![Seattle Public Schools logo]

2024-25 CSIP Review and Updates
Viewlands 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: Viewlands Elementary School

Principal: Carrie Wheeler

Members of the Building Leadership Team, Racial Equity Team (if applicable), **CBO Staff Members (if applicable), and Parent/Guardian Partners**: Scott Thorpe, Breanne Kutch, Craig Arango, Clay Dewey-Valentine, Kirsten Erickson, Leandra Davidson, Grace Alams, D'Onna Smith, and Ann Kirsch.

[2023-26 CSIP Viewlands](#)

[Viewlands Elementary School Report](#)

[Viewlands 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.**

The following priority practices were implemented in the 2023-2024 SY: Supplemental tier 1 explicit phonics instruction using a science of reading approach for K-2 classrooms; differentiated small group instruction based on student needs in literacy and math with staff PLCs anchored in math and literacy; UDL Professional Development for all staff; co-generated dialogue student group for 4th and 5th grade black and Latinx students (anchored in Christopher Emdin's work); Multilingual Family night; Collaboration focused on multilingual students on green Wednesdays and dedicated time for family connections on green Wednesdays prioritizing families of SoC FFEJ and ML Families; and shared staff agreements about instruction and communication with families as part of our staff instructional handbook.

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?

The PLCs are important but need more structure to support the student learning outcomes. In reflection it was clear that PLCs initially were anchored in data informed instructional planning conversations, but did not maintain that and sometimes slipped into more planning, rather than student-data informed instructional dialogue. Viewlands needs more structure and accountability in the PLCs. BLT reviewed and recommended all staff that are academic focused consider the literacy-based PLCs anchored to the MTSS literacy data inquiry cycles. This is critical to the way we provide high quality data informed rigorous literacy instruction that supports every child to grow their skills. In addition, we identified challenges in determining how to best support small group instruction for all students with the diverse needs across our learners in both math and literacy. The shift and structure in a literacy focused PLC will better support teachers in implementing differentiated literacy instruction. We have limited expertise in restorative practices across staff. This is a needed area to continue to grow our culturally responsive and anti-racist practices and school culture. The decreased FTE in specialists made it challenging to have a whole school blocked time in the morning for community meetings, which helped protect a dedicated time for the first step of classroom community meetings. As a team Viewlands needs to determine steps in developing our commitment to action steps in developing restorative practices that we can collectively learn and commit to as part of our plan.

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

The long-term desired outcomes as a school community are as follows: (1) All students have strong learning outcomes at or above grade level in core content, ELA and math, no matter what cultural, socio-economic, disability, or linguistic identifiers are part of their story; (2) every student feels known, valued, and empowered at Viewlands; (3) every family feels welcomed, heard, and empowered to support their child's learning at Viewlands; and (4) our community embraces and respects that SPS is forALL.

The short-term desired outcomes as a school community are as follows: (1) We create a systematic way to have school-wide assemblies and activities that are student and staff led that celebrates the people, land, and history of our community in this new space; (2) We co-create a way of collecting feedback and input from our families that have been marginalized or are part of communities that historically have been silenced in the educational system; and (3) We have a robust, data-informed, strong instructional literacy program to support all learners.
Students of color at Viewlands want us to see representation of their identity in the adults teaching them, in the scholars they learn about, and the history we teach. They want to see their culture, their history, they family story part of the learning, part of the Viewlands story.

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:

The analysis of our growth data using MAP (first - fifth) and DIBELS (K-2) indicated positive growth in literacy. On the MAP growth data looking at grade level cohorts from spring 2023 to spring 2024, there was an increased number of students making projected growth specifically in our focus students, SoC FFEJ, in second (+7%), third (+3%), fourth (+31%). On the DIBELS growth data for SoC FFEJ, 65% of K, 53% of first, and 77% of second made average to well above average growth from fall 2023 to spring 2024.

