



# 2023-26 Continuous School Improvement Plan (C-SIP)

## Jane Addams Middle School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** Jane Addams Middle School

**Principal:** Paula Montgomery

**Members of the Building Leadership Team and Parent/Guardian Partners:** Emily Christianson, Shannon Ratner, Elena Wenderoth, Lauren Walsh, Jaclyn Colloton, Alicia Edgerly, Stephanie Shapiro, Emma Sanders, and Tahera Kapasi

**Community Partners (Community Based Organizations):** Choose 180, Sound Mental Health, Coyote North, and Ryther



[Jane Addams Middle School Report](#)

[Jane Addams Middle School Climate Survey](#)

## School Overview

Jane Addams Middle School is committed to creating a learning environment that fosters the growth and development of our students. Our commitment to excellence, innovation, and community makes Jane Addams Middle School a place for students to thrive.

We focus on Tier 1 Instructional Improvement in our English Language Arts, Math, Science 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 student voice and choice in reading and writing, while aligned to the Common Core Standards. 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 8<sup>th</sup> grade. We have blended our Highly Capable and general education identified students using a cluster grouping model, with a focus on differentiated learning using a Universal Design for Learning model in order to ensure that each and every student has access to the most engaging and rigorous learning possible.

We believe that high-quality, Tier 1, differentiated instruction improves outcomes for all 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.

One of the defining characteristics of Jane Addams Middle School is our commitment to inclusivity and diversity. We celebrate the many backgrounds, cultures, and perspectives that our students bring to our community. By embracing diversity, we create an environment where every student feels valued and empowered to contribute their unique strengths to the learning process.

At Jane Addams Middle School, we believe that education is a collaborative endeavor. Our teachers foster a sense of teamwork among students, encouraging them to learn from one another and to develop important skills such as communication, critical thinking, and problem-solving. Through group projects, discussions, and cooperative learning activities, our students gain a deeper understanding of the subjects they study and develop crucial interpersonal skills.

We understand that education is not just about academic achievement but also about nurturing the holistic development of each student. At Jane Addams Middle School, we prioritize the social-emotional well-being of our students, ensuring that they receive the support and resources they need to thrive. Our comprehensive approach to education encompasses not only academics but also extracurricular activities, character development, and mental health support.

At Jane Addams Middle School, continuous improvement is at the core of our educational philosophy. We are committed to providing our students with the highest quality education and continually seeking ways to enhance their learning experiences.

We believe in using data to drive our decision-making processes. By collecting and analyzing a wide range of data, including academic performance, student feedback, and parent input, we gain valuable insights into areas of strength and areas for growth. This data-driven approach enables us to identify areas that require improvement and implement targeted strategies to address them effectively.

We recognize that the success of our school is directly linked to the expertise and dedication of our educators. To ensure that our teachers stay at the forefront of educational best practices, we prioritize ongoing professional development. We provide our staff with opportunities for training, collaboration, and growth, empowering them to deliver high-quality instruction and meet the evolving needs of our students.

We recognize the importance of strong partnerships with families and the wider community in supporting student success. We actively involve parents in the decision-making process, encourage their participation in school activities, and maintain open lines of communication. We also collaborate with community organizations and businesses to enhance learning opportunities beyond the classroom.

Through data analysis, we identify specific areas where students may need additional support. We implement targeted interventions, such as tutoring programs, academic interventions, and social-emotional support initiatives to address individual needs. These interventions are regularly evaluated and adjusted based on ongoing assessment data.

We believe that successful school improvement requires the involvement of all stakeholders—students, parents, staff, and the wider community. We actively seek input from these groups, valuing their perspectives and incorporating their voices into our decision-making processes.

