



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

Arbor Heights 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: Arbor Heights Elementary School

Principal: Christy Collins

Members of the Building Leadership Team and Parent/Guardian Partners: Christy Collins, Darren Frink, Adam Kratz, Alicia Ciocca, Damon Taylor, Erin Spiegel, Karen Ferraro, Karla Boyd, Patti (Lozano) Sheed, Sarah McAlpin, Wendy Lind, and Alana Haider

Community Partners (Community Based Organizations): Pacific Northwest Ballet (Discover Dance and Dance Chance), Islandwood Environmental School, YMCA, Arbor Heights PTSA, Arbor Heights Cultural Awareness Committee, Roots of Empathy, and The Imagine Institute



[Arbor Heights School Report](#)

[Arbor Heights Elementary School Climate Survey](#)

School Overview

Arbor Heights is a caring, student-centered, community-supported school. When you walk through our doors, you know you are in a special place. Our families and committed staff strive to make every student a priority. Through thoughtful collaboration, goal-driven planning, intentional execution of the district-supported curriculum, enrichment opportunities, and loving support, we are here to do all we can to meet each child's individual needs.

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.

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, 85% of students overall and 90% of students of color furthest from educational justice (SCFFEJ) will respond favorably to the Seattle Public Schools Student Climate Survey prompt, "I get to learn about my culture at school."

One-year Goal:

By June 2024, 75% of students overall and 85% of SCFFEJ will respond favorably to the Seattle Public Schools Student Climate Survey prompt, "I get to learn about my culture at school."

Note: 62% of students overall and 76% of SCFFEJ responded favorably on the Fall 2022 survey.

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:

Our vision at Arbor Heights is to be a school that fosters the development of environmentally aware, creative, and critical thinkers who practice reflection, compassion, and cooperation to create a more just, anti-racist, and identity-affirming world. This guardrail supports our vision by ensuring that we have a solid foundation of culturally responsive behavioral and social emotional support for students.

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:

- Second Step curriculum
- Behavior Flowchart
- Reflection Tracker
- Community Circles
- Student support follow-up
- Open and ongoing communication with parents

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

- Contracting with The Imagine Institute to provide 13 sessions focused on supporting an anti-racist approach to education and encouraging educators to implement trauma-informed practices in their classrooms.
- Aligning Second Step lessons schoolwide for continuity and shared expectations among all staff.
- Providing ongoing PD to support UDL strategies.

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:

Arbor Heights' MTSS is an over-arching school committee that develops designs, implements, and monitors the progress of our students using every day and interim-assessment data, including social-emotional data. Developing prompt intervention plans to ensure student success academically and socially-emotionally, is the goal of our school and this team. MTSS plans support student academic achievement and are linked to the goals of the Continuous School Improvement Plans (CSIP). MTSS membership includes teachers, principal/ administrator, community representatives, support staff. Curricular modifications for gifted students may be suggested and include acceleration, enrichment grouping, problem-based learning, curriculum compacting, tiered lessons, assignment modification, and independent study.

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

Arbor Heights' MTSS is an over-arching school committee that develops designs, implements, and monitors the progress of our students using every day and interim-assessment data, including social-emotional data. Developing prompt intervention plans to ensure student success academically and socially-emotionally is the goal of our school and this team. The components of our MTSS team that help meet the social-emotional and behavioral needs of students focus on developing self-awareness skills, fostering social connections and peer relationships, and promoting resilience and coping strategies. Arbor Heights also offers a robust after-school enrichment program which provides opportunities for gifted students to follow their own interests by participating in programs/activities outside of the classroom.

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

School Three-year Goal:

By the end of the three-year cycle, the number of Arbor Heights students meeting standard in their foundational reading and comprehension skills will increase from the current baseline of 58.2% in 2022-2023 to 90% in 2025-26.

By the end of the three-year period, Arbor Heights students will achieve the target of 90% of all third-grade students meeting the standard in their foundational reading and comprehension skills.

School One-year Goal:

By Spring 2024, Arbor Heights students in third grade will increase the percentage of students approaching grade level standard in reading from 19% (15 students out of 81) to 75% (11 of the 15) as measured by the spring MAP reading assessment.

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

Arbor Heights educators and support staff will regularly assess and track the progress of individual students' foundational reading and comprehension skills throughout the three-year period. Arbor

Heights will progress to monitor the percentage of students meeting the standard and use data-driven interventions to address specific areas of improvement.