We saw an increase on the SBA proficiency in both math and ELA in all students and for our focus students, SoC FFEJ, from 2022-2023 to 2023-2024. For SoCFFEJ there was an increase of 10.2% in ELA and an increase of 10.8% in math and for our ML learners an increase of 16.2% in ELA and 16.8% in math.

On our spring 2024 student survey, we were able to analyze across all students, our multilingual students, and our Latinx students. There was an increase in favorability for both of those identifier groups in identity and culturally responsive teaching (up 5% for ML learners and up 11% for Latinx students) and inclusionary practices (up 8% for ML learners and up 9% for Latinx students). There was a decrease in favorability for belonging and relationships for our Latinx students (-6%).

Summary of student strengths supported by data:

The following are Viewlands student strengths supported by data:

- Viewlands students have increasing 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.
- An increase in favorability for students in inclusionary practices and culturally responsive teaching mean students are feeling 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 (+9.1%) of students with an attendance rate of greater than 90% from the 2022-2023 to the 2023-2024 school year. In disaggregated data, there was an increase percentage of students across identifier groups of focus for attendance of greater than 90%, + 10.2% for SoC FFEJ, +9.1% for AAM, +18.5% students with IEPs, +1.1% for ML learners, and +18.2 students experiencing homelessness. 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 7 students exiting from Multilingual Services between 2023 and 2024.

Identify and prioritize student needs supported by data:

The following are prioritized needs for Viewlands students supported by data:

- 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. Students represented in these groups need to continue to be our targeted group. Our MTSS structures and our instructional approaches need to support students in these groups with strong aligned progress monitoring for growth.
- Our student survey data showed that an area of challenge for students is how students of different cultures and backgrounds treat each other. This is a high priority area. Through our analysis we believe focusing on this area will positively impact how favorably students feel about belonging and relationships and the equity and anti-racism practices at Viewlands.
- Participation in events continues to vary across our families. Our data indicates an overall increase in participation in events, across groups, but we continue to receive minimal feedback

from specific groups, including multilingual families, low-income households, and families of students of color furthest from educational justice. Family engagement is key to student success.

Summary of possible root causes of the priority student need:

- Student voice and student discourse are not consistently strong in the learning environments, which limits students' opportunities to develop their language skills, deepen their understanding of the learning, and apply their critical thinking, as well as learn how to communicate and work with students that are different than them. Students need access to more opportunities for student discourse and increased student voice 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.
- Our Viewlands MTSS structures do not have consistent and aligned formative assessments and progress monitoring. This impedes our ability to respond and shift instruction to support student's individual learning needs within classroom instruction and across our system of supports.
- 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. Twenty-five percent of staff identify themselves as a person of color across three different identifiers, Multiracial, Hispanic/Latinx, 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 and Black or African American. Viewlands doesn't have consistency in the way we acknowledge, learn about, and share our cultural backgrounds or how we help children seen themselves represented in the world, scholars discussed, and characters.

School Staff

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

An increase in favorability for students in inclusionary practices and culturally responsive teaching mean students are feeling 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. Specifically multilingual learners had a 5% increase and Latinx students had a 11% increase in favorability for identity and culturally responsive teaching on the spring 2024 student survey.

On the staff survey between spring of 2023 and spring of 2024, there was an increase from 64% to 87% favorability in culturally responsive and anti-racist work environment.

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

Viewlands saw an increase in growth data on MAP (first–fifth) and DIBELS (K-2) student learning outcomes for students of color furthest from education justice. This shows that some of our professional learning around explicit science of reading-based literacy instruction was effective for staff to provide high quality literacy instruction and more effectively target learning for our target students.

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

There was a decrease on the staff survey related to the question about the effectiveness of BLT-planned PD (-6%). This led to BLT reflection and a staff reflection on our work together using student learning data and the UDL Observation and Focus Group feedback.

Viewlands needs to strengthen the way we engage in professional learning communities (PLCs) so

we can consistently use the data to analyze our own instruction. We have developed a high structure for literacy focused PLCs aligned to three distinct MTSS literacy data inquires across the school year. The literacy focused PLCs will have a higher structure to be more effective in planning instruction responsive to the individual student's needs.

