



2025-26 Annual CSIP View Ridge Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: View Ridge Elementary School

Principal: Rina Geoghagan

Instructional Vision: Deliver quality instruction to various instructional groups, throughout all grades in order to meet the academic needs of all students.

Members of the Building Leadership Team: Lindsey Daniels, Janae Platter, Ana Crossman, Katy Hanson, Whitney Moran, Roberta Williams, Rina Geoghagan

[2023-26 CSIP View Ridge](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 294

Special Education Percentage: 19.4%

Multilingual Learning Percentage: 5.8%

Highly Capable Percentage: 9.9%

Free and Reduced Lunch Percentage: 10.9%

Washington School Improvement Framework Status: Foundational

[View Ridge OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- WaKIDS
- DIBLES
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Smarter Balance assessment data shows that students at View Ridge are performing above the district and state averages. Our ELA data is the highest SBA subject area with over 85% of 4th or 5th grade students meeting or exceeding standard. The spring student climate survey showed that 98% of students believe that adults at school care about them. 93% of students believe that students from different cultures and backgrounds treat each other with respect.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

While View Ridge outperforms the district and state averages overall, a review of the OSPI Report Card disaggregated data reveals a performance gap for certain student groups. For instance, the latest available data indicates that while the majority of students meet proficiency standards, certain student groups like economically disadvantaged students, Students with Disabilities, and Students of Color are less likely to meet standards than their non-economically disadvantaged peers or white students.

Disproportionalities: What disproportionalities exist among student groups?

OSPI data demonstrates that academic growth and proficiency are not consistent across all student subgroups. For example, while student growth percentiles (SGP) may be high overall, they can mask lower SGPs for Students with Disabilities or students from specific racial/ethnic backgrounds. This is a critical need, as all students are expected to make sufficient academic progress.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

- Curricular Misalignment/Inadequate Support: A root cause analysis reveals that curriculum limitations or support structures are not sufficient to meet the diverse academic needs of all student groups, specifically those needing more intensive intervention or enrichment beyond the standard curriculum.

- Instructional Bias: Unconscious or implicit biases in instructional practices and expectations also lead to inequitable learning opportunities and outcomes. This can manifest as lower expectations for certain student subgroups or a lack of culturally relevant teaching materials.
- Teachers need additional support and resources to meet the needs of a variety of learners in their classrooms and to address specific academic and social-emotional needs.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- Targeted, Data-Informed Instruction: Using disaggregated OSPI and local assessment (e.g., MAP, DIEBELs and CEAs) data to inform targeted, evidence-based instructional strategies will significantly impact student outcomes, especially for historically underserved groups. This includes specific interventions for economically disadvantaged students and Students with Disabilities.
- Systemic Culturally Responsive Practices: Moving beyond individual strategies to embedding culturally responsive and anti-racist practices across the entire school system. This should include professional development and establishing a restorative justice framework to improve school climate for all students and families.
- Empowering Family and Student Voices: Intentionally seeking and acting on feedback from all families, particularly those from underrepresented groups, builds trust and provides invaluable insight into improving support structures and school culture. This strategy has the potential to make all families feel seen and heard.

Interconnected Needs: How are needs related to each other or influencing each other?

- The ELA and Math achievement gaps are a direct result of the disproportionalities in academic outcomes for various student groups.
- The root causes of disproportionality, such as instructional bias and inadequate support, feed into the inconsistent academic outcomes seen in the OSPI data. By focusing on systemic culturally responsive practices, View Ridge can address the root causes and mitigate biases, which in turn will reduce disproportionalities and help close the achievement gaps.
- Improving school climate and family engagement will strengthen the partnership between the school and families, allowing for more effective support for students with diverse needs and directly influencing their academic and social-emotional growth.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Provide staff with specific, evidence-based professional development sessions on culturally responsive instruction. Focus on practical, classroom-level strategies.

Establish Data Inquiry Cycles PLCs: Implement a structured, recurring process for grade-level teams to analyze disaggregated OSPI and local assessment data (e.g., MAP) to inform instructional planning and differentiation.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

- Students at View Ridge have equitable access to devices and learning platforms to support their classroom instruction.
- 1:1 device program: Students in grades 3–5 are issued laptops, while those in grades K–2 use iPads.
Essential programs: Students have access to a variety of software that supports their academic growth.

- Schoology: Used by fourth and fifth graders as a communication and learning management platform.
- Typing Agent: An interactive program that helps students in all grades build critical keyboarding skills.
- Seesaw: A popular digital tool for younger students to create portfolios and engage families. Technology to enhance classroom instruction.
- Students use Microsoft Office programs like Word, PowerPoint, and Sway to complete projects and demonstrate their understanding in creative ways.
The use of technology encourages research skills, data analysis, and problem-based learning.
Digital Citizenship: Students learn and practice safe, responsible, and respectful online behavior as part of their curriculum.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

To ensure staff are proficient with technology and equipped to use it effectively in the classroom, Seattle Public Schools and View Ridge Elementary provide a multi-layered system of professional development and in-house support.

In-school expertise: The Educational Technologist (ET): Each Seattle school, including View Ridge, is assigned one or two Educational Technologists (ETs). These are teachers or librarians who serve as on-site tech experts and mentors.

- On-site coaching: ETs work directly with View Ridge teachers to help them integrate technology tools and digital learning strategies into their instructional practices.
- Targeted guidance: For the 2024–2025 school year, ETs are guiding teachers on using digital tools, like Apple Classroom and [GoGuardian](#), to create more inclusive, engaging, and culturally responsive learning environments.
- Tool-specific training: ETs receive extensive training from the district on a range of approved tools, which they then share with the rest of the school's staff.

