



## Continuous School Improvement Plan (C-SIP)

Jane Addams Middle School

2016 - 2018

Principal: Paula Montgomery

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## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to work collaboratively to meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

### Mission and Vision

#### Mission:

Jane Addams Middle School strives to be a community-centered, collaborative team, actively engaging students, families, and staff in a middle school experience dedicated to academic, social, and emotional growth for all.

#### Vision:

Everyone achieving, everyone accountable, everyone growing and learning – all the time

### Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

At Jane Addams, various teams and departments meet regularly to review both summative and formative assessment data. Specifically, departments and PLCs meet twice a month, the Instructional Council (Department Chairs) meets monthly and the Building Leadership Team meets twice a month. These teams lead the educators at Jane Addams in the on-going use of data in order to monitor and adjust goals. Within teams, we regularly review attendance, grades, assessment results, disciplinary actions and student and family survey data. Yearly, teams, departments, and individual teachers set goals based on this data. We use a range of structures to meet the needs of students, beginning with standards-based core instruction as well as additional classes/support to supplement core instruction in math and literacy, as well as specific intervention classes/programs that serve our students with the greatest needs.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Partnered with PTSA to modify SBAC schedule to reduce the number of days that students were testing.
- Provided parents and students with communications about how the SBA influences funding decisions.
- Provided student incentives if school participation rates met 95%,
- Conducted trainings with teacher teams in order to assist teachers in using SBA data in a timely manner.

**We will use research-based strategies that help targeted students.**

Our school has adopted two research based Socio-Emotional Curricula, RULER and Why Try. RULER is implemented school wide through our daily advisory program and Why Try is used with by counselors with specific cohorts of students.

Our Math Department aligns all classes to Common Core State Standards. Students in need of additional support in their core class have access to an additional course, Math Empowerment, which uses pre-teaching strategies in order to support students.

Our Language Arts Department aligns all classes to Common Core State Standards. Students in need of additional support in their core class have access to an additional course, Reading Empowerment, which uses the curriculum Read 180.

All Special Education students with grade level goals in reading and writing have access to support classes for reading and writing as well as specialized instruction in their specific goal areas.

Special Education students with grade level goals in math are placed into co-taught sections of Math and/or Specialized Math classes designed to accelerate learning to grade level by high school.

Students who are English Language Learners are also included in our Language Arts classes and receive additional support in ELL specific literacy courses. Additionally, ELL students have the support of Instructional Assistants in core academic classes in order to provide additional academic language support.

Jane Addams Middle School is the Northeast home to the Highly Capable Cohort. We provide services for our Advanced Learners through HCC specific courses in Language Arts, Social Studies, and Science. Our advanced math learners are generally grouped by grade and skill level in order to meet the unique needs and pacing of accelerated math students.

Spectrum identified learners have the option of enrolling in our HCC classes in Language Arts, Social Studies, and Science or enrolling in general education classes with differentiation provided to meet their learning needs. During 2016-17, our science team has piloted an "Honors" option for all learners in 8th grade science who would like to pursue a greater challenge without enrolling in high school level Biology through our HCC program. Jane Addams will also be a pilot site for the Next Generation Aligned Curriculum, Amplify, in all general education science classes.

Our Language Arts department uses a work shop model for all classes, allowing teachers to differentiate text and writing assignments for all students. Additional reading support is provided students in need of more support using research-based curriculum.

In Math, all students are placed in the "just right" math classes regardless of HCC or Spectrum designation. Students who have not yet been exposed to 7th grade standards, have the option of accelerating directly into Algebra once proficiency on 7th grade math standards is demonstrated.

Homework is assigned either to reinforce skills that have been learned or taught throughout the school day.

The weekday guidelines for homework are based on grade level.

- 6th grade: 60 minutes (Plus 30-60 minutes based on students reading level.)
- 7th grade: 70 minutes (Plus 30-60 minutes based on students reading level.)
- 8th grade: 80 minutes (Plus 30-60 minutes based on students reading level.)