The UDL PD provided many resources and ideas, but there were not opportunities to plan, implement, and then engage in discourse about how that strategy worked with colleagues. The staff felt that there needed to be more opportunities for teachers to engage in their own discourse with strategies to better support student learning. Based on teacher reflection and analysis of our own data, we determined that a teacher-led model for planning and implementing strategies, sharing that practice, and then engaging in discourse with others about the effectiveness anchored to two identified areas of need, student discourse and writing, would best support teacher practice.

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:

We analyzed attendance data for school-wide events and targeted affinity group events, as well as the family inquiry response rate from a family survey specifically targeting our families of SoC FFEJ and ML families. This continues to be an area of focus. The successes are in participation at events and in some engagement in specific classrooms with individual teachers, but those successes are not consistent school wide and are not creating the two-way communication centering the family voices that Viewlands is striving for in our community.

- Bring Your Family to School Night fall event - Increase in overall attendance (+7% of families) and SoC FFEJ/ML student families (+10%).
- Evening of the Arts Spring event - Increase in overall attendance (+3% of families) and SoC FFEJ/ML student families (+12%).
- Fall Latinx Night - Increase in attendance (+12%)
- Multilingual Family Night - 52% baseline.
- Response to Data Inquiry for Multilingual families and Families of SoC FFEJ - 24% participation. Did not analyze favorability data as 24% participation is too low for the favorability data to be an accurate representation.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Viewlands has a strong partnership with Creative Kids, our onsite childcare provider Creative Kids is an onsite childcare and preschool provider. They have two SPP classrooms, one is a dual language Spanish immersion classroom. Creative Kids staff participate as members of our Building Leadership Team. They provide an essential service for families, with the majority of student served in the childcare being Viewlands students. The SPP program serves a diverse group of students, including students with disabilities. This partnership is an important part of continuity of supports at Viewlands.

We have a partnership with Sound Mental Health to support students that have needs in this area and qualify for Medicaid. They are providing services for target students on site at Viewlands during the school day. This is a critical partnership in supporting our students across the needs.

We have a new partnership starting in the 2024-2025 school year with Reading Partners for reading tutoring to deepen our literacy program at Viewlands. We are excited to look at data in the spring of 2025 to analyze the effectiveness of this new partnership.

With the addition of Title 1 carry-forward funding that was unexpected, we were able to explore an additional partnership. We received additional Title 1 carry-forward funding from central office in December 2024. This funding will be used in part for a new partnership with TIPS (Tutors Impacting Public Schools). Title 1 funding has specific rules for how it can be used and must support students

requiring additional tiered supports to perform academically on grade level standards and meet social-emotional learning expectations for their age/grade level. Viewlands will use the funding for the partnership with TIPS January 2025 through June 2025. This will provide 1 tutor 20 hours per week at Viewlands. We will explore progress monitoring and spring data to analyze the effectiveness of this new partnership.

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

Measures and Targets

2023-26 Three-year 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).

2024-25 One-Year Goal:

By June of 2025, 80% of Viewlands Latinx (Hispanic) learners, Black learners, and Multilingual learners will respond favorably in the Equity and Anti-Racism section and 80% of all students will respond favorably to the specific question, "Students of different cultures and backgrounds treat each other self with respect." on the student spring 2025 climate survey.

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:

Student Engagement: Equity and Anti-racism culture

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- End of Year
- Middle of Year

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

3 times a year

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

Building Leadership Team

Evidence-based Practice 2:

Student Engagement: 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.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

Student Attendance Agreement Plan

Timeframe for Reviewing Process Data Measures:

3 times per year

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

MTSS Core Team and Office/Admin team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year Goal:

The percent of second grade students of color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 22.7% to a target goal of 30% by 2024-2025.

