



Continuous School Improvement Plan (CSIP)

View Ridge Elementary

2016 - 2018

Principal: Terri Skjei



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.

The View Ridge Governance/BLT reviewed and submitted feedback on October 28, 2016.

The View Ridge BLT reviewed and approved the 2016-2017 CSIP on November 22, 2016.

Mission and Vision

Mission

The purpose of View Ridge Elementary School is to provide a challenging curriculum with emphasis on the basic academic skills and the arts, that meets the needs of all students. Through collaboration and continued parental/community involvement, students of all ethnicities will demonstrate confidence and a strong positive mental attitude.

Vision

Each View Ridge graduate will demonstrate mastery of academic skills, value self and others, develop communication skills through the arts, possess the courage and confidence to serve and lead in diverse communities, creatively solve problems and enthusiastically strive to reach his/her potential.

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

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>View Ridge School employs a variety of assessment measures to determine goals focused on meeting grade level standards for all students. We follow the district assessment calendar and guidelines, adhering to basic timelines and recommended assessments. Within grade level teams, teachers align assessment tools, strategies and resources to better inform practice and utilize assessment results to inform instruction. We use formative and summative assessments and have developed common formative assessments within grade level teams as well. Teachers assess all students in major content areas and develop student learning plans for students not yet at standard. Through our MTSS (Multi Tiered Support Systems) process we frequently monitor the progress of students, employ a school- wide data sheet, maintain classroom spreadsheets, and staff update screener information for students to assess a whole picture of students with issues, inclusive of academic and social/emotional/safety needs as well. Our MTSS team meets regularly and has scheduled time to meet with grade level teams to better improve our practice.</p> <p>One of the areas we identified through analysis of our data and connection to SPS (Seattle Public Schools) goals is the early learning benchmark of students being at reading standard by the end of second grade, primarily in English Language Arts (ELA). We are specifically focusing on students not to reading standard in grades two and three. Grade three consists of students we identified as needing support last year and as part of analyzing cohort data intended on closely monitoring their progress. We want all students to be successful readers.</p> <p>At Grade Level/PLC (Professional Learning Communities) Team meetings, MTSS/ SIT (Student Intervention Team) meetings, Data Team meetings and in our Building Leadership/ Governance Teams, that includes parents and community, we analyzed student achievement data from SBA(Smarter Balanced Assessment), MAP (Measurement of Academic Progress) and classroom-based assessments. We then developed data-based SMART(Specific/Measurable/Attainable/Rigorous/Timely) goals for student growth in all major goal areas.</p> <p>For our school climate, our staff is being trained in/and is utilizing the RULER program-this is a program out of Yale University that targets social/emotional learning. It stands for Recognize/Understand/Label/Express/Regulate. We are also developing goals around the Resiliency and Relationship training the district has provided.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, developing common formative assessments and differentiating instruction based on students' readiness, skill levels and learning goals.</p> <p>We address the needs of all children in the school via our MTSS (Multi Tiered Support Systems) team- we hold weekly team meetings, have entire grade level teams and</p>

	<p>specialists come to meet with us and share students of concern, as well as hold SIT (Student Intervention Team) meetings for students in need of more support. We also have a smaller Data team that meets and reviews school wide data, to determine students in need of further supports. In addition, all staff fill out our screeners, inclusive of SWIS (School Wide Information System), health, safety, attendance, behavioral and academic data, for students in their classrooms, identifying needs of students. Our MTSS team has been scheduling meetings with teacher groups to more consistently communicate and align support needs for students.</p> <p>For our ALO (Advanced Learning Opportunities) students, we have a Walk to Math model in grades 1-5, Integrated classrooms, and flexible groupings based on data. We meet ALO standards in reading in the classroom setting through careful planning and preparation, organization of standards and flexible groups.</p> <p>Our SWD (Students with Disabilities) students have IEPs (Individualized Education Plans) that address their specific goal areas, and teachers and support staff use district curriculum and other curricular materials to meet the students where they are at, all the while making sure they are progressing in their skills.</p> <p>Our ELL(English Language Learners) population has increased, and we currently have a part-time ELL teacher, an ELL Instructional Assistant and coaching support. The model for our ELL students can include push in services, or small group pull out services. We also have an online math program that is available for our LAP(Learning Assistance Program) identified students.</p> <p>Our progress monitoring includes frequent curriculum based assessments, MAP, Teachers College Reading Assessments, and other data. The MTSS team monitors student progress, grade level teams meet to go over assessment results, and we use a triangulation of data to monitor student progress.</p> <p>We strengthen the core academic program of our school by having aligned curriculum and using the district's scope and sequence. Administration also allows for team planning time for collaboration, which can include PLC (Professional Learning Communities) work, team planning, sharing of strategies, developing/revising/utilizing common formative assessments, aligning learning targets and success criteria while teaching essential common core standards aligned to district scope and sequences and curriculum.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>A hallmark of View Ridge is the support of developing and supporting teacher leaders. Through our Building Leadership Team, School Safety Team, the RULER team, Tech team and on...our staff is hard working, committed to professional practice and eager to learn and share new ideas. Our teachers help, provide, plan and deliver quality PD (Professional Development) experiences for staff. This is evident through our PD areas of focus, our PD schedule, Early Release and staff development days plus time provided during regularly scheduled staff and meeting dates. Our PD plan connects to our school plan and can be flexibly adjusted to meet student and staff needs. Staff have opportunities to share new learning with other members. We have a viable Technology support team that is also working on providing support and PD for staff that can have impact on students. We see a link in our classrooms related to PD support from the RULER team and the positive impact on students. This is evident through surveys, visual learning, student discussions and use of consistent vocabulary. We spent time developing and revising common formative</p>

