmental STEM
School

Seattle Excellence Continuous School Improvement Plan (CSIP)

Arbor Heights Elementary

Purpose
The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction
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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.
Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

2) **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.

3) **"Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students’ academic mindset**

4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.

5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Arbor Heights Elementary School is a public elementary school in Seattle serving about 600 students, grades Pre-Kindergarten through Grade 5 located in the Arbor Heights neighborhood of West Seattle.

**Mission**

To educate and encourage student development in all areas, with emphasis in environment, science, technology, engineering, and mathematics (E-STEM).

**Vision**

A school that fosters the development of environmentally aware, creative, and critical thinkers. Arbor Heights vision conveys a compelling, conceptual image of the desired future for the organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived.
in the future. A vision statement is a description of the organization’s desired future state. The vision statement isn’t true today. Rather it describes the organization including staff, students and their parents would like it to become – in the future. It provides inspiration and challenge to all members of the organization toward an ideal of what the organization can become. It should be purposefully articulated to bridge the present and future and to serve as a critical impetus for change.

- Future-oriented, deriving from reasonable assumptions about the future
- Idealistic, envisioning a future that is beyond the present
- Appropriate, fitting with the Arbor Heights’ history and culture
- Inspirational, encouraging enthusiasm & commitment
- Purposeful, articulating an image of the desired future
- Ambitious, causing all members of the Arbor Heights community to stretch to reach it

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

**Priority Goal:**
For the 2020-21 school year, at least 46% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

**Priority Goal:**
Arbor Heights’ goal for strengthening our Safe and Welcoming Environment during this year of Remote Learning will include every other month Town Hall-style Live Teams Meetings.

**Dates:**
- August 20, 2020 7:00 – 8:00 PM
- October 22, 2020 7:00 – 9:00 PM
- December 10, 2020 7:00-8:00 PM
- March 18, 2021 7:00-8:00 PM
- April 8, 2021 7:00-8:00 PM

Principal “Virtual Coffees” scheduled for the first Friday of every month. Alternating during the day and evenings.
Welcome Back to school with a “Pickup Parade” Preschool through grade five. Technology for grades 3-5 and Remote Learning Boxes for all students to have the needed school supplies at the start of the year. All Remote Learning boxes were personalized and given to all students.

Teacher communication with families via emailed letter about happenings, expectations, goals, upcoming events, and family meetings weekly.

Administration communication with families weekly through the Weekly HotSheet and Sunday evening “What’s on Deck” for the coming week. The weekly letter consists of information, best practice look-fors for families, staff profiles, student pictures taken and other noteworthy information.

PTSA and Arbor Heights School collaborative sponsorship for family Affinity groups.

Supplementary Goal
For the 2020-21 school year, at least 75% of 5th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment (5 of 13 or 38% of students within this group met standard on the 3rd grade Math SBA).

High Quality Learning Experiences
Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)
MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and
redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Considering the changes in structure that teaching and learning will experience during Covid-19, Arbor Heights’ priority areas for system wide MTSS work will be:

- All students have access to high quality, standards-based responsive classroom instruction.
- Equitable access to interventions and support is ensured.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

At Arbor Heights we will work intentionally and creatively to ensure that in new structures of schooling that may be very different due to Covid-19 special services (SPED, ELL, Advanced Learning) are effectively delivered to those students that need them. This will likely be achieved through combining strategies we utilized when school was in-person full time, strategies we learned during this past spring during remote learning, and creative new strategies. This plan will be developed through collaboration as a school community while learning from other schools in Seattle and more broadly to increase the rate at which we develop and implement highly effective systems and strategies for providing effective special services.
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Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Practices to achieve Priority 3rd Grade ELA Goal:

- Implement Making Meaning Vocabulary whole class four times per week (may need to be adjusted based on Covid-19 schedule)
- Teach BaR as intended (instructional routines, frequency, using assessments to progress monitor). Creatively problem solve how this might look during different potential Covid-19 schooling models.
- Analyze the skills and needs of emergent readers and target instruction accordingly

Practices to achieve Supplemental 5th Grade Math Goal:

- Instruction incorporates the Equity-Based Math Teaching Practices
  - Going deep with mathematics
  - Leveraging multiple mathematical competencies
  - Affirming mathematics learners’ identities
  - Challenging spaces of marginality
  - Drawing on multiple resources of knowledge
- Regular grade-level PLC meetings supported through master scheduling
- Use research-based practices for math intervention instruction (push-in, focus on developing student conceptual understanding & number sense, flexible small groups, collecting and monitoring formative assessment data
Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

**Priority Goal:**

We will increase our school attendance from 92.5% (2019-20 in-person attendance rate) to 95.5% in 2020-21 remote-learning data by:

Arbor Heights’ goal for strengthening our Safe and Welcoming Environment during this year of Remote Learning will include every other month Town Hall-style Live Teams Meetings.

Dates:
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- October 22, 2020 7:00 – 9:00 PM
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Principal “Virtual Coffees” scheduled for the first Friday of every month. Alternating during the day and evenings.

Welcome Back to school with a “Pickup Parade” Preschool through grade five. Technology for grades 3-5 and Remote Learning Boxes for all students to have the needed school supplies at the start of the year. All Remote Learning boxes were personalized and given to all students.

Teacher communication with families via emailed letter about happenings, expectations, goals, upcoming events, and family meetings weekly. Remote Curriculum Night and student touchspots each week by the classroom teacher, specialist, support specialist (ELL, AIS, and special education, administration, classified support staff, and/or counselor). This could be through phone call, remote platform check-in, postcard, shout-out in weekly family communication, 1:1 conversation.
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Administration communication with families weekly through the Weekly HotSheet and Sunday evening “What’s on Deck” for the coming week. The weekly letter consists of information, best practice look-fors for families, staff profiles, student pictures taken and other noteworthy information.

PTSA and Arbor Heights School collaborative sponsorship for family Affinity groups.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

**Priority Goal:**

The number of times that families of students of color furthest from educational justice are authentically engaged to assess needs and solutions will increase. The specific types and numbers of engagement will be identified later.

To achieve this goal:
We will provide a safe, respectful, welcoming, and caring learning environment.

- Increase the percentage of students reporting they feel safe at school.
- Decrease the percentage of students reporting being bullied, including cyber or Teams Cat – bullying
- Increase the percentage of students and families reporting a respectful, welcoming and caring environment

Plans for Family Engagement

Arbor Heights admin and staff will collaborate to design varying types of opportunities for authentic engagement of families of color furthest from educational justice. The effectiveness of this engagement will be measured not only by the number of families and times that families are engaged, but by also tracking the changes in practices, policies or systems that are made based on this engagement.
2021 COVID-19 CSIP Addendum

Arbor Heights Environmental STEM School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

**Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

8. **Recommended School Specific Strategy as outlined in the Playbook:**
   Arbor Heights Preschool – Grade Five Environmental STEM School, we are empowering families/caregivers to support their students’ learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom. This includes
   - Weekly Learning Targets, goals, and links for synchronous and asynchronous instruction
   - A Weekly Newsletter is sent to families every Thursday with featured stories, tips for SEL at home, academic and technology supports, pictures of engaged learners, weekly happenings and more. The newsletter if sent through School messenger and is translated for our Spanish and Somali speaking families.
   - Our PTSA and Arbor Heights Racial Equity Team lead our Affinity group every other month. We use this time to receive feedback as to how this empowerment strategy is working.
   By collaboratively working together, we are empowering and strengthening the voices by everyone involved in their child’s education.

**Social Emotional Learning:**

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

**Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**
   - 1:1 meeting with certificated staff every other week.
   - 1:1 meeting with classified staff on alternating weeks with certified staff.
   - 1:1 admin and SAEOP staff every Friday.

All meetings are centered on relationship building, SEL supports and monitoring instructional and SEL supports for Arbor Heights students:

Drop-off or mailing of notes to educators specific to the work observed, or shared leadership practice. Mailing of gift cards and personalized notes for those that have gone beyond expectation,
this includes providing professional development, making home visits if needed to ensure a student is engaged or to help problem-solve a technical need.