Additional time would be expected of high school level courses and music classes. If a student is absent more than three days homework will be provided and if absences continue, more will be provided upon the return of the initial assignments.

Jane Addams will continue to review and revise our homework policy in the 2017-18 academic year, adjusting as appropriate with the new bell schedule, advisory programming, and weekly early release.

## **Our school offers professional development that is high quality and ongoing.**

Jane Addams educators engage in a variety of professional development opportunities in addition to attending district-sponsored, content specific offerings.

Jane Addams has monthly Professional Learning Community meetings (PLCs), the Math and Language Arts departments participate in monthly Studio Residency Sessions for instructional improvement funded through the Families in Education levy, our math and Language Arts teacher leaders have a release period for embedded coaching of teachers of instructional skill and the implementation of professional learning. Our school-based equity team provides training throughout the year.

Teacher leaders are at the core of our professional learning. Our Career Ladder team plans targeted professional learning for teachers in the differentiation of instruction. Professional Learning led by the Career Ladder team includes classroom visits, modeling of specific strategies and individual, embedded coaching of teachers.

### **Our school will increase parent/family engagement.**

Jane Addams hosts monthly meetings, both in the morning and in the evening in order to increase collaboration with families. Our monthly evening meetings are held in the community. All family meetings are designed to address the ongoing needs of middle school parents. Topics include how to access The Source and Schoology, High School Choice Options, Class Selection Processes, Social Media Awareness and Drug/Alcohol Family Education. Jane Addams partners with Nathan Hale to provide support for a successful transition to high school and will implement several events throughout the year in collaboration that will intentionally focus on future Nathan Hale families.

Jane Addams holds several events between January and September for transitioning 5th graders and their families. Our WEB (Where Everyone Belongs) and ASB (Associated Student Body) Student leaders facilitate student events and create an inclusive, welcoming environment. Monthly, WEB 8th grade student leaders facilitate 6th grade workshops through our advisory program. Jane Addams also has a high mobility rate. For new families throughout the year, we provide personalized tours upon enrollment, priority scheduling of students, a personalized introduction to the student's grade level counselor and placement of students into systems of support based on assessment results and other information.

### **Our staff is involved in decision-making.**

Jane Addams Middle School has a Building Leadership Team as well as a Decision Making Matrix which we modify and approve at least once a year.

On a regular basis, school leaders (including the BLT, department chairs, the Equity team, and the Career Ladder Team) gather feedback and input into nearly every decision made. We use our Decision Making Matrix and our core values in order to guide decisions.

During the 2017-18 academic year, the Jane Addams staff will have twice a month staff meetings, focused on the review of data, improved classroom environment through shared practices and routines and strategies for developing student's sense of belonging in school. After a review of school-based data, the Jane Addams staff named these as their top priorities for professional learning which will positively impact students.

The Jane Addams Building Leadership Team refines the School Improvement Plan throughout the year. The team and staff approved the 2017-18 plan on June 21, 2018, and will revisit the plan in the fall of 2018.

### **We will assist our students to meet standard.**

Jane Addams provides tiered interventions for students in literacy, math, and behavior in order to ensure that all students are prepared for high school and beyond. All interventions are coupled with core instruction, allowing students the differentiated support needed to meet standard.

Students in need of additional support for reading or math are enrolled in Empowerment courses, subject specific courses in addition to their core Language Arts or Math classes.

Jane Addams also partners with the YMCA, through a City of Seattle, Families in Education grant. Students in need of additional support have access to after school programming during our Wednesday early release days in addition to a six week summer program focused on college awareness and literacy, math and science support.

### **Retain high quality, highly effective, and highly qualified staff.**

All staff members at Jane Addams are part of a professional learning community, Through this formal structure, staff members share professional problems of practice and support professional growth.