	<p>assessments and saw an increase in our goals developed around SBA (Smarter Balanced Assessment). Our work on school safety is measured through drill reports, feedback from observations, response of staff and students in the community.</p> <p>We have several days each school year where our staff participates in professional development (PD) based on our school's PD plans, and where our data indicates a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading, writing, science, and RULER. We have access to instructional/content coaches, who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. In addition, teachers are participating in professional learning communities, in order to deepen their professional practice.</p>
<p>Our school will increase parent/family engagement.</p>	<p>Every major learning goal includes activities and strategies for increasing parental involvement, and strengthening the school to home connection. In addition, we are planning to expand parent involvement through increased awareness of the RULER strategies and implementation process.</p> <p>Responsiveness to the Parent Survey data includes increased communication through the use of school messenger and on-line supports, more frequent communication regarding topics and school events, plus asking teachers to more regularly communicate with families through newsletters and updates regarding classroom curriculum, events and student progress.</p> <p>We have a highly involved Family Support team involving our school counselor with providing support for family outreach such as food, supplies, and resources.</p> <p>School Governance, Parent surveys, PTSA, school events/walkathons, Community builders, Playground renovations, Tech committee, support and PD. Growing ELL population and strategies to welcome new families such as meet and greets. PTA (Parent Teacher Association) provided sessions during Curriculum Nights to welcome new families and continual conversations at family meetings to strategize ways to increase volunteer opportunities for all families.</p>
<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives, staff and parents participate in our Building Leadership/ Governance Teams. These groups share decision-making authority in numerous areas of school leadership. We meet at least twice per month, and our representatives report back to their grade level/ department teams. They also bring issues and input to BLT meetings from their team members. Teachers are also trained to be Teacher Leaders in various curricular areas and policy development put in place by the district, to train other staff and serve as supports in a variety of areas. We have revised By-Laws and a Decision Making Matrix, plus SEA (Seattle Education Association) representation. Time is provided for groups to meet and we continue to work on ways to increase communication around ways our staff is involved in decision making.</p>
<p>We will assist our students to meet standard.</p>	<p>Our CSIP targets underachieving students in a number of specific areas of student learning.</p> <p>We develop student learning plans that involve students, staff and families. We are concentrating on effective Tier 1 and Tier 2 interventions for students. We regularly monitor the progress of identified students. The View Ridge staff is highly collaborative and</p>

	works hard to meet the needs of all students. Through our MTSS process, teacher teams focusing on data and specialists we are continuing to develop systems to share the progress of all students in a meaningful and on-going manner.
Retain high quality, highly effective, and highly qualified staff.	We provide mentors/buddy teachers and team assistance for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students. Shared leadership is valued and many staff feel supported by students, staff and families, leading to increased satisfaction and longevity in teaching practice and experience. Many staff stay at View Ridge for a long time and comment on the positive feeling in the building and amongst the staff.
How do we support the transitions of new students and families into our school?	In September, new families attend Curriculum Night K-5, to better orient families to school routines, procedures and curriculum. View Ridge hosts a number of school tours in the winter of every school year. The kindergarten team holds kindergarten orientation the week before school starts, where kindergartners and their families can tour the school and meet staff. In addition, this year the kindergarten team joined WA-Kids and hosted individual conferences for all families. In partnership with the school PTA, point people were identified to welcome new families to the school community, and build positive school connections. Our ELL team is developing welcome meetings for families and finding ways to reach out to all families. The office staff and staff is genuine and friendly, helpful and welcoming to students and families. There is a team approach to providing services for students and families. In addition, we have a robust family support team able and ready to provide support and welcome new students and families to the View Ridge community.
Our system of support assures our staff is highly qualified and supports students.	The percentage of staff considered "Highly Qualified" (HQ) by the No Child Left Behind (NCLB) rules and the number of Highly Qualified teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human resources department to become Highly Qualified as soon as possible. Non highly qualified IA's do not provide instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 33 Highly Qualified teachers in this school, and 5 Highly Qualified assistants.

