



2024-25 CSIP Review and Updates

View Ridge Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

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

School Data and Building Leadership Team Members

School Name: View Ridge

Principal: Rina Geoghagan

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: In Progress

[2023-26 CSIP View Ridge](#)

[View Ridge Elementary School Report](#)

[View Ridge Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Culturally responsive teaching and UDL strategies

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

Our most at risk students include those are not attending school on a regular basis.

What are short-term and long-term desired outcomes for student, family, and staff groups?

A priority for students is to make connections with teachers, staff and peers.

A priority for families is to also make connections with teachers and other families including peers.

A priority for staff is to help students and families connect with the school and help students to feel successful at school. Helping students to see themselves as students who are creating goals to track their growth.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Over the course of the year, teachers read *Unearthing Joy* by Zaretta Hammond. As a school, we regularly met each month to discuss engagement strategies, restorative practices and focused on target groups who were not at grade level. Teachers also met and discussed how we meet the needs of students furthest from educational justice. Teachers implemented small group instruction using data, implementation of differentiation strategies such as re-teaching, extending lessons and use of SIPPS and Success Maker to support all learners have also been integrated into classroom instructional practices. We made significant progress toward our 3rd grade reading goal. 82.1% of students met grade level standard in reading on SBAC.

Summary of student strengths supported by data:

In 2023/24 school year, 89.3% of students attended school regularly which led to significant student growth in reading, math and science.

Identify and prioritize student needs supported by data:

View Ridge has seen a huge increase in our multilingual population. Our population increased by 140% during the 2024/25 school year.

View Ridge teachers are prioritizing UDL strategies to ensure all students have differentiated access to learning. UDL strategies must be prioritized so that students in special education classes and students with different social and learning disabilities can access learning and be successful.

Students need consistent high quality SEL instruction.

Summary of possible root causes of the priority student need:

We have had an increase in students moving into the area with greater academic, behavioral and language needs. Students come from outside the district or other schools and have not had consistent instruction with high quality CCSS aligned curriculum.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Teachers are participating in ongoing UDL professional development monthly. Teachers are receiving feedback related to the strategies they are trying and are collaborating with other teachers and school staff including administrations. Teachers also participate in professional development related to data analysis through the implementation of Data Wise. The professional development that teachers are receiving is high quality and responsive to their professional needs.

Summary of data proving professional learning is effective in supporting student outcomes:

The professional development that teachers are participating in during the 24/25 school year, is just starting. However, teachers are reflecting on their teaching regularly and creating student-centered

goals based on classroom data including DIBELS, MAP, classroom embedded assessments class work.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

In the past, View Ridge professional development was more segmented, although many of the topics were important and meaningful.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The PTA is represented on the View Ridge BLT. The PTA and school are both focused on family participation in students' academic experiences, social opportunities and social emotional well-being. The PTA also has teacher representatives on their PTA board to ensure teacher voice is also prioritized in decision making. Teachers and families co-host events such as the Back-to-School event, Monthly Principal Chats with families and caregivers, Boo Ridge community event, Open House, Pre-loved book sale, regular PTA meetings, DEI committee that includes representatives from diverse student backgrounds, and holiday drives.

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

Measures and Targets

2023-26 Three-year Goal:

20.9% of third grade students were level II in reading on the Smarter Balance Test. View Ridge will increase the number of students who made level III by 5% each year over the next three years.

2024-25 One-Year Goal:

72% of current fourth grade students met grade level standard in ELA on the 23/24 SBAC. View Ridge will increase the number of students meeting grade level standard by 8% during the 2024/25 school year.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Student Outcome Data Measures:

Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

End of Year

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

SEL Committee

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

20.9% of third grade students were level II in reading on the Smarter Balance Test. View Ridge will increase the number of students who are level III by 5% each year over the next three years.

2024-25 One-Year Goal:

72% of current fourth grade students met standard in reading on the 23/24 SBAC. View Ridge will increase the number of students meeting standard by 10% during the 2024/25 school year.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

Grade Level PLCs

Advanced Learning and Highly Capable Services:

At View Ridge, 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 to grade level curriculum and acceleration in depth and complexity, 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.

Expanded Learning

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

Homework Policy:

Homework is intended to be an extension of learning that is happening in the classroom. Teachers send home activities that are intended to provide practice and help students to establish routines. Teachers assign ten minutes based on the grade level.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

View Ridge will continue to work with families to increase family engagement and participation in classroom, grade level and all school events. The school will partner with the PTA to develop several types of community events accessible to all students and their families. In addition to community events, View Ridge will partner with the PTA to increase school opportunities for field trips, assemblies, and other activities.

2024-25 One-Year Goal:

View Ridge School will partner with the PTA to create a survey that will provide feedback regarding communication, academic experience, family engagement and areas for growth.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

Elementary Progress Reports

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

End of Year

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

BLT

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,457,075
- **Activities Implemented to Meet Intent and Purpose:** Teachers provide standards aligned instruction.

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:** \$32,012
- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional supports to students who qualify for multilingual services.
 - Translation and interpretation services.

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:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.