



2025-26 Annual CSIP Adams Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Adams Elementary

Principal: Douglas Sohn

Instructional Vision Theory of Action: If we implement our high leverage practices, including reemphasizing PLCs that focus on improving instruction, having focused professional development on key Universal Design for Learning areas and improving our Multi-tiered Systems of Support process, we will have strong outcomes for our focus students (ML, Sped) which will result in high academic growth for all students.

Members of the Building Leadership Team: Lizzie Anema, Margaret Klimenkov-Paulk, Young Sun Moon, Peter Koslik, Alex Hawley, Bobbi Windus

[2023-26 CSIP Adams](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 286

Special Education Percentage: 19.6%

Multilingual Learning Percentage: 6.3%

Highly Capable Percentage: 5.6%

Free and Reduced Lunch Percentage: 18.9%

Washington School Improvement Framework Status: Foundational

[Adams OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section informed the staff's decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

- Adams Elementary School has a strong social-emotional learning program.
- Our students generally do well on MAP and SBA assessments. We have a reliable system for gathering monthly math data. Student attendance is good, but there are a few students who miss more than we would like.
- Our PTA is very active and helps fund playground/lunchroom supervisors and tutors.
- We have a well-functioning MTSS team that helps us quickly and reliably identify students who could use additional services.
- The students and staff give high ratings to most areas of the school.
- Our students have responded well to additional phonics instruction via the UFLI (University of Florida Literacy Institute curriculum).

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

We have not scored well on the student surveys in the area of science instruction. While we have reliable math performance data, we don't have a strong system to address the needs of the students in the general education setting who do not perform well on end-of-unit math assessments. Additionally, there are many more students who need counseling support this year than usual.

Disproportionalities: What disproportionalities exist among student groups?

Our students who are multi-language learners and students with IEPs do not score well on the Smarter-Balanced Assessment, indicating the need for better instruction in math and ELA. Our students with IEPs are disproportionately in need of more counseling services this year.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

We are struggling to engage some of our students who have IEPs, for a variety of reasons, one of which is an increased need for counseling and behavioral/emotional breaks during the day. We are also struggling to make Tier 1 (general education) classroom instruction work for everyone and are finding it difficult to find time for 1:1 targeted instruction in the general education setting.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

We feel that if we focus on improving Tier 1 instruction by using more and improving our use of Universal Design for Learning and Culturally Responsive Teaching practices, we could better reach the students we are currently struggling to reach in our general education classrooms. We are all working together to support our students who need more behavioral or emotional breaks this year, but having a full-time counselor would greatly help.

Interconnected Needs: How are needs related to each other or influencing each other?

We feel that a higher-than-usual percentage of our students with IEPs are in need of frequent breaks and counseling this year, and the frequency of the break requests and lack of full-time counseling support are leading to many of our students missing out on important instruction.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

The need for improved Tier 1 instruction via Universal Design for Learning and Culturally Responsive Teaching can be addressed over the next six months.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

One of the keyways we use technology is by having students work on Lexia Core 5 for short periods each day which allows teachers to more easily meet in small groups for ELA instruction.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

We have a tech lead at Adams who is also a Teacher Leader and who schedules tech training during early release days.

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

Measures and Targets

2023-26 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 Seattle Public Schools district survey regarding enjoying learning and enjoying specific subjects, from the current aggregate overall rate 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.”

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- "I enjoy math."
- "My teacher shows me how learning can be fun."
- "I look forward to science class."

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources

Implementation Activity:

Group Agreements/Charters: Our school will engage in co-creating Group Agreements and/or Charter processes as a staff community, as well as in classrooms.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine 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)
- Student Attendance Agreement Plan
- Engaging with Seattle TFI
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

- MTSS Leadership Team
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

By June 2026, 70% of 3rd-grade students of color, who are 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%.

2025-26 Goal:

The percent of all 2nd Grade projected proficient or above in ELA based on MAP will increase from a baseline of 65.8% to a target goal of 67.8% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

We begin the year with DIBELS and MAP assessments, so this will provide us with some early data on where our 2nd-grade students are with their ELA skills. We will do mid-year DIBELS and MAP assessments for our 2nd graders this year so we can track progress from the fall to the winter trimester.

All of our Kindergarten, 1st, and 2nd-grade teachers use the University of Florida Literacy Institute (UFLI) curriculum to strengthen our students' phonics skills. 2nd-grade teachers will administer curriculum-embedded assessments in November, February, and May, and will meet in PLCs to review the results, analyze the responses, and make plans for additional instruction to target specific areas that may need work.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

MTSS Leadership Team

Highly Capable Services

- Differentiation: Educators use pre-assessments to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade-level and above-grade-level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

Adams Elementary School offers math enrichment tutors for students who demonstrate a very clear understanding of the current math unit concepts. These services are offered as pull-out instruction two to three times per week during the last part of their math time slots.

Adams has several evening events throughout the school year that connect families to the instruction and engage families in student learning. We have an open house, choir and musical instrument performances, and PTA meetings, as examples.

Adams has extensive PTA-organized enrichment opportunities for students through after-school or summer enrichment. The PTA has scholarships for any families who 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 benefit of helping young children understand that learning happens everywhere, while also providing parents with information about our curriculum and opportunities to support their students' 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 determine the homework schedule, with a maximum of 40 minutes per night allocated as follows: a minimum of 20 minutes reading 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 completed independently by the student. 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 increasing or decreasing the amount of homework.

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 participating 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 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.

2025-26 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.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

All school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Homework Completion

Timeframe for Reviewing Process Data Measures:

- Middle of Year
- End of Year

Student Outcome Data Measures:

- Student Attendance
- Elementary Progress Report (EPR)

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

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

BLT

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes

differentiation and enrichment. The intent and purpose of Basic Education dollars include, but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Support the district's language instructional education program to help multilingual learners attain English proficiency and high academic achievement.

Dollar Amount: \$66,105

Activities Implemented to Meet Intent and Purpose: Entirely allocated to MLL teacher salary except \$1,060 for materials.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services to students who have not yet met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Entirely allocated to LAP teacher salary.

Fund Program: PTA Funding

Intent and Purpose: Support supervision, tutoring, and additional school staffing needs.

Dollar Amount: \$152,950

Activities Implemented to Meet Intent and Purpose: Funding for playground and lunchroom supervisors, tutors, additional nurse time, and additional elementary office assistant time.