



2025-26 Annual CSIP Queen Anne 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: Queen Anne Elementary School

Principal: Dan Warren

Instructional Vision Theory of Action: At Queen Anne Elementary School, our instructional vision is grounded in the belief that learning should inspire students to ask big questions—especially our guiding question: How are we making an impact on the world? Through project-based learning (PBL), students engage with real-world challenges that matter to them and their communities. Teachers collaborate to design interdisciplinary, standards-based projects that promote inquiry, voice, and purpose. As students explore, create, and reflect, they come to see themselves as capable, compassionate problem-solvers who can make a meaningful difference.

A strong, unified staff culture supports this work. We are committed to creating a positive, inclusive learning environment through consistent use of restorative and positive discipline practices. Teachers and staff build strong relationships, explicitly teach social-emotional skills, and guide students in making responsible, values-driven choices. This shared approach ensures that students feel safe, respected, and empowered to take ownership of both their learning and behavior—reinforcing the belief that every action, big or small, can contribute to a better world.

Members of the Building Leadership Team: Priyanka Jayanthi, Bonnie Dudley, Toby Jarman, Karen Alvarez and Katie Dodsley.

[2023-26 CSIP Queen Anne](#)

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

Student Enrollment: 179

Special Education Percentage: 26.8%

Multilingual Learning Percentage: 4.5%

Highly Capable Percentage: 4.5%

Free and Reduced Lunch Percentage: 11.7%

Washington School Improvement Framework Status: Foundational

[Queen Anne OSIP 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:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- 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.?)

Our SBA data (Grades 3–5) reflects continued growth. In ELA, we have demonstrated a 14.8% increase since the 2022–23 school year, while Math shows a 14.7% increase during the same Recent Smarter Balanced Assessment (SBA) data for Grades 3–5 reflects continued academic growth at Queen Anne Elementary. Since the 2022–23 school year, student performance has increased significantly:

- English Language Arts (ELA): 14.8% improvement
- Mathematics: 14.7% improvement

These gains highlight the effectiveness of our instructional strategies and the collective efforts of staff, students, and families in fostering academic success.

In Science, the percentage of students meeting standard has increased by 3.7% since 2022–23. Additionally, SBA results indicate that students identified as low-income and students with disabilities have made significant gains in both assessment performance and attendance.

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

SBA data in ELA and Math identifies a group of students who would benefit from more intensive instruction in early literacy, foundational math skills, and improved support for consistent attendance.

Disproportionalities: What disproportionalities exist among student groups?

Despite strong overall progress, our SBA data shows a continued, though slight, disproportionality between outcomes for students identified as low-income and the overall student population

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

As QAE is an option school, transportation is not provided for students living outside the attendance area. As a result, continued collaboration with families to address partial-day attendance concerns remains an important focus.

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

A cornerstone of our instructional approach is a deeply aligned, high-quality Tier 1 instructional program—the first and most important layer of our Multi-Tiered System of Supports (MTSS). Across all classrooms, teachers use shared planning time, universal screeners, and common assessments to ensure core instruction is rigorous, engaging, and accessible to all learners. When students need additional support, we use structured, collaborative MTSS processes to respond.

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

At QAE, Math instruction typically occurs in the morning. For students affected by partial-day attendance challenges, this has likely resulted in a loss of instructional time, particularly in Math.

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

Queen Anne Elementary School has provided proactive outreach by our Social Worker. By connecting directly with families, they've been instrumental in identifying barriers and offering support to help students arrive at school on time. This personalized approach strengthens our school-home partnership and promotes consistent attendance.

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

Queen Anne Elementary is designed around a digital learning model that supports its Five Pillars: self-directed learning, critical thinking, compassion, collaborative learning, and creativity.

Technology is deeply embedded in the school's Project-Based Learning approach. Students use digital tools to research, create, and present solutions to real-world problems. Each grade level tackles a central question through interdisciplinary studies, often culminating in multimedia presentations or community projects.

The school features a designated Maker Space, where students use tools and technology to build projects that benefit their school or broader community. This space encourages creativity, engineering, and design thinking.

Starting October 20–24, Queen Anne Elementary will kick off an 8-week Digital Citizenship Unit aligned with Digital Citizenship Week, a national event focused on helping students become safe, responsible, and thoughtful online citizens.

