



Continuous School Improvement Plan (CSIP)

Arbor Heights
2016 - 2018

Principal
Christy Collins

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Arbor Heights BLT reviewed this CSIP on June 7, 2017. Our BLT will reconvene for approval in the fall, after we set building goals and individual teacher student growth goals.

Mission and Vision

Mission	Vision
To educate and encourage student development in all areas, with emphasis in environment, science, technology, engineering, and mathematics (E-STEM).	A school that fosters the development of environmentally aware, creative, and critical thinkers.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

It is the mission of Arbor Heights Elementary to ensure that all students are empowered and inspired to learn so that they can achieve academic successes. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe learning environment for all students, and fostering a partnership with our parent community.

The Arbor Heights staff are masters in the application of Professional Learning Communities; working in grade level teams to best meet the needs of students. We were recognized in the spring of 2016 by the State of Washington as School of Academic Achievement in 2015.

All decisions are measured by the academic and social benefit of our students. To that end, we reviewed our most recent school climate data and Smarter Balanced Assessments from 2015 and 2016 to focus our instructional goals, professional development and school budget on four areas:

- Increase math achievement in grades pre-school through grade five
- Increase the social and emotional health of our students by continued development of R.U.L.E.R. and Positive Behavior, Intervention, and Support (PBIS) and the implementation of MTSS parts A & B.
- Increase the application of STEM instruction through project-based learning.

- Fully integrate CORE instruction within our special education program by CORE+More full push-in programming.

We will use research-based strategies that help targeted students.

Grade level teams met to discuss strategies to be used to increase performance in selected areas. Additionally, grade level teams met vertically to compare strategies, examine interventions and decide on challenge opportunities for our students.

Students will have regularly scheduled assessments throughout the year to measure goals, and to ensure students are receiving appropriate interventions to meet their needs. Goals will be monitored four times during the year at regularly scheduled Connect & Check MTSS meetings with the principal, special education staff, school counselor, special education staff, and reading intervention specialist. Students needing interventions will receive additional support through LAP reading services (LAP-tutors, paraeducators, Special Education support and small group instruction within push-in services. Arbor Heights teachers use evidence-based assessment tools to assess baseline skills and content knowledge. Progress-monitoring occurs at least quarterly with teachers monitoring instruction and student growth through quick checks anecdotal records, screening tools and summative assessments. Targeted students are monitored through ELL services and special education services, as well as general education teachers who deliver CORE instruction.

Our school offers professional development that is high quality and ongoing.

Professional Development at Arbor Heights will:

- Focus on improvement of teachers and paraprofessionals to enhance their performance and service to students.
- Support educators in their career and academic advancement through leadership opportunities
- Collaborate with all educators through an annual needs assessment.
- Promote an environment of learning, inquiry, teamwork, communication and positive school staff morale.

Arbor Heights Professional Development Plan provides the overarching philosophical base that includes the value of professional development, how and when it will be accomplished, and why it is critical to the success of our Arbor Heights students.

Last spring, 2016 the Instructional Leadership Team [ILT], a branch of the Building Leadership Team [BLT] conducted our annual professional development survey based on school goals for the 2016-17 school year. The ILT Guiding Principles:

1. Formulate the Arbor Heights' professional development activities in conjunction with the Arbor Heights mission and sensitive to the Arbor Heights culture
2. Direct Arbor Heights professional development through evidence-based best practice and adult learning principles, needs assessment [survey
3. Establish goals and objectives for professional development as derived from the philosophical base and needs survey results
4. encourage broad-based ownership of professional development by involving every segment of the Arbor Heights educational staff
5. Integrate professional development into Arbor Heights structure by including responsive programs and recognition of success
6. Support the priorities established in Seattle Public Schools' strategic plan, annual goals, and CSIP requirements
7. Reinforce to all Arbor Heights staff strategies for excellence in teaching and learning and student success.

