



## 2024-25 CSIP Review and Updates

### Jane Addams Middle School

#### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

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

#### School Data and Building Leadership Team Members

**School Name:** Jane Addams Middle School

**Principal:** Paula Montgomery

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Emily Christianson, Shannon Ratner, Elena Wenderoth, Lauren Walsh, Jaclyn Colloton, Alicia Edgerly, Stephanie Shapiro, Chase Brown, Erik Siehl, Laura Tiberio, Sanjay Mishra, Craig Lowry, and Irene Handley.

[2023-26 CSIP Jane Addams](#)

[Jane Addams Middle School Report](#)

[Jane Addams Middle School Climate Survey](#)

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#### Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

#### Student Groups

**Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

- Belonging and Relationships: 81% of all students responded favorably to this portion of the Fall 2024 Student Climate Survey. This is a 3% increase from the Fall 2023 Student Climate Survey.

- Positive Behavior and Safety: 64% of all students responded favorably to this portion of the Fall 2024 Student Climate Survey. This is 6% increase from the Spring 2023 Student Climate Survey.
- Grade 6 2024 Spring MAP Math: 62.2 % of all 6<sup>th</sup> students who completed the Spring MAP met standard. This is a 4.1% increase from the 6<sup>th</sup> grade cohort who completed the 2023 Spring MAP.

### **Summary of student strengths supported by data:**

Through the revision of our JAMS Student Leadership Program as well as the reactivation of our JAMS WEB Program we are seeing evidence of our 7<sup>th</sup> and 8<sup>th</sup> grade students leading and partnering with educators to ensure that our school community supports a sense of belonging and safety for all students. We are seeing an increase in on-time class attendance, a decrease in unexpected behaviors and behavior incidents.

### **Identify and prioritize student needs supported by data:**

- Transition needs for 6<sup>th</sup> graders: Implementation of the WEB (Where Everyone Belongs) to support 6<sup>th</sup> grade transition and positive school community.
- Social emotional needs among a subset of 7<sup>th</sup> and 8<sup>th</sup> grade students: Creation of a weekly Young Queens Program and a weekly Young Kings Program to support collaboration and collective support for a subset of 7<sup>th</sup>/8<sup>th</sup> grade students.

### **Summary of possible root causes of the priority student need:**

For 6<sup>th</sup> graders, transition challenges are a primary concern, possibly stemming from a lack of structured support and difficulties adapting to middle school. The implementation of the WEB program aims to address this issue.

Social-emotional needs among 7<sup>th</sup> and 8<sup>th</sup> graders are also prioritized, with the creation of Young Queens and Young Kings programs to provide targeted support in addition to our school wide advisory program. The data suggested a need for addressing gender-specific challenges and fostering collaboration among these age groups.

While there have been improvements in positive behavior, safety, and math proficiency, there's still room for growth.

Lingering effects of pandemic-related disruptions may be contributing to academic and social-emotional challenges across all grades. Additionally, a significant increase in students new to the country requires more culturally responsive teaching practices and UDL strategies to support a wide range of student needs.

## **School Staff**

### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

In the Spring of 2024, the JAMS Educators voted to devote one early release per month to additional training on Racial Equity Literacy. Educators are partnering with the Seattle Public Schools Racial Equity Department to pilot a professional development series.

Mid-year student climate survey indicate a 20% increase to the question "My teachers connect what we learn to my interests, experiences or cultural backgrounds (from 54% in the Spring of 2024 to 78% in January of 2025).

### **Summary of data proving professional learning is effective in supporting student outcomes:**

Recent staff climate surveys indicate that 70% of JAMS educators believe that JAMS is a Culturally Responsive and Anti-Racist work environment. At the question level, 67% of staff agreed that "Staff in this school can have honest conversations with each other about race" and 58% agreed that the school deals with racial conflict in an effective and fair manner." This data speaks to the need for adult work, with is why the 23-24 Racial Equity Team recommended that we join the Racial Equity Professional Development Pilot Series, which our BLT also supported.

