



Continuous School Improvement Plan (CSIP)

Jane Addams Middle School

2016 - 2018

Principal, Paula Montgomery



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 collaboratively 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.

The Jane Addams Middle School Building Leadership Team works directly with our Instructional Council and departments to develop, implement and revise our School Improvement Plan. The 2016-17 School Improvement Plan was approved by the Building Leadership Team in the Spring of 2016 and again in November 2016.

Mission and Vision

Mission

Jane Addams Middle School is 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.

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

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>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) meet 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.</p> <p>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 Common Core aligned core-programming and 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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Our school has adopted two research based Socio-Emotional Curricula, RULER and Why Try. RULER is implemented school wide and Why Try is used with specific cohorts of students.</p> <p>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.</p> <p>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.</p> <p>All Special Education students with grade level goals in reading and writing are placed into co-taught Language Arts classes in order to receive additional support in meeting standards.</p> <p>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.</p> <p>Students who are English Language Learners are also included in our co-taught 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.</p> <p>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.</p> <p>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. This year, 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.</p> <p>Our Language Arts department uses a work shop model for all classes, allowing teachers to differentiate text and writing assignments for all students.</p> <p>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 demonstrate4d.</p>

<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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 literacy departments participate in monthly Studio Residency Sessions for instructional improvement, and our school-based Equity team provides training on our five early release days.</p> <p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>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 on-going 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.</p> <p>Jane Addams is partnering 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.</p>
<p>Our staff is involved in decision-making.</p>	<p>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.</p>
<p>We will assist our students to meet standard.</p>	<p>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.</p> <p>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 four days a week in addition to a six week summer program focused on college awareness and literacy, math and science support.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>All staff members at Jane Addams are part of a professional inquiry group. Through this formal structure, staff members share professional problems of practice and support professional growth. Our math and literacy teachers work as a cohort throughout the year in a Studio Model of Professional Learning.</p> <p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p> <p>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.</p>
<p>Our system of support assures our highly qualified staff are support students.</p>	<p>All literacy and math teachers are highly qualified in their respective subjects. Math and reading enrichment classes are taught by highly qualified teachers. In literacy, our reading teachers use a research-based curriculum and are supported by a district level coach and PLC.</p> <p>In math, all Math Empowerment classes are taught by highly qualified teachers, aligned to the Common Core State Standards. Teachers in those classes are supported through school-based PLCs as well as school-based instructional coaches.</p>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$4,891,477	The majority of these dollars support classroom teachers and basic education with a focus on core instruction and programming. Additionally, we use core dollars to supplement Special Education Instructional Assistants as well as additional sections of ELL support.
2016-2017	Specific Use Funds	Transitional Bilingual	\$149,619	Our bilingual funds are used to support 1.8 ELL teachers and 2.0 Instructional Assistants. Students have access to ELL classes as an additional support to core literacy classes. Additionally, Jane Addams has two sections of co-taught 7 th grade social studies and two sections of 7 th grade math. Our ELL educators work with these core content teachers to modify instruction for our ELL students. Our IAs are scheduled strategically into social studies, math, and science classes in order to further support ELL students gain access to core instruction.
2016-2017	Combined Funds	Free & Reduced Lunch	\$129,496	The majority of the funds are used to fund a third counselor. This permits Jane Addams to have a counselor per grade level. Each counselor works closely with the grade level administrator and grade level educator teams to provide academic and social emotional support to students. The remaining funds are used to fund stipends for our grade level advisory teacher leaders, who are responsible for facilitating the specific plans of each grade level team.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$99,639	LAP funds are used solely to support .8 sections of reading support classes here at Jane Addams.
2016-2017	Combined Funds	Families in Education Levy	\$178,474	These dollars fund 1.0 math enrichment classes as well as .5 of the YMCA After School Enrichment Coordinator. Remaining funds are used for Professional Learning for Math and Literacy educators.
2016-2017	Specific Use Funds	Special Education	\$1,190,807	The majority of these funds are used for 7.0 Special Education Certificated teachers, and 9.0 Instructional Assistants to meet the needs of our Special Education Students.