FOCUS AREAS:

- Phonological instructional excellence through K-2 educators participating in Wired for Reading
- Full implementation of the R.U.L.E.R. curriculum to support social-emotional learning
- Full implementation of MTSS/PBIS to support school climate and social emotional learning
- Participation in the University of Washington Math Labs – focus on math strategies to support Number Talks and problem solving
- Project-based learning to integrate science, technology, science and art

Our school will increase parent/family engagement.

Strategies to involve parents, families, and the community in the School Continuous Improvement Process and Family Engagement:

- Parent volunteers 75% of families have completed the volunteer application process to serve as volunteers in the classroom, on field trips and in our learning spaces

Parent/family participation in the School Messenger sent weekly Hot Sheet includes near 100% participation

Principal newsletter sent once a month with a focus on student achievement and activities based on our mission, vision and yearly goals.

F.E.A.T team

Free family activities such as fall barbecue, fall family dance, Holiday Bazaar, School assemblies, Multi- Cultural Night, Science Culminating Project Night, Art Walk and family instructional night (R.U.L.E.R. Cyber-safety, literacy and math night)

Principal Coffee hours held every other month

Arbor Heights social-worker and counselor provides family support for social emotional needs. Family support during the holiday, Backpack program [food for students in need provided weekly] and connections with our Mental Health provider, NAVOS in our school.

Interpreters are used during IEP meetings, evaluation feedback meetings, parent-teacher conferences and during parent education meetings provided by the Parent Teacher

Association/P.T.A.

Homework Policy: Arbor Heights believes that homework should be an integral part of the total instructional program. Homework extends learning opportunities beyond the confines of the school day. We recognize that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences the student's ability to meet the State and District's academic standards. Homework needs to be grade and level appropriate to benefit the student. Reading outside the classroom should be a balance between self-selected readings and teacher-assigned texts (grades 3-5). Homework recommendations vary by grade level.

Our staff is involved in decision-making.

Arbor Heights decision making is a process/tool used by our school staff and includes all of these elements:

- A commonly held, student-centered vision
- A climate of trust
- A respect for diverse ideas and interests
- An open dialogue and debate
- A shared leadership, accountability, authority, and responsibility
- An actively involved, broad-based representation of employees, parents, students, and the community.

We will assist our students to meet standard.

Our Guiding Principles

These Guiding Principles inform the decisions and actions we take on behalf of our students and the larger community.

1. Cultivate Critical, Creative, Flexible Thinking, and Problem Solving

We provide learning spaces both in and outside the classroom that promote curiosity, wonder, and innovation. We value the Arts as a way to instill creativity across the curriculum. We support students in designing sustainable solutions to local and global challenges.

2. Promote Environmental Stewardship and Sustainability

We recognize that our decisions and actions have an impact on individual, community, and environmental health. We work towards environmentally responsible, rewarding, and happy lives.

3. Develop Curriculum Integration and Habits of Mind

We place an emphasis on Environmental, Science, Technology, Engineering, and Math (E-STEM) and integrate these throughout other content areas. We incorporate the 16 Habits of Mind across the curriculum.

4. Encourage Collaboration, Community, and Citizenship

We encourage students to collaborate with each other, families, and community organizations to contribute positively to the local neighborhood and the wider global community.

5. Value Equity and the Whole Child

We are committed to inclusion and equity and promote heart-to-action learning for a healthy community and planet.

6. Support Student Success, Empowerment, and Responsibility

FOCUS AREAS:

Caring, Sustained Relationships

A-risk youth need relationships that are both caring and stable. They need to build a sense of trust and have the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school. Only after creating a strong relational base will an adult have the platform to be a source of enduring and cherished advice to a student. Students won't confer trust to an adult based on his or her role as a counselor, psychologist, or social worker. We have to earn it by building a relationship.

Reachable Goals

From the base of a caring relationship, we can help students form realistic goals for their educational future. The most motivating goals are those that are within our reach if we exercise some effort. Only someone who knows a student well and cares deeply about his or her well-being will be able to help that student form reachable goals.

