



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

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

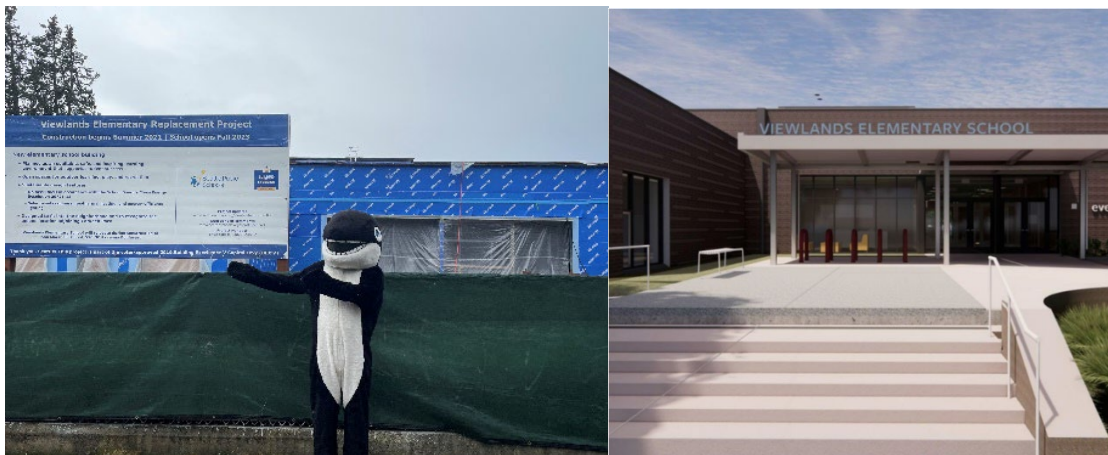
Current School Year: 2023-24

School Name: Viewlands Elementary

Principal: Carrie Wheeler

Members of the Building Leadership Team and Parent/Guardian Partners: BLT Members: Marilyn McVay; Craig Arango; Clay Dewey-Valentine/Jena Meagher; Miranda Veliz; Alex Gorohoff; Pete Koslik; Amy Franklin-Bihary; D'Onna Smith; and Grace Alams
VEPTSA: Viewlands PTSA

Community Partners (Community Based Organizations): Creative Kids Learning Center; Operation School Bell; Hunger Intervention Program; Sound Mental Health; Matcha Theater; Right Now Needs Fund Alliance; Creative Advantage



[Viewlands Elementary School Report](#)

[Viewlands Elementary School Climate Survey](#)

School Overview

Viewlands is committed to providing an inclusive learning environment and a high quality elementary school learning experience for our students. We support intellectual, physical, and social-emotional development for every student through creative expression and a focus on community and relationships.

Our Viewlands Vision is:

Every child known, valued and empowered!

Who Is Viewlands?

Viewlands is a neighborhood school that focuses on relationships and community, so that we can be a strong learning environment for all students. At Viewlands, we:

- Embrace our unique individual and family stories.
- Build relationships where all students and families are known and valued.
- Create understanding of community and the impact of our actions on community.
- Empower students to express themselves through art.
- Challenge students to foster strong connections to their communities.
- Nurture curiosity and wonder about our shared environment to inspire action.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By June of 2026, 90% of Viewlands Latinx (Hispanic) learners, Black learners, and Multilingual learners will respond favorably to the 4 identified categories on the spring 2026 student survey (belonging and relationships, identity and culturally responsive teaching, equity and anti-racism and inclusionary practices).

One-year Goal:

By June of 2024, 80% of Viewlands Latinx (Hispanic) learners, Black learners, and Multilingual learners will respond favorably to the 4 identified categories on the spring 2024 student survey (belonging and relationships, identity and culturally responsive teaching, equity and anti-racism and inclusionary practices).

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Viewlands is a neighborhood school that focuses on relationships and community. All students and families need to feel welcomed and safe to feel joyful. Our school environment has to be anti-racist to create safety and joy. Viewlands focuses on relationships and community to continue to build an anti-racist, safe and joyful learning environment. Our Viewlands vision is for every student to be known, valued and empowered. A welcoming environment is critical. Students have to feel welcomed into a learning environment, before they can feel known, valued or empowered. Viewlands school-wide learning expectations are to be safe, kind and responsible.