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal 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 2017 ELA SBA, students who previously scored a L1/L2 (186 students total) will meet or exceed state growth percentiles from 57% to 80% (149/186 students total) of students making growth. We will measure progress through grades, common 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>Reading teachers, IEP teachers Principal, Assistant Principal</p> <p>Math Instructional Coaches, Assistant Principal, Principal</p>	<p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p> <p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal 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>40% of 6th grade Level 2 students (15/37 students total) will meet standard moving up to level 3 based on SBAC assessment.</p> <p>75% of math level one and level two students (165/220 student total) will achieve typical or high growth in math according to state projected growth standards.</p> <p>Math teachers will focus their whole class and subset goals on students in Math Empowerment classes and will align to the CSIP Goals.</p>	<p>Math Department, Assistant Principal, Principal</p>	<p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>
<p>In 2016, 58% of 8th graders met standard on the ELA SBA with 57%</p>	<p>Multiple sources of data will be used to assess and monitor progress of</p>	<p>Language Arts Teachers, Principal,</p>	<p>December 15, 2016 February 2, 2017</p>

<p>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>student growth and inform instructional practice. Data sources include: interim SBAC, MAP, SBAC, Classroom Based Assessment, Student Grades at quarters and semesters.</p> <p>On the 2017 ELA SBA, 80% (240/300 students total) of 8th grade students will meet or exceed state projected growth.</p> <p>On 2017 ELA SBA, 8th grade students who previously scored a L1/L2 (73 students total) will meet or exceed state growth percentiles from 52% to 80% (59/73 students total) of students making growth. We will measure progress through grades, common formative assessments, SRI and SBA scores.</p>	<p>Assistant Principal</p> <p>Language Arts Teachers, Reading teachers, IEP teachers, Principal, Assistant Principal</p>	<p>April 7, 2017 June 23, 2017</p> <p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>On 2016 SBAC, 65% of Jane Addams students met or exceeded state projected growth standards in ELA</p>	<p>On 2017 ELA SBA Jane Addams students will make a 30% gain from 65% meeting or exceeding state projected growth to 98% meeting or exceeding state projected growth. We will measure progress through grades, common formative assessments and SBA scores.</p>	<p>Language Arts Department, Career Ladder teacher, Principal</p>	<p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>
<p>On 2016 SBAC, 68% of Jane Addams students met or exceeded state projected growth standards in math.</p>	<p>On 2017 Math SBA, Jane Addams students will make a 30% gain from 68% of students meeting or exceeding state projected growth to 98% meeting or exceeding standard. We will measure progress through grades, common formative assessments, Interim Common Assessments and SBA scores.</p>	<p>Math Instructional Coaches, Assistant Principal, Principal</p>	<p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In 2016, 66% of Jane Addams students had favorable responses on the Student Climate Survey in the overall category of Sense of Belonging.</p> <p>In 2016, 55% of Jane Addams students had favorable responses on the Student Climate Survey on the question, "Teachers Take the Time to get to Know Me." 49% of Black/African American Students and 56% of Latino Students responded positively on this question. Additionally, 50% of students who identified as "C average" students responded favorably.</p> <p>In 2016, 63% of Jane Addams students had favorable responses on the Student Climate Survey on the question, "I am treated with as much respect as other students." 55% of Black/African American students and 64% of Latino Students responded favorably. Additionally, 41% of students of students who identified as "C Students" responded positively.</p> <p>In 2016, 62% of Jane Addams students had favorable responses on the Student Climate Survey on the question, "Adults at School Care About Me." 66% of Black/African American students and 56% of Latino students responded favorably. Additionally, only 52% of students who identified as "C students" responded favorably.</p>	<p>In 2017, Jane Addams Middle School will increase positive student ratings on their "Sense of Belonging" from 66% (403 total positive responses) to 100 % (931 positive responses).</p> <p>Additionally, Jane Addams Middle School will increase the percentage of positive responses in the following sub-areas:</p> <p>1) Teachers take the time to get to know me from 55% to 100% (360 students responding positively to 931 students responding positively).</p> <p>2) <i>I am treated with as much respect as other students</i> from 63% to 100%, (411 students responding positively to 931 students responding positively).</p> <p>(3) <i>Adults at school care about me</i> from 62% to 100%. (403 students responding positively to 931 students responding positively).</p> <p>Throughout the year, educators will measure progress towards this goal through student grades, attendance, discipline data and student surveys.</p> <p>Strategies for improvement include our Advisory program, Y-Try Counseling Groups, all staff professional learning in Relationships and Resilience and through programming organized by the Jane Addams Race and Equity team.</p>	<p>Assistant Principal, Race and Equity Team, Counselors Advisory Leadership Team</p>	<p>December 15, 2016 February 2, 2017 April 7, 2017 June 23, 2017</p>