



2025-26 Annual CSIP Viewlands 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: Viewlands Elementary School

Principal: Carrie Wheeler

Instructional Vision Theory of Action: If I as the educational leader at Viewlands create aligned collaborative structures that are rooted in data and a strong belief in inclusion and that every child is capable and brilliant, then our Viewlands staff will be able to successfully implement high leverage practices to create inclusive classroom communities with strong tier 1 instruction accessible to every student through universal design for learning (UDL) and data informed tier 2 and tier 3 instruction for improved student learning outcomes. We have identified the following high leverage practices based on our reflections of the student learning outcomes from the spring of 2025, observational feedback from the UDL team and learning walks, and individual reflections on personal practice:

- Professional Learning Communities (PLC's) anchored in literacy with common shared progress monitoring assessments, curricular embedded assessments, and shared instructional practices across educators
- Professional development that focuses on strategies in student discourse and writing with teachers sharing their instructional strategies and de-privatizing their practice during purple day whole staff PD
- School-wide focus on classroom and school community building through student/family identity sharing community activities in every classroom with common vocabulary, school-wide community-building assemblies, that are chosen and planned to align with the student feedback from the survey, and co-creating and co-planning combined multilingual family nights together and with other school wide events.

Members of the Building Leadership Team: Kirsten Erickson, Jena Meagher, Leandra Davidson, Katie Buschmann, D'Onna Smith, Grace Alams, and Carmen Lau-Woo

[2023-26 CSIP Viewlands](#)

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

Student Enrollment: 290

Special Education Percentage: 12.8%

Multilingual Learning Percentage: 18.3%

Highly Capable Percentage: 2.1%

Free and Reduced Lunch Percentage: 42.8%

Washington School Improvement Framework Status: Foundational

[Viewlands 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:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Walkthrough/Observational Data
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Family Participation/Attendance (e.g., Events, Team Membership)
- Resource Allocation Data
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)
- Classroom Data Documents (includes content street and formative data, SEL data, and family communication data)

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.)?

The following are Viewlands student strengths supported by data:

- Viewlands primary K-2 students have increased strengths in foundational reading skills with the addition of explicit phonics instruction anchored in the science of reading based on MAP and DIBELS growth data.
 - Students at or above benchmark on DIBELS grew from 57.5% in the fall of 2024 to 70.5% in spring of 2025 overall. All demographics showed growth on this metric (SoCFFEJ, ML learners, students with IEPs, and AAM)
- An increase in favorability for students in inclusionary practices and culturally responsive teaching mean students feel more positively included and welcomed in the classroom and engaged instructionally which has positively supported shifts in student learning outcomes for our students of focus, our ML learners and all students of color furthest from educational justice.
- Our attendance data shows an increased percentage of students with an attendance rate of 93.1% during the 2024-2025 school year. In disaggregated data, there was an increase percentage of students across identifier groups of focus for attendance of greater than 90%:
 - SoC FFEJ was 91.2%
 - AAM was 92.3%
 - students with IEPs was 91.5%
 - ML learners was 92.5% Other identifier groups also showed increased attendance of greater than 90%, including students identified as advanced learners (+11.5% for AL and +50% for HC).
- Many of our ML learners showed significant growth in their language skills as evidenced by the WIDA scores with 6 students exiting from Multilingual Services spring of 2025.
- 70% of our 2nd through 5th grade students identified as advanced learners (identified by SPS as advanced learning in reading and/or math OR identified by SPS as highly capable) met expected growth on the MAP.

The following are Viewlands community with staff families and community partners:

- Our family events are well attended across the school community.
 - We had 75% attendance for Bring Your Family to School Night with an increase of 2% attendance for our SoCFFEJ families from fall 2023 to fall 2024.
 - We had 66% of families attend our Evening of the Arts and Culture with an increase of 1% of our SoC FFEJ families from fall 2023 to fall 2024.
 - We had 56% of our multilingual families attend the Fall Multilingual Family Night, which was an increase of 4% from fall 2023 to fall 2024.
- We showed increased engagement with families in family-teacher conferences. We successfully completed family teacher conferences in the fall of 2024 for 99% of our students. We used multiple methods based on family preference, in-person at school at school, in-person at a community location, and virtual on TEAMS. (this was for fall conferences, not the additional conferences offered for SoCFFEJ that were working below grade level standards)
- Our Creative Kids community partners shared positive feedback about our partnership, their relationship with the school community, and their commitment to the partnership. This included the addition of adding learning practice time at Creative Kids, with feedback shared between teachers and Creative Kids team members.

