



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

View Ridge 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: View Ridge Elementary

Principal: Ammon McWashington

Members of the Building Leadership Team and Parent/Guardian Partners: Laura Koch, Nat Dahl, Lisa Kelly, Tess Warner, Denise Townsend, Amy Young, Denise Koenig, Casey White



[View Ridge Elementary School Report](#)

[View Ridge Elementary School Climate Survey](#)

School Overview

View Ridge Elementary is a K-5 school located in Northeast Seattle. We offer special education and a Focus classroom. With help from our active PTA, we are able to offer a full-time librarian, along with art, music and physical education. View Ridge's mission is to build an inclusive community of leaders who are curious and creative learners. We are developing global citizens who care for the environment and others. We foster growth through rigorous curricula that incorporates technology, the arts, PE, social emotional learning and positive behavior support. We prepare and motivate our students for the arts, and a global perspective. Students will advocate for themselves and others with emphasis on social, physical and emotional health.

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:

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

One-year Goal:

By June 2024, we will increase student response from 63% to 73% on having adults at school that can teach students about their culture(s) and history.

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:

Teachers will increase culturally responsive teaching practices and learn about each student's cultural background(s) through classroom meetings. Staff will guide students in following the "Otter Way" which was created with student and parent involvement. Students participate in daily morning announcements celebrating individuals from diverse backgrounds.

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:

Each year, teachers will analyze their teaching practices to ensure they are anti-racist and culturally responsive in their classrooms. Teachers will incorporate lessons from professional development into their classrooms. Staff will continue with the implementation of our new PBIS rollout.

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

View Ridge staff will incorporate culturally responsive and anti-racist curriculum and strategies, building off professional development lessons in reading and classroom behavior strategies. We will expand on our work for special education inclusion with professional development on having clear MTSS, SIT and 504 procedures.

These will provide resources for teachers and staff for students to see themselves in the curriculum that is taught, while also providing inclusion for all learners inside classrooms.

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:

MTSS will support students with tutoring, home visits, assistance with access to medication, food, clothing and school supplies support.

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

Social worker will meet with small groups and help students with friendship issues, anxiety, behavior support and one-on-one therapy. Class meetings support students SEL needs by providing opportunities for students to discuss important issues related to social emotional needs, cultural topics, recess issues, and family and student driven topics. Staff will use Talking Points to reach families of multilanguage learners.

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:

By June 2026, we will decrease the students who test at an L2-Below from 13.3% to 9%.

One-year Goal:

By June 2024, we will increase the number of students to have met the district standard from 61.5% to 70%.

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

Classroom level teachers will regularly meet as a team and in cohorts with administration to develop plans to use data assessments to define classroom curriculum.

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:

At View Ridge, we are courageous, confident and compassionate lifelong learners. Our mission is to build an inclusive community of leaders who are curious and creative learners. We are developing global citizens who care for the environment and others. We ensure all who enter our schools supports this vision and our values. We have open communication between staff members, and our school is dedicated to anti-racist practices as well as culturally responsive teaching practices.

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:

Continuing curriculum alignment, with added tutor support.

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

Our professional learning plan for the 2023-24 school includes learning on Oppositional defiance disorder and general behavior strategies, processes for MTSS, SIT and 504's, Lexile training for reading improvement, as well as gaining information on HCC and AL.

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:

View Ridge Elementary School believes in ensuring each student receives high quality instruction and the support they need in order to be socially, emotionally and academically successful. One of the main purposes of our MTSS process is to ensure students who are identified as needing additional support receive the necessary intervention(s) as soon as possible. Families, students and staff are included in the steps of the process to identify the needs of a student, and to ensure students receive support and interventions that the team believes will help them to access academic learning in their class and school.

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

Teachers, staff, students and/or parents identify a specific emotional, social and/or academic concern. Based on the concern, the school moves forward with tier 1 classroom interventions and data collection. The classroom teacher meets with the student to set goals. If adequate improvement is not shown, then the teacher moves to call a SIT meeting. Staff will inform parents about the SIT data and who will attend the SIT meeting. The meeting can include introductions, strengths, background, health history, health concerns, review of SIT referral form, review of student data and classroom work examples. Decisions are made on how to move forward in terms of providing the appropriate support for the student including 504 or special education evaluation, behavior interventions or plans, and support ideas for families to try at home.

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 opportunities for students through afterschool or summer programs:

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

Homework Policy:

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

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:

Increase our PTA engagement by 20%.

One-year Goal:

Increase volunteer parent and family participation in our school by 15%.

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:

We will proactively and consistently work in partnership with students, families and community members to identify needs, determine solutions, and support implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting, authentic relationships and empower the voices of those who can help us meet these needs.

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:

Professional learning on HCC and AL will foster greater understanding of both programs, the needs those students eligible for those services might have, and how best to support those needs both at school and at home.

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:

Surveying families to see what topics are of interest to them, collaborating with the PTA to bring in outside presenters. Building awareness of other cultures through daily morning heritage celebrations.

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:

We are building a culturally responsive workforce. Our teachers, leaders, and staff will effectively support students and families utilizing culturally responsive practices. Through training, our teachers and staff will gain skills to make learning more culturally relevant and recognize and celebrate the unique gifts of each student. Culturally responsible practices help students feel safe, valued, and seen. It helps reduce gaps in opportunities for students and creates a joyful and safe environment for students, staff and families.

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:

Daily and weekly notifications for transparency, have allowed us to have staff respond with a 79% favorability to feeling like a valued member of their department and school, that their ideas, contributions, and time are respected at work. Main office has an 'open door' policy where staff are encouraged to bring any concerns they might have up.

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

Administration encourages and is responsive to staff and student voices regarding implementation of school-wide events, assemblies, creating no or low barrier events, and in celebrating a variety of cultures with our daily morning announcements. Posters around the school, provide a way for students to see themselves in others.

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

BLT listen to all staff voices for input on professional development options, as well as offering staff opportunities to lead and/or direct professional development.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP (Learning Assistance Program)

Amount: .3 FTE

How will funds improve student learning? .3 FTE LAP funding is allocated to provide intervention for students reading below grade level.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Equity Dollars

Amount: .2 FTE

How will funds improve student learning? .2 FTE ELL funding from Equity Dollars supports intervention for multilanguage learners, providing opportunities for students farthest from educational justice.