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:

This guardrail supports our vision by ensuring alignment within and between grade levels and departments. Our BLT and RET will support our staff's continued efforts to improve our skills and responses in this area.

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:

- Flexible, small group instruction for reading and math
- Purposeful use of data and progress monitoring
- Utilization of effective Tier I strategies in the classroom
- Implementation of UDL strategies
- Use of restorative practices that are both proactive and skill building, as well as responsive for the purpose of repairing and healing
- Student choice and input

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

- Regular, consistent, year-long PD on cultural responsiveness through The Imagine Institute
- PD refresher on how to use data to inform instruction
- Dedicated time at regular intervals to analyze data as a PLC

These strategies will mitigate, disrupt, or dismantle systemic inequities and serve as powerful and effective for positive student outcomes because they ensure that all students, including SCFFEJ and special education students, will receive the supports needed to make progress.

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:

UDL is a focus for our school during the 2023-24 school year. We are not a pilot UDL school; however, our TLC team will develop a plan for professional development and opportunities to see UDL in practice as the year moves forward. We will focus on "access" points for students that are:

- Furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services,
- Students eligible for advanced learning services.

The components of UDL that reflect inclusive practices and create the conditions for students to be successful in the general education setting include:

- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Partnering with family members as central contributing members during SIT meetings and PT conferences.

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

- Monitoring whole school screener data based on state, district, and building assessments
- Referring students to a FLIGHT meeting to determine and plan behavioral and academic levels of support
- Educators taking notes and compiling data on certain students to provide as much information as possible when determining best course of action (refer to previous bulleted item)
- Scheduling a cycle of data meetings for each grade level to discuss students of concern that are not making academic progress and creating plans of support with targeted growth goals
- If academic growth is not met through the above: Having SIT meetings with families to strengthen the plan with parents as central contributing members of the team. Note: Parents are communicated with throughout the process so that if their child is referred for a SIT meeting, there are no surprises.
- If the SIT plan of support does not lead to a child's growth, staff may engage the school psychologist, the 504 coordinator, or connect with any outside support with whom a family may be working

Advanced Learning and Highly Capable Services:

At Arbor Heights Elementary, we have elevated expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Arbor Heights follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally the best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on "undoing legacies of racism in public education." The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

Arbor Heights utilizes the enVision Math 2020 curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Arbor Heights (note that not every strategy will be used in every classroom):

- Parallel Tasks — All students work on the same core content with tasks of different complexity.
- Curriculum Compacting — Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional needs.
- Flexible Groups — Students are grouped by interest, achievement, activity preference, or specific instructional needs.
- Math Centers and Games — Activities in small groups based on student choice or teacher designation.
- Small Group Instruction — Teacher works with a small group of students on a targeted learning goal.
- Tiered Assignments — Adjusted degrees of difficulty of a question, task, or product to match the student's current readiness level.
- Open Questions — A question is framed in such a way that various responses/approaches are possible.
- Targeted Questioning — Teacher is intentional about the depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

We utilize the same strategies we use for math instruction in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, Collaborative Classroom Mentor texts, teacher read-aloud, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3) — Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- Literature Groups (3-5) — A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze the author's purpose and style.
- Independent Reading — Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
Support for Students in Selecting Appropriate Books —The teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above:

- Reading Logs — Students keep a reading record to allow both student & teacher to monitor choices.
- Independent Book Study Projects — Opportunities for students to explore a topic of interest to them.
- Book Reports (2-5) — Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature — Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports, or other presentations.
- Extension Menus — Developed in conjunction with members of a grade level team, students choose an option from a predetermined "menu" of options (or propose an alternate option) that allows them to demonstrate and extend their learning.

Expanded Learning opportunities for students through afterschool or summer programs:

- Referrals to SPS Summer Learning programs
- Evening events and performances that connect families to the instruction and engage them in their child's learning
- Curriculum Night
- PTA-sponsored after-school enrichment program

Homework Policy:

We believe all K-5 children benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities.

Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we also want students to do some math work at home. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses — playing Go Fish, counting coins, working on math facts, playing chess, talking about time, playing dice games, puzzle completion for problem-solving, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's online elementary math family support page. Rich resources specially designed for elementary mathematicians and their families are also available online at the SPS website.