## **Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:**

During the 2024-2025 school year Jane Addams educators will continue professional learning in Restorative Practices and Racial Equity Literacy and commit to weekly explicit teaching of Social Emotional Learning Washington State Standards. Throughout the year educators, students and families will use survey data, classroom observation data, disciplinary incident data, and academic data to measure progress.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

During the 2024-2025 school year, Jane Addams have made it a priority to strengthen two-way communication systems with families. Specifically, 100% of IEP meetings and other family meetings ensure that families can meet in their home language.

All JAMS communication is sent to families in the top ten spoken languages. JAMS educators are trained and expected to use both on-line interpretation services as well as a text-based app to communicate with families.

Additionally, we have family representation on our Building Leadership team. During the 2024-2025 school year we have collaborated with our family BLT liaison to gather family input into Equitable Grading Practices and Student Led Conference format.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

This year Jane Addams has partnered with the Life Enrichment Group to establish a Young Queens Group. Through weekly sessions the JAMS Young Queens learn how to work towards collective success, reduce conflict and take steps to pursue college and beyond. The JAMS Young Queens will have opportunities for further summer programming with this Community Based Organization.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

In partnership with students, families, and educators Jane Addams Middle School will increase Sense of Belonging as measured by School Climate Survey for all students from 77% to 100% by Spring 2026, for African American Boys from 84% to 100% by Spring 2026.

Jane Addams Middle School will also increase a Sense of Positive Behavior and Safety for all students from 57% to 100% and for African American Boys from 68% to 100% by Spring 2026.

#### **2024-25 One-Year Goal:**

In partnership with students, families, and educators Jane Addams Middle School will increase Sense of Belonging as measured by School Climate Survey for

- all students from 78% to 85% by Spring 2025 and
- Students Furthest from Educational Justice from 78% to 85% by Spring 2025.

Jane Addams Middle School will also increase a Sense of Positive Behavior and Safety for

- all students from 57% to 70% and
- Students Furthest from Educational Justice from 61% to 80% by Spring 2025.

## Action Plan

### 2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

#### Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log
- Discipline/Suspensions
- School Generated mid course student and staff survey

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Walk-through/Observational Data
- School-based Survey (staff or students)

#### Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Administrative Team
- Student Support Team
- Student Leadership Team

### 2024-25 Evidence-based Practice 2:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### Student Outcome Data Measures:

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

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Care Coordination Plans

#### Timeframe for Reviewing Process Data Measures:

Monthly

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

MTSS Attendance Team

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# Priority Area: Classroom Instruction and Academic Success

## Measures and Targets

### 2023-26 Three-year Goal:

In partnership with educators, students, and families, Jane Addams will increase the mathematical success for all students as measured by the 7<sup>th</sup> Grade Smarter Balanced Assessment from 57% in 2023 to 90% in 2026 for all students and from 17% in 2023 to 58% in 2026 for African American Boys.

### 2024-25 One-Year Goal:

In partnership with educators, students, and families, Jane Addams will increase the mathematical success for all students as measured by the 7<sup>th</sup> Grade Smarter Balanced Assessment from 55% in 2024 to 70% in 2025 for all students and from 32% in 2024 to 70% in 2025 for Students Furthest from Educational Justice.

## Action Plan

### 2024-25 Evidence-based Practice 1:

Common Curriculum: Educators will implement enVision curriculum and use SPS scope and sequence.

#### Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

#### Timeframe for Reviewing Process Data Measures:

Monthly

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

- Math Department
- Admin Leads

### 2024-25 Evidence-based Practice 2:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### Student Outcome Data Measures:

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

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

**Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data

**Timeframe for Reviewing Process Data Measures:**

Monthly

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

- Math Team
- Admin Team

**Advance Learning and Highly Capable Services:**

Jane Addams Middle School serves as the NE Highly Capable Cohort Middle School site. As such students receive Highly Capable Services in all core classes with opportunities for accelerated learning.