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$2,575,482	Instruction for all students aligned to state standards. Includes 4-K teachers, 19-elementary teachers, and 3.5 specialists.
2016-2017	Specific Use Funds	Transitional Bilingual	\$759 .6 FTE, \$61,727	Supports specific materials for ELL students and translation and interpretation of materials when needed. In addition, we are allocated .6 FTE ELL teacher to support students academically in and out of the classroom setting.
2016-2017	Combined Funds	Self Help	\$20,000	Supports substitute time for teachers to regularly assess students and provide on-line tools for supporting students academically
2016-2017	Combined Funds	PTSA Grant	\$195,000	PTSA supports additional staff (2-2.5 FTE) through allocating funds for specialists, counseling, nursing, library and extra time for students to work with specialists.
2016-2017	Combined Funds	Free & Reduced Lunch	\$13, 575	We funded .1 nursing to provide support to identified students through our MTSS process, student safety, 504 plans, student welfare and our SIT team. Additional supply dollars support varying needs of students.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$38,875	We utilize LAP funds to provide .2 FTE for an interventionist to work with identified Tier 2 students.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
Our student learning issue is two-fold. We are focusing on second grade students not to ELA standards as the rationale under the "Goals and Measures of Achievement", success in the early years calls for every student to be at	<ul style="list-style-type: none"> Our sub-set SMART goal for students of color in grades two and three not to standard is that by spring of 2017, identified students will make a year's worth of growth as measured by MAP, Teachers College Assessment and CBA's (Curriculum Based Assessments). Baseline data is currently being completed and students have been initially identified. Through our grade level team meetings, MTSS process and use of school-wide 	Administrative team, MTSS team and teacher teams	End of 2016-2017 school year

<p>standard by the end of second grade.</p> <p>In addition, we wanted to monitor the work from the previous year by progress monitoring the cohort data of students currently in third grade and not to ELA standard to date.</p>	<p>screeners and goal-setting meetings with teachers, all students will be monitored and strategies and assessment tools are being discussed and aligned.</p> <ul style="list-style-type: none"> • Several student achievement indicators are monitored over the year to inform progress toward meeting our student achievement goals such as formative assessments, screeners, observation data, CBA's, Intervention data and classroom spreadsheets detailing progress to date, plus student learning plans. <p>Our student learning issue connects to eliminating the Opportunity Gap as it closely aligns to Pillar 1, Culturally Responsive, Rigorous Teaching and Learning. Signature strategies include 1.1, "Beliefs, Attitudes and Behaviors" and 1.3, "Culturally Relevant and Rigorous Instruction", All staff engaged in the PD on Culture and Climate and links to trauma, discipline and beliefs about students of color.</p>		
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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our student learning issue is two-fold. We are focusing on second grade students not to ELA standards as the rationale under the "Goals and Measures of Achievement", success in the early years calls for every student to be at standard by the end of second grade.</p> <p>In addition, we wanted to monitor the work from the</p>	<p>Identified students in grades two and three currently not to standard in ELA will make a year's worth of growth as measured by MAP, Teachers College Assessment and CBA's by spring of 2017.</p> <p>An issue of practice at View Ridge is the need for continuous alignment of quality assessments, aligned to CC (Common Core) standards and scope and sequences, to better inform instructional practice and how to best move forward the team/PLC work toward use of data to analyze effective teaching and instructional practices.</p>	<p>Administrative team, Teacher teams, MTSS team</p>	<p>Student data through collaborative teacher work, the end of the school year. However, the alignment work is continuous and on-going.</p>

previous year by progress monitoring the cohort data of students currently in third grade and not to ELA standard to date.			
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
One of our continuing issues is how to best deliver quality instruction to various instructional groups, throughout the grades in order to meet the academic needs of all students.	<p>For 3rd grade students we will maintain the percentage of students proficient in ELA on the state test at 84%.</p> <p>For 4th grade students we will increase the percentage of students proficient in ELA on the state test to 88%.</p> <p>For 5th grade students we will increase the percentage of students proficient in ELA on the state test to 93%.</p>	Administrative team, MTSS team, PLC groups and classroom teachers	Spring 2017
We demonstrated growth in our SBA assessment data and goals and continue to set high and reasonable targets, built on cohort data from the previous year. Our whole school goal focused on SBA measurements as the assessment impacts students in grades 3-5 and serves as a summative measurement to compare results.	<p>For 3rd grade students, we will maintain the percentage of students proficient in math on the state test at 83%.</p> <p>For 4th grade students we will increase the percentage of students proficient in math on the state test to 86%.</p> <p>For 5th grade students we will increase the percentage of students proficient in math on the state test to 88%.</p>		Spring 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
All View Ridge staff engaged in a district-wide PD led by a teacher team focusing on data from the spring 2016 student survey. An area of focus was identified around Classroom Environment, and students' perception of classmates focusing on learning. The View Ridge staff worked as teams to develop goals and strategies to address this issue and ultimately to increase results.	By spring 2017 student's response around classroom learning and focus will increase from 45% to 60% as measured by the SPS student survey, classroom meetings discussions and notes, and revisiting of the classroom charters at each trimester.	All View Ridge staff and the MTSS/ RULER teams	Spring 2017