Our Math and Language Arts teachers work as a cohort throughout the year in a Studio Model of Professional Learning. Additionally, our literacy and math instructional coaches provide embedded coaching support to Language Arts and Math teachers throughout the year.

Additionally, our Career Ladder team provides embedded professional learning based on the needs of the Jane Addams educators. Educators continue to grow professionally while at Jane Addams.

New teachers receive an additional level of support through STAR mentor program.

**How do we support students identified as highly capable?**

To be updated: JAMS program will serve students with a designation of advanced learners (see below)

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	106,909	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,259,475	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	132,891	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	149,673	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	158,114	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,226,715	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the school year

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>On 2016 SBAC, 57% of Jane Addams students who previously scored a L1/L2 met or exceeded state projected growth standards in ELA</p> <p>On 2016 SBAC, 66% of Jane Addams students who previously scored a L1/L2 met or exceeded state growth standards in math.</p>	<p>On 2018 ELA SBA, students who previously scored a L2 (data needed) will meet or exceed state growth percentiles from # to # of students making growth. We will measure progress through classroom based formative assessments, SRI, and SBA scores.</p> <p>On 2017 Math SBA, students who previously scored a L1/L2 (225 students total) will meet or exceed state growth percentiles from 66% to 80% (180/225 students total) of students making growth. We will measure progress through grades, common formative assessments, Interim Common Assessments, MAP and SBA scores.</p>	<p>ELA teachers Reading teachers, Principal, Literacy coaches</p> <p>Math teachers, Math Instructional Coaches, Assistant Principal, Principal</p>	<p>December 15, 2017 February 2, 2018 April 7, 2018 June 23, 2018</p> <p>December 15, 2017 February 2, 2018 April 7, 2018 June 23, 2018</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In 2016, 26% of 6th grade Level 2 students met or exceeded standard on the Math SBAC.</p> <p>In 2016 70 of 94 students at Level two did not meet standard on the 2016 Math SBA.</p> <p>In 2016, 58% of 8th graders met standard on the ELA SBA with 57% meeting or exceeding state projected growth.</p> <p>In 2016, 52% of 8th grade students who previously scored a Level 1 or Level 2 on the ELA SBA met or exceeded state projected growth.</p>	<p>X % of students enrolled in Math Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: interim SBAC, MAP, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>X % of students enrolled in Reading Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: SRI, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p>	<p>Math Department, Math Instructional Coaches, Assistant Principal, Principal</p> <p>Reading Teachers, Literacy Coaches, Principal, Assistant Principal</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p> <p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>

## Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In 2017, 34% of students had positive responses on the Student Climate Survey in the overall category of Classroom Environment.</p>	<p>X % of students enrolled in Math Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: interim SBAC, MAP, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>X % of students enrolled in Reading Empowerment courses will meet or exceed state projected growth measures on the SBA.</p> <p>Multiple sources of data will be used to assess and monitor progress of student growth and inform instructional practice. Data sources include: SRI, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>(percentages to be finalized after first day of school)</p>	<p>Building Leadership Team, Career Ladder teachers, the Equity Team, and Department Chairs</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>

## School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In 2017, 34% of students had positive responses on the Student Climate Survey in the overall category of Classroom Environment.</p>	<p>In 2018, Jane Addams Middle School will increase positive student ratings on classroom environment by 30%, including at least a 10% increase in each of the following sub areas).</p> <p>Additionally, Jane Addams Middle School will increase the percentage of positive responses in the following sub-areas:</p> <ul style="list-style-type: none"> <li>• Students in my classes are friendly to each other (46%)</li> <li>• Students in my classes help each other learn (36%)</li> <li>• Students in my classes are focused on learning (25%)</li> <li>• Students in my classes are respectful to adults (30%)</li> </ul>	<p>Building Leadership Team, Career Ladder teachers, the Equity Team, and Department Chairs</p>	<p>December 15, 2017, February 2, 2018 April 7, 2018 June 23, 2018</p>