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

1. Chronic Absenteeism

- Students with attendance challenges remain stagnant, meaning that the majority of the students with significant absences are chronic year to year. We are not shifting this for the majority of students with significant absences. We had 44 students that missed more than 10% of school days during the 2024-2025 school year.
- There is a clear through-line when analyzing the data that the majority of students with chronic absenteeism and achieving grade level benchmarks. 27 of the 44 students that missed over 10% of the school days were performing below grade level benchmarks in 1 or more content areas. This is 61% of students with chronic absenteeism who were below grade level in academic learning and growth.
- There is a link between students with chronic absenteeism and families that identified financial insecurities and requests for support with food, clothing, or other needs. 29 of 44 students with chronic absenteeism identified with financial insecurities, which is 66% of students with chronic absenteeism.

2. Schools Success with Family Engagement and Accelerated Learning Growth for families with overlapping demographics (financial insecurity and SoC FFEJ and/or Multilingual Learners)

The triangulation of data,

- family participation in events and participation in additional family-teacher learning conferences
- DIBELS growth, MAP growth and/or SBA learning data
- attendance data

showed strong correlation. Students with significant absences had a higher representation in the families with limited participation /engagement in the school events, and high correlation to students with working below grade level benchmarks.

Disproportionalities: What disproportionalities exist among student groups?

While data shows increased student learning outcomes for our focus students, there continues to be a gap in the outcomes for students across identifiers. We want every student at Viewlands to be engaged in rigorous content and have positive student learning outcomes that support their readiness for middle and high school.

Our students that are represented in the following identifier groups, SoC FFEJ, ML students, Students with IEP's, and students living in low-income households continue to have lower student learning outcomes on district and state standardized assessments than their peers not in these groups.

In analysis of triangulation of data, students in multiple of those identifier groups, such as SoC FFEJ, Multilingual, and/or a student with an IEP, combined with students living in low-income households are the students that have the highest disproportionality in student learning outcomes.

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

Student voice with consistent opportunities for students to model their learning in output by engaging in verbal discourse and written communication is not consistently strong in the learning environments across content areas (reading, writing, science, social studies, and math), which limits students' opportunities to develop their language skills, deepen their understanding of the learning, apply their critical thinking, and learn how to communicate and work collaboratively with students that are different than them.

Students need access to more consistent and frequent opportunities to engage in student output, verbal discourse and written communication, within their learning communities across content areas. This is highly impactful to ML learners as they need frequent opportunities to transfer their skills in their native language to their English language skills.

All students, including students working above grade level standards, need opportunities to engage in student output consistently across content areas to apply their learning. Students that can work collaboratively in verbal discourse with peers, including listening to peers thinking, asking questions of peers, and share their thinking with others, will be able to more effectively communicate their learning and thinking in written forms, as well as deepen their critical thinking in a topic area.

The causes of chronic absenteeism vary for the individual student. As a school community, we have not created a system of support to address chronic absenteeism effectively, which significantly impacts how students' progress in grade level benchmark standards and feel part of the school and classroom communities.

Our staff and student demographics are not representational of one another across cultural backgrounds and race identifiers. We know that students benefit when they see themselves in the content and in the staff at the school. 25% of staff identify themselves as a person of color across three different identifiers, Multiracial, Hispanic/Latinx, Black or African America, and Asian American/Pacific Islander. In contrast 55% of our students identify as students of color across five different identifiers, the same as staff plus American Indian or Alaska Native.

Given this, the school community needs consistent exploration and learning opportunities from diverse perspectives and consistent opportunities to engage and express identity through traditions, culture, nationality, community, race, ethnicity, and core values.

A root cause that contributes potentially to the disproportionality in our data includes:

- Viewlands needs to develop more consistency across classrooms and grade levels in the way we acknowledge, learn about, and share our cultural backgrounds.
- Viewlands needs to develop more consistency across classrooms and grade levels in how we help children “see” their identities represented at school through learning about their history, learning from diverse representational adults (staff or other adults from the community invited in for learning opportunities), and their opportunities to explore and share about their own identity through learning, sharing, and exploring traditions, culture, nationality, community, race, ethnicity, and core values.