Throughout the unit, students will explore key themes that promote healthy, balanced, and positive engagement with technology:

- Online Safety: Navigating the internet and digital devices safely and ethically.
- Responsible Use: Understanding how online behavior affects personal well-being and community.
- Digital Literacy: Evaluating digital media and social posts for accuracy, bias, and perspective.

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?

At Queen Anne Elementary School, our support staff play a vital role in advancing our technology integration efforts. Whether assisting students with devices, helping teachers implement digital

tools, or maintaining the tech infrastructure, their contributions ensure that our learning environment remains innovative, inclusive, and effective. Their dedication empowers students to thrive in a digitally connected world.

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

Measures and Targets

2023-26 Goal:

Queen Anne Elementary will increase our students' sense of belonging safety at school, as measured by our 3rd-5th Grade Student Climate survey, from 87% for all students in Spring 2023 to 100% Spring of 2026.

2025-26 Goal:

Queen Anne Elementary will increase our students' sense of belonging at school, as measured by our 3rd-5th Grade Student Climate survey, from 92% for all students in Spring 2023 to 97% Spring of 2026.

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: SEL Three Signature Practices, SEL Pacing Guide K-5, or SEL materials/curriculum available on the MySPS SEL webpage.

Implementation Activity in support of the evidence-based practice:

Daily class meetings 8:00-8:30 am. Focus SEL, classroom connection, birthday celebrations, 2nd step, etc.

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Beginning of Year

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

MTSS Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percentage of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 50% target goal of 80% by 2025-26.

2025-26 Goal:

The percent of all 2nd Grade students projected to be proficient or above in ELA based on MAP will increase from a baseline of 68.2% to a target goal of 70.2% 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?

As Queen Anne Elementary transitions from monitoring the former 3rd Grade ELA SBA goal to a Foundational Literacy Goal, staff will need:

- Knowledge of early literacy development, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Skills to implement evidence-based instructional practices, use formative assessments to guide instruction, and differentiate support based on student needs.
- Access to high-quality instructional materials, professional learning opportunities, and data systems that track progress over time.

This shift emphasizes early intervention, consistent progress monitoring, and a shared commitment to ensuring all students build strong literacy foundations.

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 those with IEPs, multilingual learners, and advanced learners.

Implementation Activity in support of the evidence-based practice:

Professional Learning Communities (PLCs) will anchor this work by engaging in curriculum-based assessment cycles. Across three cycles, teams will collect and analyze evidence of student learning, each cycle focusing on one priority area—Advanced Learners, PBL, and Positive Discipline. Through this process, teachers will collaboratively reflect, refine practice, and share strategies to ensure that every student experiences engagement, challenge, and belonging. This work will be led by our TLCs.

Process Data Measures:

Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

DIBELS

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:

BLT

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. Other examples of differentiation might include
- 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 for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.
- Opportunities in Math: QAE teachers implement differentiated mathematics instruction in varied groups: whole class, small group, partners, and individual. The following instructional strategies are utilized in mathematics to support differentiation.

Expanded Learning

- Global Reading Challenge
- Afterschool Enrichment Opportunities (Chess, Arts, Music, and Lego, Hip Hop Dance, Parkour, Film Making)

Homework Policy

- Homework should not involve new learning but should rather expand what students are learning during the school day.
- Homework should be a shared responsibility between the student, teacher, and family.
- Homework should include reading every night to help each student develop the habit of being a lifelong reader.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

By partnering with families furthest from educational justice, Queen Anne Elementary will increase the influence of the voices of families in the planning of school-sponsored events over the period of 2023-26.

2025-26 Goal:

By partnering with families furthest from educational justice, Queen Anne Elementary will increase the influence of family voice in the planning of school-sponsored events over the period of 2025-26, as measured by increased positive responses on annual school-based family engagement surveys and documented participation in event planning processes.

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 in support of the evidence-based practice:

Weekly communication is sent home through Queen Anne News, classroom newsletters, and the QAE Specialist Newsletter.

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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 table 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: 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: \$33,306

Activities Implemented to Meet Intent and Purpose: ELL Specialist providing small group instruction and in-class supports to students who qualify for multilingual services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown that services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose: Reading specialist focusing on K-2 phonemic awareness for students who qualify for LAP-funded interventions

Fund Program: Other Funding Source

Intent and Purpose: PTSA Grant

Dollar Amount: \$155,445

Activities Implemented to Meet Intent and Purpose:

- .5 Additional PE Specialist
- .5 Additional Art/Makers Space Specialist
- Tutors x3