



Seattle Excellence Continuous School Improvement Plan (CSIP)

View Ridge Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

The mission of View Ridge Elementary is to build an inclusive community of leaders who are curious and creative learners. We are developing global citizens who care for the environment and others. We foster growth through rigorous curricula that incorporates technology, the arts, health and fitness, social emotional learning and positive behavior support.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

By June, 2021, 95% of 3rd grade students will demonstrate proficiency or above on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

By May, 2021, attendance rates for students furthest from educational justice will increase from 87.7% in 19-20 to 90%, indicating effectiveness of safe and welcoming systems, routines and practices.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

One of the areas we identified through analysis of our data and connection to Seattle Public Schools goals is the early learning benchmark of students being at reading standard by the end of third grade, primarily in English Language Arts (ELA). We are specifically focusing on students not at standard in ELA grade three. Grade three consists of students we identified as needing support the previous year and as part of analyzing cohort data intended on closely monitoring their progress. We want all students to be successful readers.

Another area of focus is our Students with Disabilities who have IEPs (Individualized Education Plans) that address their specific goal areas. Teachers and support staff use district curriculum and other curricular materials to meet the students where they are, all the while making sure they are progressing in their skills. While increasing the number of students with IEPs meeting proficiency standards is an area of growth for our school, we exceed the district average in this measure.

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. The MTSS leadership team meets with grade level teams each Trimester to review student growth data and supports for student learning. We strengthen the core academic program of our school by having aligned curriculum and using the district's scope and sequence. Administration also allows team planning time for collaboration, which can include PLC work, team planning, sharing of strategies, developing/revising/utilizing common formative assessments, aligning learning targets and success criteria.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

For our ALO (Advanced Learning Opportunities) students, we have a Walk to Math model in grades 2-5, integrated classrooms, and flexible groupings based on data. We meet ALO standards in reading in the classroom setting through leveled reading and writing (each student reads and writes at their own level), careful planning and preparation, organization of standards and flexible groups.

Our students served with an IEP (Individualized Education Plan) that address their specific goal areas, and teachers and support staff use district curriculum and other curricular materials to meet the students next level of learning, all the while making sure they are progressing in their skills. While increasing the number of students with IEPs meeting proficiency standards is an area of growth for our school, we exceed the district average in this measure.

Our ELL (English Language Learners) population receives services from an 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 and ELA program that is available for our students identified for LAP (Learning Assistance Program) services.

Our progress monitoring includes frequent curriculum-based assessments, MAP, Fountas & Pinnell Reading Assessments, and other data. In order to track student growth throughout the year, we will administer the F&P assessments in the fall and spring for all students. In the winter, we will only assess students who are below grade level. This way we can implement proper supports for students who are not reading at grade level throughout the year.

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. The MTSS leadership team meets with grade level teams each Trimester to review student growth data and supports for student learning. We strengthen the core academic program of our school by having a reading intervention strategy, aligned curriculum and using the district's scope and sequence. Administration also allows team planning time for collaboration, which can

include PLC work, team planning, sharing of strategies, developing/revising/utilizing common formative assessments, aligning learning targets and success criteria.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Through our MTSS process, we meet with teachers on a regular basis to discuss every student in the building and make specific plans for those who need additional support or challenge. The supports may include working with our reading interventionist, our in-school tutoring program, or differentiated instruction within each classroom. For students who need more support, we develop student learning plans that involve students, staff and families. We regularly monitor the progress of identified students through our MTSS process, teacher teams (PLC's) and specialists. We focus on data to develop systems to share the progress of all students in a meaningful and on-going manner.

Fifteen minutes per day on Monday, Tuesday, Thursday and Friday will have a Social Emotional Learning (SEL). This time will be used for classroom meetings to teach RULER skills, set the day on a positive note, implement a preferred activity to encourage students to be on time, and address any issues that may need to be addressed early on before it becomes a bigger problem. Social emotional learning is key to developing strong relationships with students that build trust, collaboration and safety for all students.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

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Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

In the fall of 2019, the View Ridge Elementary staff participated in three professional development sessions on Ethnic Studies. In addition, we hosted a book group who studied Zaretta Hammond's *Culturally Responsive Teaching and the Brain* and then presented to the staff. As a result we've been working as a staff to ensure that we are very intentional and public about being a culturally responsive school.

Our goal is to increase the student's responses on the student survey around feeling safe and welcome at school. We will look at our data in the fall and conduct periodical interim surveys throughout the year to assess the student's responses around feeling safe and welcome at school.

