Jane Addams Middle School

Seattle Excellence Continuous School Improvement Plan (CSIP)

Jane Addams Middle School

Purpose
The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction
WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.
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Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

As such, we believe:

1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

3) **"Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students’ academic mindset**.

4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.

5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Jane Addams Middle School in Northeast Seattle is one of the most diverse schools in Seattle Public School and continues to welcome increased numbers of students each year in addition to an increased diversity of student population, diversity of economic status, English Language Learners and Students Furthest From Educational Justice.

Using Targeted Universalism, we focus on Tier 1 Instructional Improvement in our English Language Arts, math, and Social Studies classes. Using a classroom-based, professional learning model, our educators have implemented a plan for increasing each student’s identity as readers and writers through the use of independent reading and student choice in writing. In math, we have increased student access to mathematical rich tasks and group problem solving skills in order to prepare all students for algebra by 8th grade. And in 2020-2021, we have blended our Highly Capable and general education social studies classes and English Language Arts classes using a cluster grouping model, with a focus on historical thinking, reading and writing skills in order to ensure that each and every student is empowered in our society.
We believe that high-quality, Tier 1, equity-based instruction improves outcomes for students. Classroom-based educator collaboration provides students with access to electives which create a holistic educational experience, and honors student choice and strengths beyond reading and math.

Priorities and Measurable Goals

Middle School Focus Goal: 7th Grade Mathematics

Priority Goal:
For the 2020-21 school year, at least 41% of 7th grade Students Furthest from Educational Justice will meet standards or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:
For the 2020-21 school year, as measured in the On-Line Platform Utilization Report, our average daily attendance percentage will be at or above district average. Additionally, we will work to align our average daily use percentage, as measured in Teams, within 5% of our average daily attendance percentage rate.

Supplementary Goals:
In 2020-2021 80% of students identified as Students Furthest from Educational Justice will earn a C or higher in all courses.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.
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School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

During the 2020-2021 academic year, educators will focus on refining Component 1 of MTSS Leadership, Structures and Systems with a specific focus on clarifying systems and processes for Tiered Support for Students in partnership with families, and continued focus on Component 3, Core Instruction. Specifically, educators are committed to ensuring that all students have equitable access in a blended/remote learning environment to standards aligned core instruction and culturally responsive pedagogy. Our ELA and Math classes are co-taught to ensure that students with special needs as well as students who are not yet at grade level have both access to and support for grade level standards.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

In addition to a focus on high quality Tier 1 Instruction, Jane Addams also has intentional systems and structures for serving our students in needs of unique support. Specifically, for our emerging English Language Learners we offer sheltered classes in reading, writing and social studies, academic support classes for students accessing general education core classes and in 2019-2020 we launched a long-term English Language Learner support class for students who have been identified as emerging English Language Learners.
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Learners for over five years. We also strategically place our ELL Instructional Assistants into all Social Studies classes. Additionally, in 2020-2021 we are implementing Heritage Spanish courses to encourage growth in their first language.

Jane Addams offers the full continuum of Special Education services, and in 2020-2021, we are implementing a co-teaching model in our English Language Arts and Math courses and the Resource program. We continue to offer sheltered Special Education classes as well as Instructional Assistant support in many of our Special Education programs.

Jane Addams is also the site of the Highly Capable program for Northeast students. We offer HCC services in Math, Science, Social Studies and English Language Arts. Our Social Studies and English Language Arts services use a cluster group model, while our science and math classes are self-contained cohorts.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Jane Addams continues to develop each educator’s knowledge of culturally responsive pedagogy and racial equity literacy in order to improve outcomes for students. Our professional development centers on further creating racial equity within our classrooms and community. Jane Addams will continue to further develop our Community Café Parent engagement model, Student Led Conferences, student affinity groups, our Student Racial Equity Team, our Students Organized Against Racism Team, and our student focus groups to create authentic feedback loops. We use the data from these groups, in addition to our formal data systems of attendance, behavior and grades to continue to grow in our practice as educators.
Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Our plan for improving the culture and climate for students and families furthest from educational justice include the following: school-wide professional learning on dismantling White Supremacy, school-wide focus on equitable grading practices, and a weekly advisory period focused on social-emotional learning and community. We will monitor progress by using the following data sources: student climate surveys, behavior/missed instruction reports broken down by ethnicity, quarterly grades, assessment data (i.e. MAP), and attendance data. Additionally, we will focus on creating and sustaining authentic partnerships with our families using SPS four pillars of family engagement with a focus on developing relationships and linking to learning.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:
During the 2020-2021 school year, 100% of families furthest from educational justice will participate in at least one affinity focused community café/family forum event.

Plans for Family Engagement
The Jane Addams Family Engagement Team was initiated in 2019-2020 and continues to an important group for our responsiveness to families. The team centers families of color, and uses our Continuous School
Improvement Plan and Seattle Public School policy 0030: Welcoming School Environments and Engaging Families to guide our work with the following school wide unifying goal: In 2021 Jane Addams will increase the sense of belonging for students furthest from educational justice through collaborative learning and implementation of equitable grading and feedback practices as measured by attendance, climate survey, grades, assessment scores, and family feedback data.

Using the Dual Capacity Family Engagement Framework we focus on Developing Relationships and Linking to Learning. The family engagement team will continue to be responsible for quarterly affinity specific community cafes, sharing feedback with staff, student led conferences, and leading staff in professional development around specific practices that will work to increase and strengthen the authentic partnerships we have with families.

We will continue to monitor our progress through student attendance, family attendance at student led conferences and community cafes, parent survey feedback, student and family focus groups and student grades.