The guardrail supports our goal that every child is known, valued and empowered at Viewlands.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Design and implement Cogens group for 4th and 5th grade students of color (modeled after Christopher Emdin's work)
- Revise the process for student interviews and how that information will be utilized
- Consider and explore affinity-focused student lunch bunch clubs
- Consider and explore assemblies or other whole school learning focused activities that explore and celebrate identity

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

- Universally Designed Learning (UDL) Focused Professional Development School-Wide as an early adopter school on purple Wednesday collaboration days
- Multilingual focused collaborative planning on green Wednesday collaboration days
- School-wide "Who are our students?" Share Outs at Staff Meetings and Staff PD days
- Race and Equity team focused work
- Continued Committee work focused on integration of STI, Learning in Places, and Identity focused learning and exploration

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- School-wide student learning and support planning conferences
- UDL – common tier 1 strategies

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

- School-wide common expectations for tier 1 social-emotional learning and common school-wide expectations
- Restorative action, repair-building and community service focused learning, rather than only disciplinary consequences.
- UDL – common tier 1 strategies

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 19% to a target goal of 57% by 2025-26.

One-year Goal:

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 5% to a target goal of 15% by 2023-24.

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

To ensure that we move towards our priority 3-year SMARTIE goal, Viewlands will create and monitor each year's interim SMARTIE goal.

Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures, including DIBELS (1st and 2nd grade 3 times per year) and MAP growth data (1st, 2nd and 3rd grade). We will use MAP 3 times per year 1st through 5th grade to monitor growth progress.

Viewlands will also utilize CCC/BAR assessment data, intervention data for students receiving intervention supports, including SIPPS and ORIF data, and, for multilingual students, WIDA growth reflection data.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Viewlands is a neighborhood school that focuses on relationships and community. All students and families need to feel welcomed and safe to feel joyful. Our school environment has to ensure academic success for every student through rigorous supported engagement and high quality instruction with a universal design to learning approach. Our Viewlands vision is for every student to be known, valued and empowered. Students have to feel known and valued in a learning environment to be able to thrive academically and socially emotionally.

The guardrail supports our goal that every child is known, valued and empowered at Viewlands.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Flexible, small group instruction for reading and math
- Use of data and progress monitoring
- UDL strategies
- Student choice and input
- Science of reading based tier 1 phonics and word study instruction in all K-2 classrooms
- Differentiated word study instruction in tier 1 ELA instruction in 3rd-5th grade classrooms

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

- Professional development on differentiation and UDL
- Consistent use of protocols for PLCs
- Learning walks to support shared practice and learning.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Shared classroom data documents
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals and sharing this data with all staff through the BLT
- Utilizing green Wednesday collaboration days for MTSS work and collaboration with the multilingual and intervention teams.

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

- MTSS team referrals for a SIT or consideration of referral, not individual teachers
- Shared planning for supporting tier 2 and tier 3 needs of students performing below grade level and advanced learners.

Advanced Learning and Highly Capable Services:

At Viewlands, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction,

enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

It is important to note, there is not separate staffing or different curriculum designated only for advanced learning in the neighborhood school services. Differentiation is provided through tier 1 and tier 2 extensions and learning opportunities by the child's general education classroom teacher with consultation from the MTSS team and grade level team partners. The differentiation is provided for a child that demonstrates ongoing mastery of grade level common core standards and readiness to extend their learning/thinking in depth and complexity within grade level content.

Expanded Learning opportunities for students through afterschool or summer programs:

- Evening events and performances that connect families to the instruction and engage families in student learning
- Bring Your Family to School Night
- Affinity Group Nights for shared information and community building: for example Latinx family nights
- PTSA sponsored after-school enrichment activities
- Partnership with Creative Kids after school provider for ongoing learning opportunities and shared mentorship

Homework Policy:

Common Agreements Related to Homework:

- Learning is important at school and at home. This partnership is an important part of learning and growing.
- Developmentally elementary age children need time to play and engage in other activities.
- Homework completion is not part of grading.
- Students will not be penalized in any way for not completing homework.