Jane Addams uses a Cluster Group Model to intentionally schedule cohorts of Highly Capable students into Language Arts, Science, and Social Studies classes. Within these classes educators use Universal Design for Learning strategies to differentiate academics for students in need of a “Going Further Option.” Jane Addams also meets the needs of previously accelerated math students through a cohort model.

Other models for math acceleration include the Cluster Group Model in the Compacted Math 7/8 classes as well as the pathway to Geometry for 8<sup>th</sup> grade students. Jane Addams know that Highly Capable Services at the middle level are more complex than simple acceleration. We believe that our Highly Capable Learners benefit from the intentionality of our Social Emotional and Restorative Practices planning in each of our classes.

**Expanded Learning:**

Jane Addams Middle School offers athletic and arts programming outside of the school day in addition to student generated clubs and activities. We strive to meet student academic needs within the school day allowing our young people choice and voice in enrichment activities. Jane Addams offers both a STEM elective and an after-school STEM club in addition to implementing the Engineering Practices in all our science classes. Other student after school activities includes Gay Straight Alliance, Latino Student Association, Black Student Union, Yearbook, Theatre, as well as Tutoring/Homework club.

**Homework Policy:**

Jane Addams believes that our school day is filled with substantial learning. To that end, we believe that our young people have complex lives outside of school and homework should not be a barrier to academic success. Families should expect no more than an hour of homework each day, with the majority of work assigned to be independent choice reading and mathematical practice.

As a school focused on Standards Based grading, educators at Jane Addams allow for late work and revision of assignments within two weeks of students receiving their graded work. The goal is for students to demonstrate proficiency on specific standards. Not all assigned work is required to be revised, those assignments and projects that demonstrate proficiency on standards leading to the final report grade are required. Our goal at Jane Addams is that every student is proficient in every course that they take.

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# Priority Area: Family and Community Engagement

## Measures and Targets

### 2023-26 Three-year Goal:

In on-going responsive partnership with families and through intentional monthly communication Jane Addams Middle School will increase the number of families who participate in school events from 77% to 100% as measured by Student Led Conference and Open House Attendance.

### 2024-25 One-Year Goal:

In on-going responsive partnership with families and through intentional monthly communication Jane Addams Middle School will increase the number of families who participate in school events from 77% in 2024 to 90% in 2025 as measured by Student Led Conference and Curriculum Night Attendance.

## Action Plan

### 2024-25 Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

#### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Student Grade Reports

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

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

#### Timeframe for Reviewing Process Data Measures:

Monthly

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

Building Leadership Team

### 2024-25 Evidence-based Practice 2:

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.

#### Student Outcome Data Measures:

- Student Attendance
- Student Grade Reports
- Discipline/Suspensions

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

**Process Data Measures:**

School-based Family Survey

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

BLT

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## 2024-25 Budget Allocations to Support Continuous Improvement

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

**Basic Education**

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$6,114,145
- **Activities Implemented to Meet Intent and Purpose:**
  - Content area instruction for all students
  - Library Services
  - School Counselor Services
  - Content area supplies for instruction
  - Textual Materials
  - Office support
  - Administration support

**Multilingual Learners (Title III)**

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$415,377
- **Activities Implemented to Meet Intent and Purpose:**
  - Content-specific classes are available for newcomer ML students in Language Arts and Social Studies.
  - All ML students receive additional math support through a co-taught model supported by teachers and Instructional Assistants.
  - Intermediate and advanced multilingual learners are supported in a co-teaching environment with the addition of an English Acquisition support class.

**Learning Assistance Program (LAP)**

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$151,604
- **Activities Implemented to Meet Intent and Purpose:**
  - JAMS has prioritized LAP services for 7th-grade Math, 7th-grade English Language Arts, and 8th-grade Language Arts.



- Identified LAP students receive services in a fully inclusive co-teaching model in specific sections of Language Arts and Math.