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

Improving attendance and on-time arrivals for our students with significant patterns of absences or tardies that result in missed instruction will have a great potential impact on student outcomes in academic learning outcomes and social-emotional skills, specifically feeling a valued member of the classroom and school community.

Classroom communities with consistent and frequent opportunities for all students to engage in student output, verbal discourse and written communication, across content areas in every classroom will have a great potential impact on student outcomes in student learning outcomes and students being prepared for future learning in both secondary school and beyond school plans.

Building teacher capacity around differentiation of learning in inclusive classroom communities for all learners will have a great potential impact on student outcomes in student learning outcomes and helping students feel connected and passionate about learning, which will create a foundation for success in secondary education and beyond school plans. This will require ongoing professional development over CSIP cycles in UDL, MTSS, and restorative practices.

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

- Attendance connects to learning outcomes. Students with chronic absenteeism are not at school and thus struggle to engage successfully in learning aligned with grade level benchmark standards and feel like a valued and important member of the learning community.
- Strong family engagement, school and family partnership in student learning, will positively influence student attendance and student learning.
- Consistent opportunities for students to engage in robust learning and discussions from diverse perspectives about their own and other's identity with common understanding of traditions, culture, nationality, community, race, ethnicity, and core values, will increase how student's feel included and valued in the learning community, which will increase attendance, and improved attendance will result in stronger learning outcomes.

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

Attendance focused conferences in conjunction with family-teacher conferences in November to problem solve barriers with families, set goals with the student and family, and develop a plan of support and progress monitoring.

Professional development on purple Wednesdays with all staff anchored in student output utilizing a format of peers leading peers. Teaching teams presenting a strategy in different content areas, their student data focused "why" for choosing that strategy, and the student learning outcome of that strategy. This will support strong staff discourse in understanding how an instructional strategy the student targeted learning outcomes and have time to consider how that could be applied to their instruction in their classrooms given their student assets, learning needs, and learning targets.

Utilizing a peer facilitator model for our literacy PLCs to help grow teacher capacity in engaging in an effective PLC, which will lead to more consistency in analyzing student learning data to plan and shift instruction to best meet student needs fluidly.

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

LEXIA Core 5 is being used as a supplemental digital platform to support reading in kindergarten, 1st and 2nd grade. All K-2 students have access to LEXIA Core 5. This is accessed on the student iPad devices. LEXIA Core 5 individualizes to student needs based on foundational reading skills. The platform provides teachers data on skills to support small group teacher led instruction as an additional data point. This platform is utilized for a small group of 3rd-5th grade students on their student laptop device, identified through our MTSS team.

Success Maker is used as part of the Envision Math curriculum. Success Maker is an adaptable individualized component of the curriculum, which supports student's math skills based on their needs. This is used K-5 using student devices, iPads and laptops, as part of the math block 3-4 times weekly.

3rd-5th Grade students access and use their laptops to support additional skills, such as typing. Typing club is a platform that allows students to practice and grow their typing skills, as an important skill needed as they transition to secondary school. 2nd-5th grade students access and use their student devices for research with approved SPS tools to support opinion and non-fiction writing.

Technology is also used in 2nd – 5th grade as part of the universal design for learning in a variety of ways. This includes flexible means of engagement and flexible action and expression in the ways student engage with the content and how students demonstrate their learning/knowledge.

In 5th grade, students are learning how to use platforms like Schoology to track assignments and information to support their learning. This is a critical part of readiness for the transition to middle school.

Technology is also being utilized for individual student learning plans, including general education learning plans, 504 plans, and individualized education plans (IEPs) in special education. This is in a variety of ways depending on the student's identified learning needs. This can include but is not limited to the following: capture a student's reading aloud to better support the teacher in hearing how they are applying their reading skills; using word prediction software in written responses or assignments; and capturing student discussions to monitor language development, engagement in oral discourse, and application of collaboration skills.

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?

Continued training in use of Apple Classroom (K-2 with the iPads) and Go Guardian (3rd-5th with the laptops) to support teacher capacity for using technology with student devices to support learning safely.

Modeling and available individualized support for teachers (from Ed Tech Specialist, Librarian, and Teacher Leaders) on how to use teacher presentation technology (smart boards, projector, and document camera) to best utilize the available technology for instruction that is delivered effectively with universal design for learning (UDL).

