



2025-26 Annual CSIP Emerson 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: Emerson Elementary School

Principal: Keyunda Wilson

Instructional Vision Theory of Action: If the Principal builds an equity focused support system (MTSS) and ensures all classrooms use high quality and culturally responsive teaching practices, then Teachers will be able to create inclusive and supportive learning environments focusing on consistent and effective Tier 1 instruction, so that all students, especially our Multilingual learners, Black students, and those receiving special education services can thrive academically and socially.

Members of the Building Leadership Team: Dawn Maxie, Mara Chang, Megan Won, Lonnie Franklin,

[2023-26 CSIP Emerson](#)

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

Student Enrollment: 398

Special Education Percentage: 16.6%

Multilingual Learning Percentage: 39.4%

Highly Capable Percentage: 1.0%

Free and Reduced Lunch Percentage: 75.4%

Washington School Improvement Framework Status: Tier 3 Compounded

[Emerson 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 staffs' 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
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Missed Instruction Log
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- (Other) Levy Performance Goals (5 Essential Supports and College and Career Readiness goals.)

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.)?

At Emerson Elementary, we are proud to celebrate several key accomplishments that reflect our collective commitment to student success, equity, and community engagement. Our data shows that we met both our Essential Support and College and Career Readiness goals, underscoring the strength of our school-wide efforts.

Strengths and Highlights:

- **Family Engagement:** We successfully increased family engagement by hosting monthly events throughout the school year. These consistent opportunities fostered stronger school-home partnerships and created a more inclusive and supportive school community.
- **College and Career Readiness:** We introduced developmentally appropriate college and career content to our elementary students, helping them build early awareness and aspirations. This effort was reflected in our student climate survey, where favorable responses for college and career readiness increased by 7 points, reaching 84%.
- **Social-Emotional Learning and Tier 1 Practices:** All 18 out of 18 classrooms implemented community circles, a core Tier 1 practice at Emerson. This demonstrates our commitment to shared planning, aligned instructional practices, and creating safe, supportive learning environments for all students.
- **Attendance Success for Priority Subgroups:** Our African American male students (71.2%) and Multilingual Learners (75.3%) had higher rates of maintaining 90% or higher attendance compared to the overall student population (68.2%). This indicates that our targeted attendance strategies are effectively supporting students furthest from educational justice.

- Academic Growth for Priority Subgroups: On the MAP assessment, students furthest from educational justice met their projected growth at a rate of 47.1%, and African American male students achieved 46.8%, both exceeding the overall student average of 45.3%. This affirms that our intentional focus on equity and subgroup support is yielding positive academic outcomes.

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

Data Analysis Summary: Top 3 Areas of Need

1. Consistency in Schoolwide Expectations: Only 68% of students felt rules are applied fairly—a 13-point drop from the previous year. Indicates a need for clear, consistent Tier 1 behavior systems and equitable enforcement of expectations.
2. Staff Collaboration and Conflict Resolution: Just 40% of staff felt conflicts are resolved effectively. Highlights the need for stronger communication norms, conflict resolution training, and a more cohesive staff culture.
3. Academic Achievement in Literacy and Math: ELA SBA scores dropped from 26% to 22.8%. Math SBA scores declined from 24.8% to 20.9%. Emphasizes the need for stronger Tier 1 instruction, core content training, and data-driven PLCs.

Disproportionalities: What disproportionalities exist among student groups?

Based on our most recent data analysis, we have identified significant disproportionalities in academic growth and discipline outcomes for several student groups, particularly students receiving Special Education services, Multilingual Learners (MLs), and African American males.

Academic Growth Disparities:

Special Education Students are underperforming in meeting MAP projected growth targets:

- Only 41.7% met projected growth in MAP Math, compared to 45.3% of all students.
- Only 22.9% met projected growth in MAP Reading, compared to 35% of all students.

Multilingual Learners also show inconsistent growth:

- In 2nd grade, only 26% met MAP projected growth.
- In 3rd grade, 47% met projected growth, indicating a wide variance across grade levels.

African American Males are significantly underrepresented in meeting growth targets:

- In 2nd grade, only 16.7% met MAP projected growth.
- In 3rd grade, only 20% met growth targets.

