



## 2024-25 CSIP Review and Updates Arbor Heights Elementary School

### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

### School Data and Building Leadership Team Members

**School Name:** Arbor Heights Elementary

**Principal:** Nooria Miskell

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Adam Kratz, Damon Taylor, Karla Boyd, Wendy Lind, Julie Gardiner, Tracy Bitnes, Nooria Miskell, Chris Brannon, Vicki Golden, Susan Burr and Jessica Hunt.

[2023-26 CSIP Arbor Heights](#)

[Arbor Heights School Report](#)

[Arbor Heights Elementary School Climate Survey](#)

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### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

A key priority practice for the 2023 - 24 school year was creating joyful, safe, and anti-racist learning environments. Another priority practice area was classroom instruction and academic success for 3rd grade English Language Arts (ELA). An additional priority practice was Culturally Responsive Workforce Strategies, which included onboarding diverse candidates for leadership roles. The final priority practice area was Family and Community Engagement, with implementations such as parent volunteers throughout the year and genuine invitations to families to actively participate.

**What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

At risk with the continued implementation of the 2023 – 2026 CSIP is the Priority Practice of Culturally Responsive Workforce Strategies. The group most vulnerable to those risks are staff of color and then, in effect, students and families of color.

## **What are short-term and long-term desired outcomes for students, family, and staff groups?**

The short-term desired outcomes for student groups are 85% of students overall and 90% of students of color will respond favorably to Seattle Public Schools Student Climate Survey.

The long-term desired outcome for all students is to cultivate the gifts and strengths of every student so that students feel they belong and are more likely to thrive in their school environment.

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## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs, and understand underlying causes of needs. By determining who has benefited and who has received unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### **Student Groups**

#### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

When analyzing Arbor Heights' student school climate data, there was one area that increased from Fall to Spring data regarding joy, safe, and anti-racist: "I feel like I belong in my classroom." This data had a 7% increase to 90%. All other areas in this category of learning environment either decreased or increased by 1%.

#### **Summary of student strengths supported by data:**

When looking at the group of students who attended school over 90% of the time, the data showed that African American Males were highest in this group at 90.6% when compared with all Arbor Heights students at 88.4%.

#### **Identify and prioritize student needs supported by data:**

Our lowest data indicates that 0% of multilingual and 25% of Special Ed. students met SBA math standards in comparison to 54.8% of all Arbor Heights students. 41.7% of Arbor Heights 5<sup>th</sup> graders met math SBA standards compared with 58.3% of 5<sup>th</sup> graders within the district. 48.9% of Arbor Heights 4<sup>th</sup> graders met Math SBA standards compared with 62.1% of 4<sup>th</sup> graders within the district. Arbor Heights' needs are in the area of math instruction for 4<sup>th</sup> and 5<sup>th</sup> graders.

#### **Summary of possible root causes of the priority student need:**

When analyzing intervention plans, this school does not employ a dedicated math intervention teacher (other than Special Education teachers' targeted support) and does not have school wide math intervention tracking. When analyzing each teacher's daily schedule, not every teacher provided the required math instructional time of 75-90 minutes, especially in 5<sup>th</sup> grade, where students were receiving 60 minutes of math the previous year.

When comparing 5<sup>th</sup> grade math and reading instruction, there was a higher emphasis on fulfilling the reading and writing minutes than on math (105 ELA minutes out of the required 120 minutes). Those discrepancies have now been corrected as we strive to meet the district's instructional minutes requirements.

### **School Staff**

## **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

Staff completed a year of Imagine Institute PD utilizing all the Early Release Equity days in 2023-24.

## **Summary of data proving professional learning is effective in supporting student outcomes:**

Student climate data indicated 89% favorable responses in the category of inclusionary practices, a 1% increase from the last survey in the fall. The greatest increase, 7%, was in the prompt: "I feel like I belong in my classroom." This prompt received 90% favorable responses.

Student climate survey indicated that 89% of students responded favorably to the prompt: "This school is a safe and welcoming place for people of all cultures and backgrounds." (This decreased 3% from fall.)