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

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

By June of 2026, 85% of multilingual students, Latinx students, and Students of Color Furthest from Educational Justice will respond favorably to the Identity and Culturally Responsive Teaching section of the survey and 75% of all students will respond favorably to the specific statements, "I get to learn about my culture at school" and "I have adults at school that can teach me about my culture(s) and history."

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Attendance focused conferences in conjunction with family-teacher conferences in November to problem solve barriers with families, set goals with the student and family, and develop a plan of support and progress monitoring. Progress monitoring will include adjustments to goals or support plan and ongoing family check-ins.

Process Data Measures:

Student Attendance Agreement Plan

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- Student and Family Input through Interviews

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- MTSS Team
- Office/Admin Team

Evidence-based Practice 2:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources.

Implementation Activity:

Viewlands will implement the following strategies:

- Community Meetings in classrooms
- 2nd Step SEL curriculum with shared monthly themes across K-5.

Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of third 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.

2025-26 Goal:

The percent of second grade students of color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 34.8% to a target goal of 36.8% by Spring 2026.

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

As school staff transition 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?

Staff will need to be able to engage productively in PLCs focused on literacy with consistent progress monitoring data to effectively adjust instruction to best support whole group growth and differentiated small group student learning growth with targeted skills based on areas of need.

Staff will need to understand how we are using core curriculum and supplemental tools to support student learning in literacy, which includes CCC, LEXIA, and UFLI. This will include:

- Use of UFLI as a supplementary tier 1 whole group instruction tool in K-2nd grade classrooms
- Use of the LEXIA tool with fidelity to support differentiated instruction for all students in K-2nd grade classrooms and how to use the data in LEXIA to support progress monitoring of student learning
- Use of the literacy CEAS K-5 to support student learning whole group and in differentiated groups across K-5 classroom.
- Triangulation of data sources to assess student learning and develop instructional plans to support learning growth, including formative assessments with exit tickets and teacher developed assessments, progress monitoring assessments, DIBELS, and MAP data.
- Implementing strong student output opportunities (verbal discourse and writing) across classrooms and content areas, with opportunities to grow educator practice through professional development around student output, verbal discourse and written communication, Literacy PLCs, and a focus on data informed instruction.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During literacy PLC meetings, teachers will use the data dialogue protocol with a focus on student learning in literacy. In this protocol educators will first explore the data to analyze and refrain from explaining.

The educators will develop a plan to act on the data by engaging in the following:

- What are the skill strengths?
- What are the skill growth areas?
- Brainstorm at least 3 ideas.
- What other data or information would be useful?
- Then, based on strengths and growth areas, brainstorm (multiple) instructional action steps or solutions. How can we leverage the strengths?

Process Data Measures:

Walkthrough/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- School-based progress monitoring data

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year
- Progress Monitoring data will be reviewed every 3-4 weeks

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

MTSS team

Evidence-based Practice 2:

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:

During professional development (Purple Day Wednesdays) staff will engage in learning around student output (verbal discourse and written communication). Every teaching team will be expected to present a strategy used in a specific content area and the "why" the student learning data supported the use of this strategy in their instructional plan as part of this professional learning.

The goal in professional learning around student output is high emphasis on multilingual language learners, however, the expectation is on how strategies can support growth for all learners, including students that are ML, students that have an IEP, and students that are considered advanced learners.

Process Data Measures:

- Walkthrough/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Teacher Developed Assessments

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- Teacher Leader Team
- Individual 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.

At Viewlands, we will provide services within the Neighborhood School Model for students identified as HC in the district-wide Universal Screening process and for any other students, identified by educators, that are ready to extend their learning depth within and outside grade level learning standards. Students identified as HC typically are performing (or are capable of performing) above grade level benchmarks/standards in reading and/or math.

Enrichment of learning is provided for all Viewlands students through curriculum embedded and/or school-wide experiential activities (assemblies, guest artists/programs, and author visits) with the goal of exposure to learning outside of curriculum and with consideration of our diverse student identities and assets.

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, which currently look different than the HC cohort model schools. Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and 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 HC.