The following is a suggested minimum amount of time to be allocated to homework. In addition, it is recommended that students read each evening for 10-30 minutes. Please refer to your child's teacher for specific homework guidelines:

- Grades K-2: Read 5-20 minutes per day, no reading log required.
 - Grades 3-4: Read 30-40 minutes per day. Additional practice or projects may be assigned.
 - Grade 5: Read 50-60 minutes per day. Additional practice or projects may be assigned, totaling no more than 30-60 minutes.
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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

School Three-year Goal:

Over the course of three years (2023-24 to 2025-26), Arbor Heights will implement culturally responsive, anti-racist processes to promote the active inclusion and participation of all members of the Arbor Heights school community in family and community engagement initiatives.

School One-year Goal:

By Spring 2024, Arbor Heights students in third grade will increase the percentage of students approaching grade level standard in reading from 19% (15 students out of 81) to 75% (11 of the 15) as measured by the spring MAP reading assessment.

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

Regularly assess and monitor the level of engagement and satisfaction among families and community members, using surveys, feedback forms, and other data collection methods. Track the number of diverse voices represented in decision-making processes and the participation rates in various engagement activities. This will be through "Street data collection", family survey is given in the fall of 2023, and again in the spring of 2024.

Monitor the progress of individual students throughout the academic year using Collaborative Classroom Curriculum (CCC) assessments, DIBELS, and MAP – and progress monitor the percentage of students meeting grade level standard in reading in December 2023, February 2024, and May 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 furthers 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:

The Guardrail supports the values of our school by ensuring that each child is known by name, strength, and need, and that the intersectionality of their identity is recognized and celebrated. Artifacts and evidence that will support the alignments of Arbor Heights' values with the Guardrail include:

- Family Survey results.

- Family information gleaned from conversations between family and staff, including the counselor and administration.
- Attendance data supplied by the district.
- Minutes from meetings shared with all staff (or selected staff in certain cases) where the topic was discussed.

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:

- Multilingual support by a certificated staff member
- Teacher Leader Cadre (TLC) plan
- Parent Teacher Student Association (PTSA) plan
- Racial Equity Team (RET) plan
- FLIGHT (Arbor Heights students soar!) plan

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:

- PTA Executive Board meetings
- Parent volunteer opportunities throughout the year
- Parents opportunities to assume leadership roles for different events within the school community
- Genuine invitations to families to actively participate in decisions regarding their child's education (SIT and IEP meetings)

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:

Arbor Heights Elementary is committed to aligning adult practices and our overall work to the districtwide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our efforts to create a more just, anti-racist, and identity-affirmed world. Artifacts or evidence that support alignment between the vision and the Guardrail include:

- Fall 2022 Student Climate Survey ~ Equity & Anti-Racism
- Spring 2023 Staff Climate Survey ~ Culturally Responsive & Anti-Racist Work Environment

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:

- Student Government leadership proportionately reflects student population in race, gender identity, etc.
- BLT and RET will provide PD to entire staff regarding the Racial Equity Analysis Tool
- The opportunity for Learning Walks will be shared with staff so that teachers can visit other classrooms using the tool to give peer-to-peer feedback.
- Administrators will be able to use the tool during informal visits to provide feedback.

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

- Audit of who is participating in interview teams annually to make sure there is a diverse representation of staff on the team.
- Publish SPS interview training information in staff newsletter and encourage all to enroll to increase the number of people available to be on an interview team.
- The opportunity for Learning Walks will be shared with staff so that teachers can visit other classrooms using the tool to give peer-to-peer feedback.
- Administrators will be able to use the tool during informal visits to provide feedback.

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles.
- Recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity.
- Implement a system for recruitment and onboarding of diverse staff for leadership roles, including committees listing what they do as a team and having a handover meeting each spring for continuity.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Baseline and PTA

Amount: \$1087.20

How will funds improve student learning? Cafeteria Support (18.69/hr.) to maintain a trusted adult and consistent supervisor in the cafeteria daily during all PreK-5th grade lunches. This is a necessary position in terms of student safety and overall school climate.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Baseline and Self-help

Amount: \$7,539.40

How will funds improve student learning? The Imagine Institute will provide professional development for all staff. They will provide racial equity analysis, strategies, and implementation in classrooms for all teachers to use with students, colleagues, and the community.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Baseline and Self-help

Amount: \$154.33

How will funds improve student learning? All staff now wear safety vests when on duty. This allows students to immediately see the trusted adults and enhances our safety plan.