

Arbor Heights Preschool – Grade 5 Environmental STEM School



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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.

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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

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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.

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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

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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)

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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.

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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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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.