Expanded Learning

- Evening events that connect families to the instruction and engage families in student learning, including but not limited to Bring Your Family to School Night, Multilingual Family Night, Math Night and Resource Fair, and Evening of the Arts and Culture.
- Bring Your Family to School Night as a student focused fall all school event in place of a traditional curriculum night.
- PTSA supported during the school day learning opportunities, including but not limited to assembly performances and school day enrichment activities as part of the Orca Experiences
- PTSA sponsored after-school enrichment activities.
- Partnership with Creative Kids after school provider for ongoing learning opportunities and shared mentorship
- Expanding connections of community providers for families that need additional supports
- Spring 3rd-5th grade Ultimate Frisbee teams (after school club)
- Orca Pride Club – 4th and 5th Grade (during school club)
- 4th and 5th grade Student Leadership Opportunities: Library Helpers, Viewlands Chatter student newspaper, Kindergarten Lunch Table Captains; and student math tutors.

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 supporting practice)
- 1st and 2nd grade math work is encouraged to support continued growth with fluency- not required.
- 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 complete it 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, and/or math fluency practice.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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).

2025-26 Goal:

By June 2026, Viewlands will increase the percentage of families utilizing the three main platforms of communication by 10% (VEPTSA Konstella; Viewlands/SPS Talking Points; and Viewlands Friday Weekly Updates through Smore from the principal) by 10% as a tool to engage in the school community and participate in events.

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:

Viewlands staff will use Talking Points effectively for whole school announcements, reminders about events, and individualized student short communication. Viewlands Friday Updates will be sent via Smore with translation features for weekly school community update from the principal.

VEPTSA will continue to use Konstella as their primary communication tool, which also translates. The BLT will track use of these main communication platforms, triangulating data to determine needs.

Staff will take the Smore and/or Talking Points 2025-2026 training to ensure they can use the tools effectively for communication as a tool for increasing family engagement. Staff will use Konstella as much as possible for sign-ups (related to field trips, classroom activities, and/or conferences) in partnership with VEPTSA.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Communication tool use metrics

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

BLT

Evidence-based Practice 2:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Implementation Activity:

Staff will (1) seek to diversify the Orca Experiences opportunities; and (2) host the 2nd annual Resource Fair in conjunction with math night expanding the community organizations represented at the Resource Fair and leaning into those relationships.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- After events (Multilingual Family Night)
- Orca Care Closet Open Hours
- Math Night/Resource Fair
- Evening of the Arts and Culture

Student Outcome Data Measures:

Student Climate Survey Data

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

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

- ML Team
 - Office Team
-

2025-26 Budget Allocations to Support Continuous Improvement

The following 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 and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: 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: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: \$72,528

Activities Implemented to Meet Intent and Purpose: 0.4 Academic Intervention Specialist position supporting math instruction and 4/5 reading intervention

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: \$164,547

Activities Implemented to Meet Intent and Purpose:

- FTE Certificated Multilingual Teacher
- Literacy materials, books for students (English and Spanish).
- Family connection supports with extra time for bilingual IA (after contract hours to support family conferences, IEP meetings, and family connection meetings).

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: 0.4 of an Academic Intervention Position focused on K-3 literacy intervention

Fund Program: Creative Advantage Grant

Dollar Amount: \$5,000 (if awarded)

Activities Implemented to Meet Intent and Purpose: Art enrichment funding to fund a guest Arts Impact Artist focusing on dance, rhythm, and/or music (as there are currently no music-related specialists in the basic education staffing allocations—only P.E. and art).

Fund Program: VEPTSA funds

Dollar Amount: \$15,000

Activities Implemented to Meet Intent and Purpose: Orca Experiences, in-school hours enrichment and assemblies and fieldtrip supports for expanded student learning experiences.

Fund Program: VEPTSA funds

Intent and Purpose: VEPTSA funds for LEXIA Core 5 digital learning licenses.

Dollar Amount: \$8,403.33

Activities Implemented to Meet Intent and Purpose: LEXIA Core 5 digital supplemental literacy tool aligned to Science of Reading for all K-2 students.

Fund Program: VEPTSA funds

Dollar Amount: \$8,568

Activities Implemented to Meet Intent and Purpose: 360 hours of funding across the 2024-2025 school year for an hourly playground and lunch supervision role.

Fund Program: VEPTSA funds

Dollar Amount: \$6,000

Activities Implemented to Meet Intent and Purpose: Snacks for students at school (classrooms and office).

Fund Program: VEPTSA funds

Dollar Amount: \$2,500

Activities Implemented to Meet Intent and Purpose: Kindergarten Camp Experience in August of 2025 open to all incoming kindergarten students.

Fund Program: VEPTSA funds

Dollar Amount: \$15,200

Activities Implemented to Meet Intent and Purpose: Teacher Grants for classroom materials, projects, and/or fieldtrips.