Realistic, Hopeful Pathways

Students do not attain reachable goals on their own. Like any of us, students are more likely to move ahead when they know that there is a path to get there. Arbor Heights teachers through MTSS will help to create realistic pathways, ideally with guardrails. They also need someone to reassure them that they have what the Character Education Partnership's Merle Schwartz describes as "leeway and forgiveness" -- that is, the knowledge that going off the path does not destroy the dream.

Engaging School and Community Settings

With all the talk about the importance of engagement, it's possible to lose sight of exactly what leads students to have a feeling of being engaged. The feeling of being engaged in a setting or group happens when students have opportunities to receive positive recognition and to make positive contributions, can spend time in environments in which teamwork is encouraged, and get help

learning new skills that they find valuable and helpful in their lives. Engaging settings in the school and the community have logos, mottos, missions, and other tangible things that allow students to experience a sense of belonging and pride.

Through MTSS/PBIS and Arbor Heights' social-emotional recognition system known as S.O.A.R. students will be instructed to use S.O.A.R. behaviors throughout the school, classroom, outside areas and specialty areas. S.O.A.R. behavior is acknowledged by all staff members verbally and through the use of

S.O.A.R. acknowledgement tickets.

Retain high quality, highly effective, and highly qualified staff.

Teacher Mentoring through Career Ladder teachers. Arbor Heights has three Career Ladder Teacher who provide instructional and curriculum support to new and veteran teachers. One of the Career Ladder teachers is a special education teacher who also provides building leadership as the chair of our

R.U.L.E.R committee.

Creating a Community of Teachers – Strong PLCs. Our grade level and specialists' Professional Learning Communities meet weekly with one, data-driven PLC per month. The Instructional Leadership Committee (ILT – a branch of the BLT) provides protocol guidance, data-plotting and instructional support based-on the student data.

Goals area this year is math – problem-solving.

How do we support the transitions of new students and families into our school?

- 1. Make it a team effort:** We involve families and educators in placement decisions.
- 2. Keep a positive focus:** We present school as a place where students will learn new things and make friends.
- 3. Encourage school involvement:**
We talk to families and the new student(s) about their goals for the school year and how the new student(s) and their families might like to be involved in school outside of the classroom.
- 4. Provide needed school supplies:**
Arbor Heights provides school supplies, backpacks, and if needed, clothes for any family needing support.
- 5. We provide the most up-to-date website and sent information to families weekly:**
Arbor Heights Weekly Hot Sheet, updated website, teacher mail, Class-DoJo and more.

How do we support students identified as highly capable?

MTSS Tier 2 interventions: Students who are achieving well below or well above grade level standards (including Advanced Learners) are targeted under MTSS for tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions for mathematics and literacy at Arbor Heights by:

- flexible (and/or cluster) grouping and Walk-to-Math
- tiered instruction
- project-based learning
- small group instruction
- moderate acceleration

