



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

## Adams 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:** Adams Elementary School

**Principal:** Douglas Sohn

**Members of the Building Leadership Team and Parent/Guardian Partners:** Margaret Paulk, Timmi Harrop, Brian Goetz, Lizzie Anema, Alex Hawley, Doug Sohn

**Community Partners (Community Based Organizations):** Ballard Food Bank, Boys and Girls Club-Ballard, Creative Coding 4 Kids, Girl Scouts, Junior League, KidsCo, Math for Love, MoPop, Rotary Club, Seattle Indian Health Board, Seattle Parks and Recreation, Seattle Repertory Theater, Jack Straw, Pacific Northwest Ballet



[Adams Elementary School Report](#)

[Adams Elementary School Climate Survey](#)

## School Overview

Adams Elementary School provides an engaging, rigorous, arts-infused education that maximizes the academic, social and emotional growth of every student. At Adams, we believe students learn best when:

- Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.
- Art is infused through the curricula as a way to build connections, foster engagement, and promote creative and critical thought.
- Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.
- Grade level teams work together to create common assessments, to review data and to work together to improve instruction.

We want all of our students to be happy, safe and have good memories of their time at Adams.

## 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](#)

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## 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, 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.

### **One-year Goal:**

By June 2024, 84% of students overall and 84% 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.

## **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 provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

The Adams vision includes the following language:

"Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths."

The guardrail supports our vision of providing a warm, loving environment for all students. Our Social-Emotional Learning program is a key way that our teachers and staff help ensure that our students feel welcomed and cared for. The daily program allows students to express themselves, connect with each other and learn skills that will help them build stronger relationships.

The Adams staff will continue to talk during staff meetings and trainings about how important it is for every adult in the school to be part of a warm, caring environment, and about how every interaction we have with students and families matters.

## **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:**

- Re-committing to starting every day in every classroom with social-emotional learning time that includes group activities and conversations. This is such an important part of what we want to do here because it gives us a set time and space to talk to our students and for them to talk to each other in a warm, inclusive setting. The students can start the day with a fun activity while feeling better about themselves and feeling closer to each other.

- Using TRI days and staff meetings to review the SEL plan and look through the options and associated books, videos and ideas.
- Expanding the math starter ideas collection. We will re-commit to starting math lessons with fun math activities to get students thinking and to improve their participation and confidence. We hired Math for Love for professional development sessions, and we now have a collection of math activities that we can use for starter activities. We will expand those activities from new sources while also focusing on the "Solve and Share" element of Envision.
- Doing fun science activities to increase interest in science, beyond the activities that are included with Amplify. This will require some time for teachers to meet on early release days so they can locate activities that will be appealing to all learners.
- Having an evening STEM event, where students can showcase what they've learned.
- Making sure that every student finds a book series that is appealing so they look forward to independent reading.

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

- Time for staff to locate math activities
- Time for staff to locate science activities
- Time to explore the SEL plan and all that it offers
- Culturally responsive teaching training
- Time to talk about and share ideas for creating joy
- Introducing and learning how to teach the UFLI (K-3) and Morpheme Magic (4-5) and Lexia Core5 programs to supplement CCC reading

**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:**

- We use part of the MTSS time to analyze whole school trends and disproportionality by varying demographics.
- We look at individual student situations during MTSS time and decide if students need additional support with counseling, reading and/or math.
- We look at attendance data to decide strategies for helping parents figure out how to get their children to school more regularly.
- We meet with grade level teams to talk about strategies that might work in the classrooms.
- We discuss whether or not evaluations would be appropriate for specific students.

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

We consider social-emotional needs to be a high priority at Adams because we want our students to be healthy and happy and we know that they will be more ready to learn if they are. As such, the MTSS Team spends a lot of time talking about student health and emotional well-being, and strategizing ways we can help.

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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**

### **School 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%. -and-

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. -and-

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

### **School One-year Goal:**

By June 2024, 50% 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, 2026 50% 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, 202 ELA Smarter Balanced Assessment passing rates for all 3rd, 4th and 5th grade students will exceed 80%.

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

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal starting in the fall with the first Measures of Academic Progress assessment data. This will require that we continue to track multiple grades of data on both the Smarter Balanced Assessment and Measures of Academic Progress assessments over the three year period.

During each interim SMARTIE goal cycle, we will assess and monitor students using additional measures, including writing assessments, DIBELS, CCC assessments, SIPPS and UFLI.

## **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 Adams Elementary School we believe we need to implement and monitor anti racist/anti biased practices to uphold Guardrail 3 and to be consistent with Seattle Public Schools vision and mission. Our vision includes the following language:

"Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their

interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.”

The guardrail supports our vision of providing a warm, loving environments for all students. The Adams staff will continue to talk during staff meetings and trainings about how important it is for every adult in the school to be part of a warm, caring environment, and about how every interaction we have with students and families matters.

## **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:**

One strategy is adding new curricula for reading. Starting next year, we will supplement CCC with the University of Florida Institute curriculum for grades K-3, and Morpheme Magic for grades 4 and 5. We will also add the online program Lexia Core5 for our students with IEPs.

Another strategy is to increase and improve small group instruction in reading and math in each classroom. We have not been consistent with this in the past, so we will spend some of our professional development time this year on this topic, with the expectation that all teachers will use small group instruction every day.

