



2024-2025 CSIP Review and Updates

Adams 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: Adams Elementary School

Principal: Douglas Sohn

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Young Sun Moon, Margaret Klimenkov Paulk, Timmi Harrop, Peter Koslik, and Lizzie Anema.

[2023-26 CSIP Adams](#)

[Adams Elementary School Report](#)

[Adams Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

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

The Learning Environments priority practices that we implemented during the 2023-2024 school year at Adams were:

- Starting every day in every classroom with social-emotional learning for 30 minutes.
- Using TRI days and staff meetings to review and improve the SEL plan.
- Expanding the collection of math starter activities to engage our students at the start of our math lessons.
- Doing fun science activities to increase interest in science.
- Making sure that every student finds a book series that is appealing so they look forward to independent reading.

The Classroom Instruction and Academic Success priority practices that we implemented during the 2023-2024 school year at Adams were:

- Adding new curricula for reading instruction (UFLI and Lexia Core5) and committing to using the curricula every day.
- Increasing and improving small group instruction time in reading and math in every classroom.

The Family and Community Engagement priority practices that we implemented during the 2023-2024 school year at Adams were:

- Maintaining regular, open communication channels like newsletters, principal communications and website updates, and prioritizing quick responses to parent emails and meeting requests.
- Seeking input from families when making key decisions.
- Organizing special events to increase interest in the school and create social connections amongst families.

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 risks are that some of the practices are too broad and don't have enough focus on our students who are struggling academically, socially, or emotionally. They could be modified, or we could add some practices.

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

We want our students to be safe, happy and healthy and to progress in such a way that by the time they leave for middle school they are well-prepared for the new academic and social environment. A big part of this is preparing students mentally, which is why we have such a strong focus on social-emotional learning. We want our students to be interested in learning, patient and respectful with each other and with adults, and aware of themselves and what they need to be successful. We feel that our families want these same outcomes.

Regarding the staff, we also want their experiences at Adams to also be safe, happy and healthy. We want them to feel that they are making a positive difference in their students' lives and feel supported in that endeavor. Teaching is hard work, and we want the staff to be able to focus on the students with minimal distractions.

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:

We did well last year helping a number of students move from below standard to at or above standard, as measured by the DIBELS assessment (1st and 2nd grades) and the DIBELS Oral Reading Fluency measure (3rd graders). For example, of the 27 1st and 2nd grade students below or well below standard at the beginning of the year last year, 9 students increased to being at standard and 5 additional students increased from well below standard to just below standard. Of the 11 3rd grade students below or well below standard as measured by an Oral Reading Fluency assessment, the average words per minute increase per student was 45%.

Of our students who are Multi Language Learners and/or Furthest from Educational Justice, 4 of the 6 1st and 2nd graders were at standard by the end of the year with 2 below, while the 4 3rd graders improved their words read per minute by an average of 48.

Summary of student strengths supported by data:

The word that comes to mind when we think about our students is resilient. We rarely have students who do not make year-to-year progress in reading and math. Even though a given student may be behind academically, the student is growing each year and learning how to be more organized, pay better attention, stick with tasks and apply prior knowledge to solve problems.

For example, we completed the Fall MAP assessments in reading and math. A review of the data shows 13 students who spent too little time on the assessments. We now know that we need to work with these students to explain the importance of doing their best and sticking with the assessment, even though it can be difficult. We'll talk to their families about helping to improve their resiliency and motivate the students to try harder, and the chances are very good that the next time we do the assessment, we'll get more effort from them.

Identify and prioritize student needs supported by data:

Building resiliency is important, but so is building knowledge. We see from the data that some students are struggling with math, and we are addressing that issue. However, part of the students' struggles with math are related to reading in that they can't efficiently read word problems. As such, our focus this year is again on literacy. We will focus heavily on phonics instruction in kindergarten through 2nd grade, and math vocabulary, and with that effort students should be able to decode words with the expectation that by 3rd grade we will have students who can read math word problems and understand what's being asked. Of course, improving students' reading skills benefits their entire education, not just math.

Summary of possible root causes of the priority student need:

There are several root causes, and they can vary by student. One is that we have students who have dyslexia, so reading takes more effort and time. We hope to identify these students in kindergarten, but it's not always possible since diagnosing a learning disability can take time, and students can move to Adams after kindergarten. Another root cause is inability to pay full attention to the lessons. Yet another root cause can be emotional, leading the student to not give the kind of effort required to make strong progress with reading skills. Other causes can be poor attendance, which is rarely the case here, but it has been with a few students.