Beyond formal training, staff have access to multiple resources for daily troubleshooting and questions.

- Built-in PD: Early release Wednesdays at View Ridge are used to provide dedicated time for staff professional development, including topics on technology integration.
- "Just-in-time" help: The district provides digital tools support for both staff and families, with contact information for the Department of Technology Services readily available.
- Peer-to-peer learning: Teachers regularly collaborate with one another, sharing new strategies and best practices for incorporating technology into their lessons.
- Alignment with state standards: The district's professional development is guided by Washington State's K-12 EdTech Standards, ensuring that training is both relevant and effective for promoting technology proficiency.

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

Measures and Targets

2023-26 Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 79% to 86%, with a focus on increasing students' learning about their culture at school from 66% to 74%.

2025-26 Goal:

By June 2026, we will increase our identity and culturally responsive teaching responses from 79% to 86%, with a focus on increasing students' learning about their culture at school from 55% to 65%.
One-year Goal: By June 2026, we will increase student response from 76% to 82% on having adults at school who can teach students about their culture(s) and history.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

This year, as part of our UDL professional development plan, teachers will participate in high-quality PD related to SEL. The UDL Guidelines allow educators to anticipate and address barriers to learning, including emotional barriers to engagement, effort, and ownership

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- TLCs
- Principal

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By June 2026, we will decrease the number of students who test at an L1-Below from 6.3% to 3%

2025-26 Goal:

The percent of second-grade students projected to be proficient or above in ELA based on MAP will increase from a baseline of 77.8% to a target goal of 79.8% by Spring 2026.

2025-26 School-based Goal:

By the end of the school year, 100% of second-grade students will meet standard or exceed standard on DIBELS.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Difference in goals and assessment: Staff must understand the shift from a summative assessment (SBA) of broad literacy skills at the end of 3rd grade to a formative, ongoing assessment of a specific, foundational skill (reading fluency) at the end of 2nd grade. The SBA measures broad English Language Arts (ELA) standards, whereas the new goal measures a targeted skill for early intervention.

The "why" behind the new goal: Teachers need to know that improved reading fluency is a prerequisite for strong reading comprehension in later grades. By focusing on this skill early, the school can more effectively intervene with students who are at risk of falling behind.

The science of reading: The new goal aligns with the "science of reading," which emphasizes explicit, structured instruction in foundational skills such as phonemic awareness, phonics, and fluency. Staff should understand how different components of reading instruction contribute to a student's reading rate and accuracy.

Multilingual and diverse learners: Teachers should be aware of language acquisition strategies and culturally responsive instructional practices to support multilingual learners. They also need to understand that oral reading fluency metrics may not reliably assess reading skills in students with articulation issues or who are deaf or hard of hearing.

What staff needs to be able to do:

- Conduct and interpret assessments: Teachers must be proficient in administering and interpreting the results of progress monitoring tools. The district uses DIBELS for universal screening in grades K–2, so staff should be able to consistently and accurately administer one-minute fluency passages to assess words correct per
- Use data for instructional grouping: Staff should be able to use the frequent progress monitoring data to identify and create targeted instructional groups for students needing intervention. This moves away from a whole-class, one-size-fits-all approach to more differentiated instruction.
- Set and track student goals: With each student's baseline and growth rate established, teachers should be able to set individualized reading fluency goals. Best practice is to involve students in tracking their own progress to increase ownership and motivation.
- Implement interventions with fidelity: When data shows a student is not making adequate progress, staff must be able to select and implement appropriate, research-based interventions with fidelity and consistency. This might involve additional practice in phonics, guided oral reading, or repeated readings.
- Communicate with families: Teachers should be able to clearly communicate student progress toward the new goal with families, moving beyond a single test score to discuss ongoing growth and specific reading strategies.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high-quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

Teachers will participate in Novak SEL UDL professional development sessions on Wednesdays. Teachers will learn how to provide classroom support to ensure students feel safe and are barrier-free to access classroom learning.

Process Data Measures:

- School-based Survey (staff or students)
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- TLCs
- Classroom teachers

Highly Capable Services

- Differentiation: Educators use pre-assessments to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade-level and above-grade-level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

Continue to support our afterschool enrichment programs, which include various world languages, physical and well-being activities, for better mental, physical and emotional health.

Homework Policy.

At View Ridge Elementary, our homework policy is designed to reinforce classroom learning while honoring the importance of family time, play, and a balanced childhood. We follow the "10-minute rule," which is supported by research and recommended by the National PTA and the National Education Association.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By June 2026, View Ridge Elementary will increase the family response rate to the annual SPS Family Climate Survey from historically low levels (around 25% for the district, and lower for families of color) to at least 50%, with equitable representation across all student demographics. This will be achieved by implementing a comprehensive communication and engagement plan based on the four pillars of family engagement: welcoming environment, two-way communication, positive interactions, and shared power.

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Action Plan

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.

Implementation Activity:

Teachers are using Smore to develop classroom newsletters to ensure families feel connected to their child’s classroom and school. Additionally, teachers are using Talking Points to communicate with families, regardless of their home language.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

End of Year

Student Outcome Data Measures:

Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

TLCs

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include, but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$66,036

Activities Implemented to Meet Intent and Purpose:

- 0.4 FTE Multilingual Learners allocation at View Ridge
- Instructional support for students who qualify for multilingual services
- Translation and interpretation services
- WIDA coordination stipend

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: 0.4 FTE Learning Assistance Program support at View Ridge