Other strategies include the idea of setting goals with our students (and their families) who are struggling academically, sharing and talking with the students about our belief that all students should be held to high academic standards regardless of present level of performance and talking about college and careers so students can see how their actions now can improve their lives later.

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

Our professional development plan will include training on the UFLI and Morpheme Magic reading curricula, training on how to conduct effective small group instruction sessions, training on how to set quality goals with students and families, and training on how to better utilize our existing social-emotional learning program.

### **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:**

- We use part of the MTSS time to analyze whole school trends and disproportionality by varying demographics.
- We look at individual student situations during MTSS time and decide if students need additional support with counseling, reading and/or math.
- We look at attendance data to decide strategies for helping parents figure out how to get their children to school more regularly.
- We meet with grade level teams to talk about strategies that might work in the classrooms.
- We discuss whether or not evaluations would be appropriate for specific students.

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

We consider social-emotional needs to be a high priority at Adams because we want our students to be healthy and happy and we know that they will be more ready to learn if they are. As such, the MTSS Team spends a lot of time talking about student health and emotional well-being, and strategizing ways we can help.

One of the key things the MTSS team will look at this year is attendance data. Another key thing is resiliency. We will have a new Social Worker for the 2023-2024 school year and the MTSS team will work with her to identify students who could use support around resiliency.

### **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 opportunities for students through afterschool or summer programs:**

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:**

#### **Adams Elementary School 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**

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**

#### **School 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.

#### **School One-year Goal:**

By June 2024, 80% 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.



## **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:**

The Guardrail supports the values of the school by ensuring that each child is known by name by every adult they see during the day, and that the critical adults in their lives (teachers, counselor, administrator) know their strengths and needs.

Artifacts and evidence that will support the alignment of the schools' values with the Guardrail include student and family survey results; family interviews conducted through teachers, school counselor, and school leadership; meeting minutes; and attendance data.

## **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:**

- A Professional Development Plan that includes topics for every staff meeting over the course of the year
- A Multilingual Education plan that covers teaching methods and curricula
- A Teacher Leader Cohort Plan that covers what our two teacher leaders will focus on improving over the course of the year

### **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:**

- We will establish and maintain regular, open communication channels, like newsletters, principal communications and a quality website, and prioritize quick responses to emails and meeting requests.
- We will hold regular family meetings, like the MLL family night event (will expand to include special education families) and parent/teacher conferences. These events will allow us to encourage open communications, get perspectives from families and problem solve issues.
- We will seek input from families when making decisions that impact the school community. This is typically done by the principal using the School Communicator application, but we are aware that some families do not typically read or respond to these communications, therefore we also use Talking Points and have direct conversations at pickup time with some families.
- We will create volunteer opportunities, both within classrooms and in the general school setting and will recognize and appreciate the contributions of family volunteers to reinforce the value of their involvement.
- We will collaborate on goal-setting and evaluation of the goals. This is typically done via the Building Leadership Team that includes parents.
- We will organize special events, like STEAM night, during which families can gain insights into the curriculum, teaching methods, and strategies to support their children's learning at home.
- We will celebrate diversity and cultural events. It's important that we recognize and celebrate the diverse backgrounds and cultures of families within the school community, so we will increase to two Multicultural Potluck events moving forward.

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## 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:

Adams is committed to aligning educator practices to district-wide vision, values and anti-racist initiatives. The Adams vision includes the following language:

“Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. Adams teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.”

The guardrail supports our vision of providing a warm, loving environments for all students. Our Social-Emotional Learning program is a key way that our teachers and staff help ensure that our students feel welcomed and cared for. The daily program allows students to express themselves, connect with each other and learn skills that will help them build stronger relationships.

The Adams staff will continue to talk during staff meetings and trainings about how important it is for every adult in the school to be part of a warm, caring environment, and about how every interaction we have with students and families matters.

We will consider the following artifacts:

- Student Climate Survey Data
- Family Climate Survey Data
- Additional student and family survey data (custom questions we ask the students and families via a Forms survey)

### 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:

Our Social-Emotional Learning program is strong at Adams. We start every day in every classroom with it, and the program that we've created (primarily by Heather McQuarrie when she was the SEL lead) does a fantastic job of defining the monthly topics, offering resources, and listing options for discussions. We see a clear connection between this program and the positive responses our students gave on the student survey around belonging and relationships.

Another strategy is to ask appropriate questions on the evaluation website so that the staff can respond in writing prior to talking about the topics in face-to-face meetings with the principal.

One other strategy is to start every staff meeting with "appreciations". This is time to highlight things that other staff members have done that you appreciate, or to just say thank you to other staff members.

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

The Adams staff recently rewrote interview questions for use during interviews for new staff members that more succinctly ask about issues of race and equity. It is very important to Adams to make sure that all new staff members understand that we are serious about addressing issues of equity.

During every hiring meeting, after we've completed the interviews, the administration will make a statement that it's important to increase staff diversity, as a way to make sure it is considered a key part of the final decision.

We work with Human Resources to make sure staff have easy access to the interview training so that we can increase the number of people available to be on interview teams.

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

One strategy is that no staff member will be turned down if they request a leadership position at Adams. We feel that it's important for everyone to be involved in leadership here, so the opportunities should be available to everyone. The BLT membership is voluntary and is available to anyone who signs up, as is the Race and Equity Team. The staff do a good job of alternating curriculum and technology lead positions.

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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** ADA

**Amount:** \$11,000

**How will funds improve student learning?** Purchase of new literacy curricula.