Homework at Viewlands:

- All students Kindergarten -5th Grade should engage in reading a minimum of 20 minutes per night. Reading at home is critical to literacy skills.
- No homework (aside from reading time) for kindergarten, apart from occasional family activities
- 1st through 5th Grade Math homework (minimal amount)
- 1st and 2nd grade math work is encouraged to support continued growth.

- 3rd -5th grade math work. This is practice and supports the learning done at school. Students can also work on any math homework during morning arrival time (7:40-7:55) when they aren't able to do at home. The classroom teacher can provide more specifics about what this looks like for students/classrooms. This could include math worksheets, digital math platform work on devices and/or math fluency practice.

Priority Area: Family and Community Engagement

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

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

By June 2026, 70% of Viewlands multilingual families and families of students of color furthest from educational justice will respond to a data probe favorably and attend 2 or more of the family engagement school events (i.e. Bring Your Family to School Night; Latinx family night; other affinity group events; Bring Your Family to School Night; Multilingual Family Night, Evening of the Arts).

One-year Goal:

By June 2024, 50% of Viewlands multilingual families and families of students of color furthest from educational justice will respond to a data probe and attend 2 or more of the family engagement school events (i.e. Bring Your Family to School Night; Latinx family night; other affinity group events; Bring Your Family to School Night; Multilingual Family Night, Evening of the Arts). The data probe will establish a baseline.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

The Guardrail supports the values of the school, every child known, valued and empowered. This vision required us to know and develop strong partnerships with families. The intersectionality of student and family identity is celebrated.

Artifacts and evidence that will support the alignment of the schools' values with the Guardrail include:

- Family data probes and family interviews
- Family survey (if available)
- Specific ML family interviews and data probes;
- Attendance data and analysis of attendance data for school events, family conferences, ML coffee chats in language groups, and family engagement activities.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

The Viewlands professional learning plan will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding.

Our professional development plan is data-driven based on Viewlands' student needs determined through our data reflections. Teachers will participate in consistent data analysis, expansion of Tier 1 learning practices and sharing and reflecting on their practice. Viewlands will engage in professional learning focused on Universal Design for Learning (UDL). We know that when teachers approach this learning with a throughline of racial equity, we will be able to develop strong partnerships with all families and our students furthest from educational justice grow.

Viewlands purple days will be focused on UDL learning with opportunities to share practice and engage in dialogue to learn from one another. We will utilize TL sub days to support learning walks create structure for structured learning walks to observe practice and provide feedback, expand teacher tool kit for UDL strategies, differentiated learning and science of reading based tier 1 instructional strategies. UDL learning will support Viewlands educators in creating strong inclusive classroom communities and differentiated instruction that supports all learners.

We will focus our green days on our MTSS processes and for collaboration with the multilingual team for our multilingual learners. Our ML team will engage in thoughtful family engagement strategies and share data and family input with staff/teams to help us more effectively support students and partner with families.

Viewlands will have shared agreements around our professional learning, use of collaborative structures, frequency and modes for family engagement, and committee work.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Differentiated family connections: text, email, phone call, in person meeting, home visit and use of language translation tools (Linguistica, Talking Points)
- Schoolwide celebrations and PTA sponsored on-campus events, with communication about the event done in multiple modes (translated e-mails, translated talking point texts, paper flyers in English and Spanish, and/or phone calls)
- Recruitment events with families of color to provide opportunities for engagement with leadership bodies, like BLT, VEPTSA, Race & Equity team, or other school specific activities to reflect the diversity of the school community
- Strong Tier I campuswide school wide positive behavior expectations and practices including classroom management strategies, restorative and community service focused actions over negative disciplinary focused actions, campus leadership opportunities
- Family data probes, specifically data probes targeting our multilingual families and families of color
- Affinity group family engagement events: Latinx family nights (2-3 times per year); ML Language-based Coffee Chats; and a Black and African American family night (1-2 times per year).
- Dia de los Muertos focused learning through art and literacy, culminating in a Viewlands Ofrenda and displayed student work

- Family highlights and shared learning opportunities in classrooms to highlight family identity, careers, talents and special interests.
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Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Viewlands is committed to aligning adult practices to district-wide vision, values and anti-racist initiatives by aligning our work with the district-wide vision, values, and anti-racist initiatives. Specifically aligning adult behaviors drives our work to create a more just, anti-racist, and identity-affirming world.