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,188,512	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	31,156	Funding to support MTSS supports at all schools.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	68,006	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,174,455	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Achievement data indicates our students are generally not performing at the level needed to meet state standards in mathematics. The student subgroup are our students in grades 3, 4 and 5 who are performing at level 1 or 2 and have been in systematic programming since kindergarten.</p>	<p>Data collected: Baseline Connect and Check data: SPS baseline math assessment data, Smarter-Balanced 2016 math comparative data (2015-2016) and math benchmark data using Math in Focus and My Math. For grades 3-5: Data provided by grade 3, 4, and 5 teachers and special education teachers. Data provided by pre-K through second grade teachers using SPS baseline math assessment data.</p> <p>Data provided during the first (baseline) Connect & Check October 6, 2016 and October 14, 2016 Professional Development Day – A focus on student growth MTSS-A and MTSS B (social emotional). PLC (by grade level with special education service providers in attendance) data reviews focused on bot ELA ad Math. Math was determined as our all-school Priority Question using the Cycle of Inquiry and Datawise© Priority Question processes.</p> <p>Quantitative Data and Qualitative Data helped mixed grade level teams to determine the Priority Question:</p> <p>Staff developed PRIORITY QUESTION:</p> <ul style="list-style-type: none"> • How can we create vertical alignment with curriculum and language in math to increase student achievement? How are we explicitly teaching and exposing students to academic language to comprehend and access the curriculum? • How can we create teacher friendly interim assessments to track student progress in the key a focus on academic language in order for students to comprehend, access and achieve within the curriculum? <p>And in order to ensure our progress we will ... develop and or use teacher friendly interim assessments to track student progress in the key areas in math measured in SBA and or important real world math?</p>	<p>All staff</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Achievement data indicates our students are generally not performing at the level needed to meet state standards on the spring 2016-math Smarter-Balanced Assessment.</p> <p>Smarter Balance Assessment data students who had been at Level three (proficient) or higher (exceeding standard) students dropped significantly (performing at level 2 – 2016- SBA). In addition, the long term data of students in special education and those requiring LAP services are not achieving at the levels we should expect given the time and resources provided to those students over the past four years.</p>	<p>Teachers went through the Inquiry/problem of Practice model with me using the post-it notes to delineate their problem of practice, student needs, their needs and support required of their principal. This was the foundation for all to write student growth goals.</p> <p>Cluster of Teachers SMART Goal: For the 43 identified students in fourth and fifth grade below standard (level 1 and 2 – non-special education students), most students will achieve a 3 (at standard) or exceed standard (4) as measured by the spring 2017 Smarter- Balanced assessment and by the end-of-year Seattle Public Schools benchmark math assessment in grades three and four.</p>	All Staff	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Math proficiency at Arbor Heights is below standard in all grades – K-5 in the area of mathematical problem-solving.</p>	<p>Whole school emphasis on mathematical problem-solving and collaboration to ensure all students have weekly opportunities for ‘math talks’ to explain their thinking (problem- solving) and daily math instruction using problem-solving strategies as a part of interactive math instruction between peers. Exit tickets will be used to evaluate daily instruction and plan for differentiated instruction.</p> <p>Whole School Smart Goal: Increase student mathematical problem-solving from 50% of students scoring 4/5 using the SPS baseline assessment (fall 2016) to 75% of students in grades pre-K-5 scoring 5/5 on the SPS benchmark assessment in June of 2017.</p> <p>All pre-K-5 teachers will participate in once a month data-driven PLCs to review problem-solving exit tickets, plot student data and create new plans to address needs and growth.</p>	<p>All teachers pre-K-5</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Classroom Environment on the climate Survey Spring 2016 and fall 2016 (baseline) suggest that students do not feel they have a trusted adult to connect with outside of the classroom and that some third through fifth grade students feel their classroom peers “bully” them. Our data for the two areas above show 37% of grades three through five students had a favorable rating for school environment – trusted adult and safe peer environment</p>	<p>School Climate Survey data reviewed during the Cycle of Inquiry/ Datawise staff trainings October 5 and October 12. Student Climate Surveys will be administered four times during the school year for MTSS progress-monitoring.</p> <p>Our school is recognized as a model school for the blending of R.U.LE.R. (social emotional curriculum) and Positive Behavioral Supports and Intervention (P.B.I.S.). We have participated in three components of MTSS-B/P.B.I.S. training and are implementing the first baseline Climate Survey during the week of October 17-21. The MTSS/PBIS team will meet to review this year’s baseline data to determine:</p> <ul style="list-style-type: none"> · Review and revision of our Behavior matrix · Partner classrooms to support student reflection when a problem arises or the student is in the “red”. · Develop sentence stems for helping teachers/staff use common language when supporting student behavior in a positive manner. · Develop teacher/student check-in pairings for students needing extra support (not the classroom teacher). 	<p>Classroom teachers, the School Social Worker MTSS/R.U.L.E.R. leads and the principal</p>	<p>June 2018</p>