Our work will involve working with our MTSS behavioral team, equity team and Positive Behaviors and Intervention Support (PBIS) team to ensure that we have common, clear expectations throughout the building. Our focus will be on safety, kindness, responsibility and responsibility. We will also be working on our anti bullying campaign, teaching students how to respond and report bullying. This will be done in conjunction with our school wide social emotional learning program (RULER) as well as schoolwide assemblies, professional development, announcements, and newsletters.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

By spring 2021 student's response around classroom learning and focus will increase from 63% to 70% as measured by the SPS student survey, classroom meetings discussions and notes, and revisiting of the classroom charters at each trimester.

We will also address "Students in my class are respectful to adults," increasing the positive responses on the student survey from 75% to 80%. This will involve PBIS implementation, especially around clear

expectations and follow through. As a result, students will listen to adult instructions, and redirects, lessening the amount of time being spent on student redirects and more time on positive social interactions.

Plans for Family Engagement

In 2018, we started the year by looking at the parent survey and noticing that families of color were 13% below white families in the category of Feeling a Sense of Belonging. As a result, we hosted a co-design with families of color and formed a PTA equity committee, which we merged with our building equity committee. Our PTA and school-based equity committee work together to increase family engagement for all families.

Our principal hosts a monthly principal coffee the first Monday of every month in our cafeteria. It is an opportunity to increase family engagement through an open-agenda meeting. The meeting begins with the families setting the agenda. Then a plan is made to make sure every topic is given equal time and make sure we cover all items. Afterward, the principal follows up with the action items.

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
- Asking teachers to regularly communicate with families through newsletters and updates regarding classroom curriculum, events and student progress
- Monthly Principal Coffees
- Weekly Principal updates in our PTA newsletter (The Otter Know)
- Our school sees the value in a strong Family Support Team supported by our counselor. We have a highly involved Family Support team involving our school counselor, providing support for family outreach such as food, supplies, medical/dental and resources.

2020-2021 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.



8. **Recommended School Specific Strategy as outlined in the Playbook:**

Our school principal, Mr. Roos, hosts monthly Virtual Principal Town Halls where families bring the agenda items and Mr. Roos listens, takes notes and responds. It's an open-agenda town hall where families may bring up any item to discuss. The first few minutes of the meeting are spent gathering agenda items from participants, creating an agenda and assigning timeframes for each item so there is time to address each agenda item. The school's Administrative Secretary takes notes and the notes are posted on our PTA's website. In addition, Mr. Roos sends out a weekly family newsletter called The Roos Report. We also host monthly PTA meetings and have weekly meetings between the principal and PTA Co-Presidents to check in, problem solve and plan together.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**

Our Principal and Assistant Principal are checking in with the staff on a regular basis. The first agenda item of every staff meeting is dedicated to social emotional connections with the staff. In addition, admin meets weekly with grade-level teams or one-on-one if preferred. In addition, View Ridge has a "Sunshine Committee" that is dedicated to the social emotional development of the staff. For students, every school day begins with 30-minutes of social emotional learning and ends with family connections. This includes lessons from our SEL program out of Yale University called RULER. Our counselor has also set up class lessons, small groups and one-on-one counseling sessions. Students, teachers or families may fill out a counseling referral form. We also have a Positive Behavior Intervention and Support (PBIS) team to promote positive behaviors utilizing our VRE value words: Kind, Safe, Respectful and Responsible. We conduct professional development around our Social Emotional Learning curriculum (RULER out of Yale University) and Positive Behavior Interventions and Supports (PBIS) strategies schoolwide.



Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - *(e.g. determine level of engagement to inform supportive practices.)*
 - Collection and review of meaningful and purposeful data
 - *(e.g. aligns to SPS assessment plan for 2020-21 school year.)*
 - Adult collaboration between educators and families
 - *(e.g. review of data in collaborative PLCs)*
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

We have assessed all students using fall screeners to assess where each child is academically. Synchronous lessons are delivered daily with asynchronous activities posted on Schoology or Seesaw. Teachers have set up office hours as well as small group time to work with students one-on-one or in small groups. Our teachers meet on a regular basis in their Professional Learning Communities (PLC) to discuss every student and make plans for those who need more challenge or support. We have two parts of our Multi-Tiered Systems of Support (MTSS) – behavioral and academic.

Our MTSS behavioral team meets weekly to discuss any additional behavioral support that may be needed for families or students. Our MTSS academic team meets at least once a month in PLC's or MTSS team to review student data and discuss in teams how to support students who need academic intervention or challenge. Our school has several support services including a

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reading interventionist, counselor, nurse, administrators, software programs, reading intervention programs, etc.

Our goal is to implement an intervention or support for 4-6 weeks to see if it's effective. If students do not show relevant progress after 4-6 weeks, the student will be referred to either our MTSS Help Desk or Student Intervention Team (SIT) to further discuss next steps such as a 504, Student Learning Plan (SLP) or Individual Education Plan (IEP). Our counselor works directly with families in need, including McKinney-Vento, Foster Care Students, Families in need, etc. She also conducts home visits, along with our nurse, when necessary.