Artifacts or evidence that support alignment between the vision and guardrail:

- Spring 2023 Student Climate Survey Equity/Anti-racism section
- Spring 2023 Student Climate Survey Belonging and Relationships section
- Cogen group student data

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Students engaging in student Leadership opportunities (Cogens group, student-led Green Team, Student Learning Mentors, Library Helpers, etc.) matches student population in race/cultural background, gender identity, etc)
- Learning walks for teachers to visit other classrooms using the culturally responsive tool and/or UDL observation tool for peer-to-peer feedback
- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework or UDL tool for admin-teacher feedback loops, during informal class visits

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

- Interview statement during hiring to diversify workforce to match student population to staff hiring
- Audit of who is participating on interview teams annually to make sure there is a diverse representation of staff on the team.
- Working with school's HR Analyst to make sure staff have easy access to the interview training to increase the number of people available to be on an interview team.
- Learning walks for teachers to visit other classrooms using the culturally responsive tool or UDL tool for peer-to-peer feedback

- Administrators using tools, like the Ready for Rigor tool or Cultivating Genius framework or UDL tool for administrator-teacher feedback loops, during informal class visits

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

- Annual audit of staff leadership roles to analyze the representation of staff in leadership roles- looking at it through disaggregated data based on gender identity, race/culture, age/experience, and sexual orientation
- Thoughtful recruitment and onboarding process for staff to take on a leadership role on BLT, R&E Lead, TLC, and/or curriculum/technology leads
- Leverage Committee Work as ways to increase the leadership opportunities available to staff at school.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Levy Performance

Amount: \$27,899

How will funds improve student learning? Increase the baseline allocation of 0.8 Multilingual Cert teacher to 1.0. (adding 0.2FTE). This will support effective implementation of our ML learning plan and support improved engagement of our ML families. This is part of our C-SIP with the goal of improving student learning outcomes for our multilingual students.

Viewlands will have a 2-person cert team: 0.5 ML Cert and 1 person 1.0 FTE (0.5 ML Cert and 0.5 AIS) to support implementation with Bilingual IA's.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP/Targeted Title 1/Discretionary per student/Discretionary poverty/Levy Performance

Amount: 0.25 FTE and \$364,437

How will funds improve student learning? 0.8 FTE Academic Intervention: Reading and Math targeting 2nd through 5th graders. This will support effective implementation of our Title 1 Learning and Instructional Vision to provide high quality tier 1 with aligned tier 2 and tier 3 academic intervention for our students at highest risk. This is part of our C-SIP with the goal of improving student learning outcomes for our SoC FFEJ and our multilingual students.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP/Baseline Allocation

Amount: 0.5 FTE and 0.5 of the ML Cert Allocation

How will funds improve student learning? 1.0 Multilingual Cert Teacher and Academic Intervention Specialist Lead (0.5 ML Cert and 0.5 AIS). This will support effective implementation of our instructional vision and of our ML learning plan and support improved engagement of our ML families. This is part of

our C-SIP with the goal of improving student learning outcomes for our multilingual students and SoC FFEJ.

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Creative Advantage Grant

Amount: \$6,000

How will funds improve student learning? Arts Enrichment providers, such as but not limited to Arts Impact, to provide additional art (rhythm, music, dance, theater, etc.)

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: VEPTSA

Amount: \$7,750

How will funds improve student learning? Lunchroom or lunch recess hourly supervision to monitor safety of students at lunch and lunch recess.