Discipline Disparities:

African American males are disproportionately represented in discipline referrals: They account for 5.8% of all discipline referrals, a higher rate than any other subgroup, including students receiving Special Education, MLs, and the general student population.

Early Literacy Disparities (DIBELS):

- Only 27.8% of students receiving Special Education met the Spring DIBELS benchmark.
- 42.4% of ML students met the benchmark.

This is in contrast to 53% of all students meeting the benchmark, highlighting a significant gap in foundational literacy skills.

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

Our data reveals notable disproportionalities in academic growth and discipline outcomes, particularly among students receiving Special Education services, Multilingual Learners, and African American males. Upon reflection, several key factors have contributed to these disparities:

- **Student Mobility and Instructional Gaps**
This year, we experienced an increase in students who were new to our school community. Many of these students did not have access to consistent, high-quality instruction in previous years, which has impacted their readiness and ability to meet grade-level expectations. These instructional gaps have compounded existing challenges, particularly for students already identified as needing additional support.
- **Staffing Instability and Instructional Consistency**
The presence of new teachers and the reliance on substitute educators throughout the year affected the continuity and quality of instruction. Inconsistent implementation of curriculum and instructional strategies likely contributed to lower academic growth, especially for students who benefit most from structured, differentiated, and scaffolded learning environments.
- **Limited Social-Emotional and Tier 1 Supports**
Our school did not have the level of social-emotional supports necessary to meet the needs of all students. In particular, the absence of a strong, consistent Tier 1 social-emotional learning (SEL) framework across all classrooms may have contributed to increased behavioral challenges and discipline referrals, especially among African American males. This lack of foundational SEL support also likely impacted students' readiness to engage in learning and their overall sense of belonging.

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

Our analysis has surfaced several key themes that, if addressed with intentionality and urgency, have the potential to significantly improve student outcomes and reduce disproportionality:

- **Instructional Continuity and Quality:** The influx of new students—many of whom experienced inconsistent instruction in prior years—combined with staffing changes, including new teachers and substitute coverage, disrupted the continuity and quality of instruction. Strengthening instructional coherence through targeted professional development, coaching, and curriculum alignment will be critical to accelerating growth, particularly for students receiving Special Education services and Multilingual Learners.
- **Equitable Access to Tier 1 Instruction and Supports:** Not all students had access to strong, consistent Tier 1 instruction—both academically and in social-emotional learning. Ensuring that every classroom delivers high-quality, inclusive instruction and embeds SEL practices will support both academic achievement and a positive school climate. This is especially important for African American males, who are disproportionately represented in discipline data and underrepresented in academic growth.
- **Social-Emotional and Behavioral Supports:** The lack of comprehensive social-emotional supports contributed to increased behavioral challenges and discipline referrals. Investing in a robust, schoolwide SEL framework and strengthening Tier 1 and Tier 2 behavioral supports will help create a more supportive and inclusive environment for all students.
- **Targeted Support for High-Need Subgroups:** The data clearly show that students receiving Special Education services, Multilingual Learners, and African American males are not experiencing equitable outcomes. Prioritizing targeted interventions, progress monitoring, and culturally responsive practices for these groups will be essential to closing opportunity gaps.

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

The emerging needs are deeply interconnected and collectively influence student outcomes:

- **Instructional Gaps and Staffing Instability:** New students entered with varied prior learning experiences, and inconsistent staffing—due to new teachers and substitutes—amplified instructional gaps. This disrupted the delivery of high-quality, grade-level instruction, especially for students requiring additional support.
- **Inconsistent Tier 1 Supports:** Without strong, schoolwide Tier 1 academic and social-emotional supports, students lacked the foundational structures needed to thrive. This inconsistency contributed to both lower academic growth and increased behavioral challenges.
- **Limited Social-Emotional Infrastructure:** The absence of a robust SEL framework reduced students' readiness to learn and impacted classroom climate, which in turn affected both engagement and discipline outcomes—particularly for African American males.

Together, these factors created a cycle where academic and behavioral needs were not fully met, disproportionately affecting our most vulnerable student groups. Addressing these themes in a coordinated way will yield the greatest impact.