## **Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:**

Imagine Institute PD no longer takes place this year as the training concluded at the end of 2023-24. The Student Survey indicated an overall decline in the entire area of Equity/Anti-racism by 4%. The overall Identity and Culturally Responsive Teaching category garnered 77% favorable responses by all students, a decline of 5%.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices at various levels:**

Data proving that sharing power and responsibility with families exists in IEP and MTSS student support meeting notes. Apart from this, the majority of family engagements occurred during social events and through the recruitment of volunteers. Last year we held an Ice Cream Social for families, secured parent volunteers for Field Day, increased the number of PTA parent/classroom liaisons, hosted two dances that were well attended by families, and staff participated in Imagine Institute training to strengthen meaningful relationships with families of color.

The school will make improvements in this area to work towards including more family voice. Beginning the 2024-2025 school year, we will include two parents on the Building Leadership Team (parents were invited but not consistently present in previous years).

Family engagement events will continue to be open to all. Families will be invited to bring their children to curriculum night, open house, conferences, etc. to eliminate barriers that may prevent families from being involved in their children's education.

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

### **Measures and Targets**

#### **2023-26 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."

#### **2024-25 One-Year Goal:**

By June 2025, 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: 61% of students overall responded favorably on the Spring 2024 survey.

## Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

### Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

### Student Outcome Data Measures:

SPS Climate Survey (staff or students)

### Timeframe for Reviewing Student Outcome Data Measures:

End of Year

### Process Data Measures:

Walk-through/Observational data

### Timeframe for Reviewing Process Data Measures:

End of Year

### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Building Leadership Team
- Racial Equity Team

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## Priority Area: Classroom Instruction and Academic Success

### Measures and Targets

#### 2023-26 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.

#### 2024-25 One-Year Goal:

By Spring 2025, the percentage of all 2<sup>nd</sup> grade students meeting standard on the MAP assessment will increase from the current baseline of 54.5 % to 64.5%.

## Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

### Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular Data Driven PLC meetings and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for students.

**Student Outcome Data Measures:**

Curriculum-Embedded Assessments (CEAs)

**Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

**Process Data Measures:**

Walk-through/Observational data

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Grade level teams
- Admin team

**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 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 by their teachers and/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 a variety of ways: 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 take place 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 are presented 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 types of math instruction strategies in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, Collaborative Classroom Mentor texts, teacher read-alouds, 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 exist 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 exist 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:

- 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. It 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.

<https://www.seattleschools.org/departments/mathematics/elementary-mathematics/supporting-your-student/>

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

### Measures and Targets

#### 2023-26 Three-year Goal:

By June of 2026, Arbor Heights will create a system which informs decision making about culture building, community events and PTA initiatives to ensure that all families are considered when making decisions that are within locus of control of our community including offerings for afterschool enrichments, events that are sponsored during and beyond school, and understanding the best ways to communicate with families.

#### 2024-25 One-Year Goal:

By June 2025 when tasked with a new initiative or school system, Arbor Heights Elementary will implement and use the district provided Racial Equity Analysis Tool to help ensure students and families furthest from educational justice are prioritized within new systems and decisions.

### Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

#### Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

#### Outcome Data Measures:

Student Attendance

#### Timeframe for Reviewing Outcome Data Measures:

Quarterly

#### Process Data Measures:

School-based Family Survey

#### Timeframe for Reviewing Process Data Measures:

Middle of Year

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Building Leadership Team

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## 2024-25 Budget Allocations to Support Continuous Improvement

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



### **Basic Education (Baseline Dollars)**

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$6,237,292
- **Activities Implemented to Meet Intent and Purpose:**
  - Classroom Instruction for all students
  - BLT stipend
  - Tech stipend
  - Learning materials
  - Library materials

### **Multilingual Learners (Title III)**

- **Intent and Purpose:** Multilingual Learner teacher
- **Dollar Amount:** \$63,518
- **Activities Implemented to Meet Intent and Purpose:** 0.4 FTE Multilingual teacher serves the building 2 days a week

### **Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** General Ed Instructional Assistant (0.5 FTE) provides intervention to K-2 students struggling in reading under the guidance of the primary teachers

### **PTSA Funding**

- **Dollar Amount:** \$75,000
- **Activities Implemented to Meet Intent and Purpose:**
  - Funded librarian (0.3 FTE)
  - Social Worker (0.1 FTE)
  - Instrumental music (0.1 FTE)