



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

Rainier View Elementary School

Purpose

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

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Rainier View Elementary School

Principal: Anitra Jones

Members of the Building Leadership Team and Parent/Guardian Partners: MTSS/BLT Team



[Rainier View Elementary School Report](#)

[Rainier View Elementary School Climate Survey](#)

School Overview

Mission: Our daily mission is to Capture. Teach. Inspire.

As a school, we aim to capture students' interest and enthusiasm for learning, teach to the highest standards as outlined by common core standards, and inspire student ownership of their learning. We provide an integrated academic program that prepares all students for advanced learning opportunities.

Students who leave our school are equipped with core values as a measure to develop the "whole child." Rainier View core values are respect, hard work, perseverance, achievement, leadership, enthusiasm, teamwork, responsibility, and safety.

Vision: Our vision is to build a strong foundation for academic success for every student K-12, college and LIFE. Our focus is to equip student to engage in rigorous study with confidence in the areas of mathematics, science, literacy, Health & Fitness, art, and technology.

At Rainier View, we will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

We focus on the following to develop systems and structures for Multi-tiered System of Support:

1. Equitable Access: (Foundational Systems and Structures)
 - a. Staff use screening and formative assessments to ensure all students are benefiting from comprehensive curriculum and positive behavioral expectations in all content and behavioral areas.
 - b. Data inquiry and decision-making process ensures equitable access and action aligned to individual need.
2. A strategic plan for MTSS Implementation is developed and aligned with the C-SIP (Foundational Systems and Structures Level 1)

Rainier View operates with Positive Beliefs- Positive Learning, Positive Relationships- Positive Partnerships model as outlined by Seattle Public Schools.

This model states that: School staff have a responsibility to:

- Contribute to a safe and positive school climate;
- Know, care for, and establish positive relationships with students;
- Hold all students to high- expectations and provide quality and effective instruction
- Model courteous and respectful treatment
- Provide opportunities for student voice to be heard
- Encourage family participation in the resolution of ongoing problems
- Encourage the resolution of problems within the school setting; and seek consequences that are fair and natural to the situation.

Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

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

[Student Outcomes Focused Governance](#)

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

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

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

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

Learning Environments Measures and Targets

Three-year Goal:

Based on SY 2022-23 data, we will improve the percentage of students feeling belongings and relationships from 74% to 90% by June 2026.

Rationale: Based on our 3rd-5th grade SY 2022-23 student survey data, 65% of students indicated that there is an adult at Rainier View Elementary who share the same culture and background. This is a decrease of 5% from year before.

One-year Goal:

Based on SY 2022-23 data, we will improve the percentage of students feeling belonging and relationships from 74% to 90% by June 2024.

By Spring of 2024, behavior referrals of students furthest away from educational justice will be reduced by 80%. This goal will be measured by log entries and teacher referrals, resulted in missed instruction. Staff will participate in OSPI discipline training, PBIS strategies, and increase family conferences for Tier 1 responsiveness as educators.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

- Staff scheduled in the morning to greet students as they enter the school (SEL-Warm Greeting)
- Daily warm welcoming meeting to the students by the principal in the play court
- Staff members will know students by name
- SEL daily support in the mornings (check and connect counselor/principal)
- Daily morning greeting by teachers as students enter the play court and/or classroom
- August Welcome Back Event
- Parent Surveys
- School Systems to provide a welcoming student environment
 - Warmth

- Joy in communication (Including reteach areas)
- Culturally responsive teaching
- The Rainier View Way (Calm, assertive, energy)

Learning Environments Strategies

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

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

- Look closer at referral entry data
- Subcommittee tied to MTSS – Tier 3 Review behavior referrals
 - Looking for patterns/types/time & place
- Strategic planning of recess and lunch to support student success
- Staff charter to lead to student charter – Tier 1 SCHOOLWIDE charter
 - Shared spaces expectations (hallway, bathroom, lunchroom, playground, office)
 - Level of care for our learning environment and learners
- Schoolwide recognition assemblies

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

- TRI Days and/or PD opportunities
 - developmentally appropriate practices and responses – counselor training
 - verbal de-escalation training
 - K-2 ELA/Math Focus
 - 3-5 ELA/Math Focus

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

- All students have access to Tier 1 standards based-core curriculum that is horizontally and vertically aligned.
- Interventions align with core instruction
- Equitable access to interventions is ensured
- High quality intervention instruction is ensured

Tier 1:

- Proficient classroom management (management plan)
- Class meeting and/or community circle
- Bi-weekly MTSS meetings
- Tier 1 SEL lessons – counselor met with every grade
- Materials, tools, etc. access to set up physical space
- Implement as intended for ELA/Math/Science (Common experience, expectations, common language, regardless of assigned teacher)
- TRI Day MTSS training/PD
- Family communication
 - best practices exemplar to reference – home/school connections

Tier 2:

- SEL groups
- MTSS subcommittee

Tier 3:

- 1:1 support
- Outside referrals
- Special Education

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

As educators, partner to have a collaborative team in support of academic and social emotional health of all students at Rainier View Elementary, by providing a tiered system of support through the lens of racial equity.