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

The needs we've identified—gaps in instructional consistency, limited Tier 1 SEL supports, and staffing transitions—are interconnected and collectively influence student outcomes. To address these challenges and create early momentum, we are implementing several high-leverage strategies:

Strengthening Tier 1 Instruction

- Whole-staff professional development focused on high-quality, inclusive instruction
- Teacher leaders providing coaching and modeling best practices.
- PLC alignment to ensure consistent planning and instructional delivery.
- Data analysis meetings embedded into the school day to ensure instruction is responsive and data-driven throughout the year.

Embedding SEL into the School Day

- Tier 1 SEL lessons are now built into the master schedule to ensure every classroom receives consistent, proactive support.
- A newly hired Behavior Interventionist will support teachers in implementing behavior plans and building classroom management capacity.
Building Systems for Sustainability
- Administrators are developing clear systems for Tier 1 and Tier 2 academic and SEL supports to ensure consistency and accountability.
- Our Race and Equity Team is actively examining schoolwide practices to identify and address areas of disproportionality, ensuring equity is embedded in all decision-making.

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

Using Technology to Address Disproportionality and Strengthen Tier 1 Instruction

Technology is a key lever in our schoolwide efforts to reduce disproportionality and improve outcomes for all students. With the support of Levy funding, we are enhancing both access and instructional quality through the following strategies:

1. Enhancing Tier 1 Instruction through UDL

- New audio and visual technology in all classrooms will support multiple means of engagement, representation, and expression, aligned with Universal Design for Learning (UDL) principles.
 - Students will have increased opportunities to demonstrate their learning in a variety of ways—supporting diverse learning needs and reducing barriers to success.
2. Aligning Technology Use Across Classrooms
 - PLCs are working collaboratively to integrate technology meaningfully into core instruction, ensuring consistency and equity in how tools are used to support learning.
 - Our school technology lead is curating and sharing resources that promote engagement, accessibility, and culturally responsive practices.
 3. Strengthening the Home-School Connection
 - We are using technology to engage families by sharing digital tools and resources that can be used at home to reinforce learning and build stronger partnerships.
 - This includes platforms for communication, learning apps, and guidance on how families can support academic and social-emotional growth outside of school.

By intentionally leveraging technology, we are creating more inclusive, engaging, and equitable learning environments that support all students—especially those historically underserved.

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?

Thanks to Levy funding, all classrooms and shared spaces in our building will receive audio and visual technology upgrades, providing teachers with modern tools to enhance instruction and student engagement. This investment ensures more equitable access to high-quality learning environments across the school.

- To maximize the impact of this new technology:
- PLCs will collaborate to align the use of technology with our core curriculum, ensuring it supports instructional goals and is used consistently across grade levels.
- Our school-based technology lead will regularly share tools, strategies, and resources with staff to increase student engagement and improve access to strong Tier 1 instruction.

These efforts are supported by ongoing professional development and coaching to build staff capacity and confidence in using technology effectively.

By integrating technology into our instructional systems and supports, we aim to create more engaging, inclusive, and responsive learning experiences for all students.

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

Measures and Targets

2023-26 Goal:

When given the student climate survey, 3rd through 5th grade student responses will increase by 12%, moving from 76% to 88%. to the question "I feel like I belong in my classroom" within 3 years. On goal targets will be monitored yearly, by collecting and analyzing student interview responses.

2025-26 Goal:

When given the student climate survey 3rd-5th grade student responses will maintain higher than 75% across the school year and or increase by 3% from fall to spring, to the question "I feel like I belong in my classroom".

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school.

Implementation Activity:

Our school-wide implementation will include daily Tier 1 community circles in all classrooms, as well as among staff. This shared practice will support alignment and calibration across all levels for consistent Tier 1 implementation.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

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

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- Grade-level teams
- Student Support Team (counselor and social worker)

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students of Color FFEJ will meet standard on the SBA ELA, moving from 22.2% to 31% by 2025-26.

2025-26 Goal:

For the 2025-26 school year, 18.4% or higher of 2nd-grade students of color furthest from educational justice will meet their projected growth on the MAP reading assessment, focusing on students who were enrolled from the start of the school year to the end.

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?

As school staff transitions from monitoring the former 3rd-Grade ELA SBA Goal to the new 2nd-Grade Foundational Literacy Goal, it is essential that we shift our focus and practices to effectively support early literacy development. Staff will need a clear understanding of foundational literacy skills, the ability to analyze multiple data points, and access to tools and resources that support ongoing progress monitoring. Intentional collaboration during PLCs will be critical.