We provide monthly professional development for all staff (certificated and classified) centered on culturally responsive practice, racial equity, and trauma informed/SEL that is supported by our DREA staff, Teacher Leader Cadre and BLT.

These groups and Arbor Heights administration have provided: Social Emotional learning for adults to use; as well as, how to share social emotional support for students through evidence-based strategies within a digital platform.

Daily SEL/Morning Meetings center on building relationships with all educators and administrative staff and how to build relationships with peers within the digital citizenship. The content was differentiated to meet the needs of preschoolers [Two SPP+ classrooms] primary age and intermediate age students.

Specific special education SEL training included inclusion practices and supports for students with SEL IEP goals. Digital Citizenship included understanding how the technology tools we have now can be used for growth and relationship building; as well as, harm through harassment, bullying and intimidation. This professional development was provided by our technology leaders and counselor. Teachers then used some of the strategies to engage their students with conversation centered on what does it mean to be a Digital Citizen.

Our Racial Equity Team includes members of the SPS DREA Team. Ending the opportunity gap and racial equity are the cornerstone of Arbor Heights Racial Equity work this year and especially focused on the “green” EOG days.

**Curriculum, Instruction, and Assessment:**

**Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students’ experiences and helps students meet content.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Implement a school-wide, multi-tiered system of support: Tier 1/2
   - A systemic plan to track and monitor learner experience data
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- Collection and review of meaningful and purposeful data
- Adult collaboration between educators and families

7. Implement a school-wide, multi-tiered system of support: Tier 2/2
- Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
- Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
- McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.

8. **Recommended School Specific Strategy as outlined in the Playbook:**
All school training in August and September for the use of the learning platform Seesaw.
- Differentiated professional development outside of the school day provided by our four Teacher Leader Cadre – Best Practice within the SeeSaw platform. Extra pay provided as per the MOU.
- Norming of synchronous and asynchronous work by grade level and school. Priority lessons, optional lessons, and Enrichment.
- Growth Goals centered on Priority Standards and Arbor Heights’ CSIP Goal. This work was positioned at each grade-level and specialists Problem of Practice.
- Use of adopted curriculum (Collaborative Classroom/CCC and waiver math curriculum, Eureka Math for digital synchronous, and digital asynchronous instruction using Seesaw and Microsoft Teams.
- Use of high-leverage digital learning strategies that are aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
- Continue to implement our school-wide, multi-tiered system of support for Tier ½ students through MTSS Flight Leadership Team (admin. Counselor, school nurse, Teacher Leader Cadre members (4), and ELL teachers).
- Flight Leadership meets weekly to review student data, provide support to educators who have referral questions, provide supports for students through
  1.) observation,
  2.) collection of data,
  3.) TLC, counselor or administration ay meet 1:1 with the educator to provide strategies, digital tools, hands-on tools, verbal guidance, instructional modeling, and break-out groups. The team and educator meet again to discuss results.
  
  Note: This occurs 6-8 weeks after the implementation of the intervention and data collection).
- The MTSS Flight Team review the collection of meaningful and purposeful data (SEL and academic using screeners, teacher created materials, anecdotal records and curriculum -based assessments (Steps to Respect, CCC and Eureka Math).
- Our assessment calendar aligns to SPS assessment plan for 2020-21 school year.
- The MTSS Flight Team and Teacher Leaders Cadre actively promotes collaboration between educators and Arbor Heights families.
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- PLCs meet regularly (one time per week or more) and review data
- Arbor Heights students that receive Tier 2 or 3 supports experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult (admin., counselor, and specialists).
- Families of Arbor Heights students receiving Tier 2 or 3 supports experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, ELL, or special education teacher or administration.
- McKinney-Vento and Foster Care Students are identified and have had two touchpoints since the beginning of the year. Hot spots, digital devices and other beginning of the year needs were tiered to the top of the list and directly provided by Flight Team members.
- Operation School Bell and Alliance for Education supports are aligned to the most needy of our students and developed through culturally responsive practices to ensure dignity for our most vulnerable families.