MTSS Team (Nominations/elections for teacher leadership- Principal, Special Education teacher, Counselor, nurse, psychologist, general education teachers)

- Refer to Tier 1 and Tier 2 (above)

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

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

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

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd grade students of color projected proficient and/or above in ELA on SBA will increase from 39% to 76.2 by 2025- 2026.

One-year Goal:

3rd grade ELA goal for the 2023-24 school year be determined using MAP (3x a year), fall assessment 2023, CCC assessments, and MTSS intervention data.

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

We will track 1st grade data Dibels cohort for 3 years.

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

- Learning with joy at high levels
- Literacy Night
- Math night
- Parent Teacher Conferences

- Master Schedule Block (SEL-Second Steps, Steps to Respect)

Classroom Instruction and Academics Strategies

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

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

- Advanced Learning PD (Family Nights)
- Developing Culturally Responsive Making Meaning Lessons
- Science Institute PD
- enVision Math Training
- Flexible, small group push in reading and math, HC/AL

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

- Professional Development in differentiation
- PD on using data to inform instruction
- Data Analysis Meetings
- Literacy Coach

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

- Tier 1: Strategic
- Tier 2: Strategic Intensive, differentiated
- Tier 3: Intensive

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

- Tier 1: Core instruction (Strategic)
- Tier 2: Strategic Intensive, differentiated
- Tier 3: Intensive

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- SPS Summer Learning Programs
- Family Nights (Literacy, Math, HL, ML)
- Title 1 Curriculum Night
- Enrichment

Homework Policy: In Progress

Priority Area: Family and Community Engagement

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

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

Family and Community Engagement Measures and Targets

Three-year Goal:

By the end of the 2025-26 school year, 90% of Rainier View Elementary families will participate in family conferences using talking points, email, and/or in person. We will be able to use talking point data, communication logs for teachers.

During the 2023-2026 fall conferences, Rainier View Educators will increase from 90% to 100% of families will attend and participate in parent teacher academic conferences.

One-year Goal:

By the end of the November 2023-24 conferences, Rainier View Elementary will increase from 90% to 100% of families will attend and participate in fall conferences to achieve academic goals, monitor student progress via data analysis aligned to CCSS and SEL goals.

75% of families will respond favorably to our Spring 2024 created community-based survey (to be created).

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

- Monthly Newsletter (Translated)
- Interpretation (Welcoming)
- Weekly Family Communicator/School Messenger/Talking Points
- SBA Family Night
- Highly Capable Family Engagement
- Title/LAP (Literacy, Math Nights)
- August Back to School Night
- School Counselor Partnership
- Student Enrichment Programs
- Affinity groups

Family and Community Engagement Strategies

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

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

- Title 1 Parent Compact Plan
- ML Inquiry and Collaborative Cycle
- Conferences
- Parent Surveys

- Parent teacher Conferences
- Parent Volunteer/Leadership activities/ Sign in Sheet
- Reading Challenges
- Curriculum Night
- SBA Family Meeting
- Local Community Partnerships (Science Center)

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

- Opportunities for parents to lead student discussions
- Opportunities for parents to lead Tiger Enrichment Clubs
- Opportunities for parents to serve on the BLT
- Adult Learning Opportunities

Priority Area: Culturally Responsive Workforce

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

Student Outcome Focused Governance

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

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

Evidence of alignment to student outcome focused governance:

- Welcoming Environment (Policy 0030)
- Safety School Training
- RET Team

Culturally Responsive Workforce Strategies

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

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

- Monthly Staff Meeting
- Teacher Leader Spotlight
- Staff Birthday Celebrations
- Good News! Reports
- Monthly Cultural Celebrations (Circles)
- Quarterly Ethnic Studies
- Student Council

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

- Quarterly ethnic studies PD
- Community Circle (Trust)

- Staff Birthdays
- Team Building
- Good News Report (PG & E Weekly)

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

- TLC
- MTSS
- BLT
- Interview/Hiring Teams
- Wellness Team
- Science Lead
- Highly Capable Teacher Lead

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2024-2026

Funding Type: Specific Use

Funding Source: Title 1

Amount: To be determined

How will funds improve student learning? MAP, Dibels, SBA, SEL, Supplemental Curriculum, Tutors

Academic Year: 2024-2026

Funding Type: Specific Use

Funding Source: LAP

Amount: To be determined

How will funds improve student learning? Small Groups, Dibels, MAP, SBA, SEL, Supplemental Curriculum, Tutors

Academic Year: 2024-2026

Funding Type: Specific Use

Funding Source: Equity Dollars

Amount: To be determined

How will funds improve student learning? SBA, Dibels, MAP, SEL, Supplemental Curriculum, Tutors, and Supplies