School Staff

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

One key data point is that this year the percentage of teachers consistently leading daily social emotional learning sessions to start the day is 100%. The teachers at Adams know how important social emotional learning is and they use our internally developed scope and sequence/lesson plan program to teach quality lessons covering topics like resiliency, empathy, friendship and kindness.

Another data point is that this year there are more teacher volunteers for SEL-themed assemblies (we have had three as of 12/31/24) and more volunteers to post SEL-themed posters in the hallways.

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

It's hard to prove that our professional learning is effective. The teachers express that it is effective, and we try hard to make it relevant and concise. Some professional development has to do with how to more effectively teach (especially Universal Design for Learning techniques), how to conduct effective social emotional learning lessons, how to use new curricula and apps in the classroom and how to complete student growth goals. The outcomes for those lessons can be self-

evident from classroom observations. Assessment data can point to improved instruction. We feel that the teachers at Adams are hard-working, engaged, experienced and caring, so the student growth outcomes are very positive.

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

The staff has expressed the need for more technology training and more training on how to teach ethnic studies.

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:

Adams has a strong relationship with the PTA. Regarding individual students, we maintain frequent communications with families of any students we are working with on social-emotional, behavioral, or academic issues.

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:

One community partnership that has been particularly effective and important has been with the Ballard Food Bank. They provide weekend food for many of our families, but they also provide other support services, such as free medical care and help with mending clothing. We have a strong relationship with Ballard Food Bank and will maintain that relationship.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of students overall and 90% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate, overall rates of 81% on both the fall 2022 and spring 2023 surveys.

The specific questions are: I enjoy reading. I enjoy math. My teacher shows me how learning can be fun. I look forward to science class.

2024-25 One-Year Goal:

By June 2025, 87% of students overall and 87% of students in all gender or race/ethnic categories will respond favorably to any questions asked on the Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the aggregate, overall rates of 81% on both the Fall 2022 and Spring 2023 surveys.

The specific questions are: I enjoy reading. I enjoy math. My teacher shows me how learning can be fun. I look forward to science class.

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.

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Unified Insights

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determined Schedule of MTSS Meetings
- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Health Room Log

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- The MTSS Team leading
- Teacher Leaders
- SpEd Team

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

The Adams plan is schoolwide and includes lessons and discussions in our daily social emotional learning period along with themed hallway displays, common phrases and monthly assemblies focused on key restorative and relational concepts.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 70% of 3rd grade students of color furthest from educational justice and students enrolled in our MLL program will meet standard or higher on the ELA Smarter Balanced Assessment, from the 2022-2023 passing rate of 40%.

By June 2026 70% of students of color furthest from educational justice and/or in our ELL program in kindergarten, 1st, 2nd and 3rd grades who once scored in the 25th percentile or lower on any prior ELA Measures of Academic Progress assessment will score at or above the 50th percentile as measured by end of year (spring) ELA Measures of Academic Progress.

By June 2026 ELA Smarter Balanced Assessment passing rates for all 3rd, 4th and 5th grade students will exceed 85%.

2024-25 One-Year Goal:

By June 2025, 60% of 3rd grade students of color furthest from educational justice and students enrolled in our ELL program will meet standard or higher on the ELA Smarter Balanced Assessment, from the 2022-2023 passing rate of 40%. -and-

By June 2025 60% of students of color furthest from educational justice and/or in our ELL program in kindergarten, 1st, 2nd and 3rd grades who once scored in the 25th percentile or lower on any prior ELA Measures of Academic Progress assessment will score at or above the 50th percentile as measured by end of year (spring) ELA Measures of Academic Progress. -and-

By June 2025 ELA Smarter Balanced Assessment passing rates for all 3rd, 4th and 5th grade students will exceed 82%.

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.

2024-25 Evidence-based Practice 1:

Research-based Reading Instruction: Educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Survey (staff or students)
- Teacher Observational Data;Walk-through/Observational Data
- Teacher collected data in Unified Insights

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Teacher Leaders
- SpEd Team

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

This is our first full year in which we will use the UFLI (University of Florida Literacy Institute) phonics program for our 1st and 2nd graders. We introduced it last year and saw strong growth last year in our students' DIBELS scores at year end.

Advanced Learning and Highly Capable Services:

The Adams Elementary School staff are committed to accommodating and challenging our students who are highly capable. This may take on different forms based on the subject matter. However, the

primary means by which we are able to challenge our students are via small group instruction, individual assignments, specialized software and higher expectations on assignments.