Our teaching teams must dedicate time to review student data, identify instructional needs, and make responsive shifts in practice. To support this work, interventionists will lead PLC conversations, ensuring Tier 1 instruction is both research-based and aligned to student data.

Additionally, we will utilize three dedicated data release days during the school year to provide structured time for teachers to deeply analyze data. These sessions will include collaboration with our ML teacher, interventionists, and special education teacher to ensure all student needs are considered and addressed. This collective, data-driven approach will strengthen instructional practices and support measurable growth in foundational literacy.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

Our school-wide implementation will include regular PLC meetings with teachers and support staff focused on data review, standards alignment, and instructional next steps. To support this work, we will use a consistent PLC agenda and have instructional coaches lead the process. These meetings will span all content areas to ensure informed decision-making that meets student needs. Based on PLC discussions, we will provide targeted reteaching and small group differentiation.

Process Data Measures:

- Professional Development Exit Tickets
- PLC meeting notes; Walkthrough/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly; Quarterly; Weekly;

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

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

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

- Grade level teams
- AIS
- Administrators

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.
- 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.
- Educational Technology: Educators use educational technology to provide variety representation and engagement, create flexible grouping, encourage students to express themselves in multiple ways, and provide different resources.

Expanded Learning

Emerson partners with WA-BLOC to provide an opportunity for summer programming with Freedom Schools. Students attend a 5-week program that is focused on culturally responsive instruction that creates enriching experiences in reading, writing, and math. These experiences occur both onsite and through community-based field trips.

Homework Policy

At Emerson Elementary School, homework serves as a valuable extension of learning, reinforcing knowledge, fostering students' independent learning habits, and promoting critical thinking skills. It also helps families to understand their child's progress and stay involved. It's a shared responsibility among the teacher, student, and family.

After collaborating with the families, we agreed to 3 times per week, K-2nd grade students will read 10-20 minutes, practice addition and subtraction, write and play cooperatively; and 3rd-5th grade students will read 20-30 minutes, practice multiplication and division, write and play cooperatively.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

Emerson will maintain engagement with family and communities by exploring and learning and using an equitable and cultural lens to ensure access to events for all families through 2026.

2025-26 Goal:

By October 31, 2025, when provided with their student's baseline MAP Reading data, 80% of families will participate in a collaborative meeting with grade-level teachers to understand the data and co-develop an individualized improvement plan. Families will reconvene by March 31, 2026, to review mid-year MAP Reading data, assess progress, and revise the plan as needed to support continued growth toward end-of-year reading goals.

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:

As part of our school-wide implementation, we will host two academic literacy events designed to engage families in reviewing student data and providing concrete resources to support literacy development at home. These events will also serve as a platform for gathering family input on culturally responsive strategies that can be integrated into our school practices. This two-way conversation will help establish strong partnerships between families and the school.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Elementary Progress Report (EPR)

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:

- Student Support Staff
- Student Family Advocate
- Race and Equity Team

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 includes 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: Title I

Intent and Purpose: To provide all children a significant opportunity to receive a fair, equitable, and high-quality, well-rounded education and to close educational achievement gaps.

Dollar Amount: \$101,430

Activities Implemented to Meet Intent and Purpose:

- TIPS tutors
- Family tutors
- 0.25 Assistant Principal

Fund Program: 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: \$3,452

Activities Implemented to Meet Intent and Purpose: Supplies and materials

Fund Program: Learning Assistance Program (LAP)

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

Dollar Amount: \$82,481

Activities Implemented to Meet Intent and Purpose: 1.0 Instructional Assistant (General Education)

Fund Program: High Poverty LAP

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

Dollar Amount: \$87,100

Activities Implemented to Meet Intent and Purpose: 0.5 Academic Specialist

Fund Program: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: \$340,000

Activities Implemented to Meet Intent and Purpose:

- Assistant Principal
- Instructional coach
- TIPS tutors
- Instructional supports for students

Fund Program: Levy Performance Pay

Intent and Purpose: Local levy revenue.

Dollar Amount: \$10,000

Activities Implemented to Meet Intent and Purpose: TIPS tutors