

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.

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.

Jane Addams Middle School



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.

Jane Addams Middle School



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.

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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

Jane Addams Middle School



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.

Jane Addams Middle School



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 be an important group for our responsiveness to families. The team centers families of color, and uses our Continuous School

Jane Addams Middle 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.

Jane Addams Middle School



2020 – 2021 COVID-19 CSIP Addendum

Jane Addams Middle School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

Jane Addams Middle School



7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:** Jane Addams will send home a weekly family newsletter, in multiple languages. Additionally, several times a year, Jane Addams will host grade, language, and program-specific family forums for families to learn additional information and provide input.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:** Jane Addams classes are using the frame of Welcoming Rituals and Optimistic Closure to further infuse Social Emotional Learning into all classes. Advisory classes meet every Wednesday morning with the goal of building and nurturing the emotional resilience of students. Additionally, our counseling teams provide small group opportunities for students during enrichment periods and after the school day.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.

Jane Addams Middle School



3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (*e.g. determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (*e.g. aligns to SPS assessment plan for 2020-21 school year.*)
 - Adult collaboration between educators and families
 - (*e.g. review of data in collaborative PLCs*)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:** Jane Addams educators will continue to incorporate equitable grading practices in the remote setting, including: not penalizing late work; eliminating the use of the zero when calculating a student's final grade, and allowing students multiple opportunities to demonstrate learning, including retaking assessments and revising assignments.