For example, in math, students who show proficiency with a math topic might be assigned advanced work in SuccessMaker or IXL (interactive math software programs), might be given independent work activities or more challenging problems to extend their skills.

In writing, advanced students might be expected to write more content, use more literary devices or edit their work more completely.

In reading and science, advanced students might be in literature circles for more complex texts, might use an interactive reading software program that targets their reading level, might be given individual reading or science assignments or have increased expectations of their work on assignments.

Expanded Learning:

Adams has several evening events throughout the school year that connect families to the instruction and engage families in student learning. We have a student-led open house, choir, acting and dance performances, a STEAM night, and PTA meetings, as examples.

Adams has extensive PTA-organized enrichment opportunities for students through afterschool or summer enrichment. The PTA pays for scholarships for any families that ask to attend these classes.

Homework Policy:

Ensuring that homework is beneficial requires a balanced approach and clear communication between the student, the teacher and the family. Homework that is assigned should be purposeful, appropriate to the age level of the student, and tailored to the needs of the child and his or her family.

Reasons for assigning homework include practicing new skills, applying previously learned skills in new contexts, and/or fostering productive study habits and independence. Homework has the additional potential benefit of helping young children understand that learning happens everywhere, while also providing parents with information about our curriculum and opportunities to support their student in his or her learning.

The staff at Adams understands and promotes the importance of unstructured play as essential to fostering the cognitive, social, physical and emotional well-being of children. Therefore, time spent on homework should be in addition to, and never a replacement for free play.

With these ideas in mind, we practice the following approach to homework:

- Grade level teams will decide on the homework schedule, with a possible maximum of 40 minutes of homework per night allocated as follows:
- A minimum of 20 minutes spent reading from self-selected and/or teacher assigned texts either independently or with an adult is a nightly homework requirement.
- A maximum of 15-20 minutes total spent working on learning math facts and/or sight words in addition to assignments provided by the teacher that are relevant to the learning taking place in class at that time.
- Homework should be able to be completed by the student independently.
- While homework is an expectation and participation in homework is strongly encouraged, there are no consequences imposed on a student who does not complete homework.
- Families may choose to modify assignments by adding to or decreasing the amount of homework assigned.
- Learning occurs in a variety of ways outside of school. We encourage students and their families to explore opportunities to foster growth and responsibility in many ways including

participating in completing household chores, discussing current and world events, and through participation in local community activities.

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.
- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom and return homework assignments to school on time.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on "screen time."
- To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
- To notify the teacher if the homework is creating a problem at home.

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 95% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Adams Elementary School and that they, as families, are seen, heard, and valued.

2024-25 One-Year Goal:

By June 2025, 90% of families with students receiving Special Education or multilingual services will respond favorably to data probes measuring that their child is seen, heard, and valued within an inclusive climate at Adams Elementary School and that they, as families, are seen, heard, and valued.

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.

2024-25 Evidence-based Practice 1:

Recognizing the role of the family: Recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions through school policies, practices, and programs.

Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports
- Selected Parent Conversations and Meetings

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- MTSS Team
- Teacher Leaders
- SpEd Staff

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

Different families prefer different means of communication, so will will utilize phone calls, text messages, emails, paper-based daily behavior summaries and personal conversations to communicate with our families.

2024-25 Budget Allocations to Support Continuous Improvement

The following table 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:** \$2,840,054
- **Activities Implemented:**
 - Salary allocation is used for grade-level core instruction and instruction provided by specialists.
 - Non-salary allocation is used for office supplies, paper, stipends for committees, special education supplies and IEP writing, translations, and overtime for front desk staff.

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:** \$63,698
- **Activities Implemented:** Entirely allocated to MLL teacher salary except \$180 for materials.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable for services provided to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.

- **Dollar Amount:** \$66,856
- **Activities Implemented:** Entirely allocated to LAP teacher salary.

Other Funding Sources (PTA Grant)

- **Dollar Amount:** \$170,299
- **Activities Implemented:**
 - **Safety:** Hourly staff for playground and lunchroom duties, buy-up of an additional day for the school nurse at Adams, and part-time pay for a substitute nurse when the primary nurse is unavailable.
 - **Interventions:** Additional hourly staff for reading and math support for both struggling and advanced students.
 - **Classrooms:** Additional funds per classroom to help with supplies.