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 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

3 times a year

Process Data Measures:

- Teacher Observational Data
- School-Based Reading progress monitoring assessments

Timeframe for Reviewing Process Data Measures:

5 times a year

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

MTSS Core Team and Literacy PLCs

Additional context about your school's implementation of chosen evidence-based practice (optional):

We have a school-wide cycle of inquiry plan with 3 defined instructional periods across the year. Our staff literacy PLCs are anchored to this work. Our all staff professional development is focusing on student voice and student discourse and then application.

Evidence-based Practice 2:

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.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

3 times per year

Process Data Measures:

Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

3 times per year

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

Teacher Leadership Team (Teacher leaders and BLT Chair and UDL Support Coach)

Additional context about your school's implementation of chosen evidence-based practice (optional):

We have a school-wide cycle of inquiry plan with 3 defined instructional periods across the year. Our staff literacy PLCs are anchored to this work. Our all staff professional development is focusing on student voice and student discourse and then application.

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

- 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, Multilingual Family Night, and Math Night and Community Resource Fair
- 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

Measures and Targets

2023-26 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).

2024-25 One-Year Goal:

By June 2025, 50% of Viewlands multilingual families and families of students of color furthest from educational justice will respond to a data inquiry favorably in the following areas feeling welcome at the school, communication from the school and the educators, and how to support their own child with learning.

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:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Outcome Data Measures:

- Student Attendance
- Family Attendance data at conferences and learning focused events

Timeframe for Reviewing Outcome Data Measures:

End of Year

Process Data Measures:

School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Middle of Year

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

Building Leadership Team and Multilingual Team

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: $2,327,259**
- **Activities Implemented to Meet Intent and Purpose:**
  - 0.05 of the 0.5 FTE for an Academic Intervention Specialist position supporting math and reading intervention.
  - 0.1 of the 0.5 FTE for an Academic Intervention Specialist position supporting reading intervention K-3.

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:** $71,199
- **Activities Implemented to Meet Intent and Purpose:** 0.4 of the 0.5 Academic Intervention Specialist position supporting math and reading intervention.

Multilingual Learners (Title III)

- **Intent and Purpose:** Basic Education staffing allocation for certificated multilingual learner teacher; Non-Staff Allocations for Bilingual Translation, Interpretation, and Textual Materials.
- **Dollar Amount: $128,325**
  - $127,037
  - $1,288
- **Activities Implemented to Meet Intent and Purpose:**
  - 0.8 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).

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:** 0.4 FTE of the 0.5 FTE Academic Intervention Specialist position supporting reading intervention K-3.

Other Funding Source: VEPTSA

- **Dollar Amount: $14,687**
  - $10,287
  - $4,400
- **Activities Implemented to Meet Intent and Purpose:**
  - 450 hours of funding across the 2024-2025 school year for an hourly playground and lunch supervision role.
  - LEXIA Core 5 digital supplemental literacy tool aligned to Science of Reading.

Other Funding Source: Levy Performance Reserve

- **Intent and Purpose:** Remaining levy performance funds. Viewlands is not currently receiving levy funds but did in the past. This fund is not replenishing and once used, is not reallocated annually.
- **Dollar Amount: $13,239**
    - $8,239
    - $5,000
- **Activities Implemented to Meet Intent and Purpose:**
    - 0.05 of the 0.5 FTE for an Academic Intervention Specialist position supporting math and reading intervention.
    - Reading Partners – reading tutoring program. This is a new partnership this year. The funding source will need to be determined, and the cost is anticipated to increase after this first year.

Other Funding Source: Creative Advantage Grant

- **Intent and Purpose:** This is the final year of the Creative Advantage grant funding (year 3). After this, up to $5,000 of funding can be applied through ongoing art grants.
- **Dollar Amount:** $6,000
- **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).

Title 1 Carry-Forward Funding

- **Intent and Purpose:** One-time funding, must be used for the 2024-2025 school year following all Title 1 guidelines.
- **Dollar Amount:** $12,025
- **Activities Implemented to Meet Intent and Purpose:** TIPS Partnership: Tutor at Viewlands 20 hours per week from January 13, 2025 – June 6, 2025.