## **Seattle Excellence – Culture of Equity and Educational Justice**

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

## **Student Outcomes Focused Governance**

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

\*[African American Male Achievement 2021 Community Engagement Report](#)

## **Learning Environments Measures and Targets**

### **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.

### **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 77% to 90% by Spring 2024, for African American Boys from 84% to 90% by Spring 2024. Jane Addams Middle School will also increase a Sense of Positive Behavior and Safety for all students from 57% to 70% and for African American Boys from 68% to 80% by Spring 2024.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

Guardrails 4 and 5 support the vision of Jane Addams Middle School as we work to strengthen community, students' sense of safety, and sense belonging in all that we do. During the 2023-2024 school year Jane Addams educators will continue professional learning in Restorative Practices 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.

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

- Professional learning and implementation of restorative practices
- Implementation of Character Strong social/emotional curriculum
- Use of circles for Tier one and Tier two student social emotional support
- Cogens and Student Feedback circles related to their learning experiences
- Leadership class feedback and student and community analysis of the fall and spring student climate survey

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

The Teacher Leader Cadre leads in partnership with the administrative team will facilitate professional learning around UDL and implementation of restorative practices. This was recommended by the Building Leadership Team in response to student climate survey, assessment, and grade data.

- Two Teacher Leader Cadre leads for restorative practices.
- One Teacher Leader Cadre lead for Universal Design for Learning.
- One Teacher Leader Cadre for family engagement and student led conferences.

### **Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

Our MTSS processes always start with students' strengths and family input to support student success. We also implement inclusive practices, such as co-taught classes, and the use of tutors to support students who did not meet standard on the SBA in accelerated math classes. Our MTSS team meets twice a month to review school wide data on attendance, grades, behavior assessments and available survey. The team makes recommendations for Student Support at the

Tier 1, 2 and 3 levels and works in partnership with our Special Education and Multi-Lingual educators for the students in need of the most intensive services.

### **Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

The components of the Jane Addams Multi-Tiered system is reflective of commitment to inclusionary practices including fully inclusive classes focused on Universal Design for Learning and Restorative Practices, Tier 2 supports built into the general education classroom and flexible short term Tier 3 supports for students and educators to ensure that each JAMS classroom is able to meet the needs of range of students. We strive for Tier 1 supports for all students, such as:

- Clear school-wide policies, procedures, and expectations
- Inclusive environments
- Implementation of restorative practices
- Continuous learning of UDL strategies to meet student need.
- In addition, our MTSS support system uses data-informed practices, and monitoring of student success with changes implemented.

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## **Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics**

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

#### **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 2023 for all students and from 22% in 2023 to 58% in 2026 for African American Boys.

#### **One-year Goal:**

Jane Addams will increase the number of African American Boys successfully completing Algebra by 8<sup>th</sup> grade from 13% to 15% in 2024 and for all students from 61% to 70% in 2024.

#### **Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

Twice a year, educators at Jane Addams use the MAP (Measurement of Academic Progress) to identify students' skills, strengths, and growth. This assessment, which takes place in the Fall and Spring is used by our teachers within their PLC for planning. This planning work will be supported through Studio Days (professional learning time that includes teacher observation).

Our educators currently create common formative and summative assessments for their math classes and use this data on a regular basis in their planning. This year's focus will be to continue and expand that work to include consistent opportunities to engage in Common Core Standards of Mathematical Practice and ensure that all students have the opportunity to make sense of and

persevere in solving problems, and dialogue regarding different ways to approach, solve, and understand problems.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

Jane Addams Middle School considers the following values important: curiosity, joy, empathy, collaboration, and the love of learning. Within all our classrooms, including math, students have access to rich tasks that encourage use of mathematical practices, and structures that support collaboration.

Artifacts and evidence that support the school's vision with the guardrail include school climate data that supports that our students feel valued, believe they can succeed, and are increasingly finding importance and relevance in what they are learning within our math classrooms. Students have access to classes such as Math 7/8, Algebra 1, and Geometry and are encouraged to achieve their highest potential regardless of previous math scores or behaviors in previous classes.

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

Our school has shown positive trends within our school climate data, as well as our MAP testing data, showing that our current strategies are working to help students feel inclusive and welcomed in our academic spaces. Our current plans need to be continued and supported to help move toward our Academic Success Goal.

Culturally responsive strategies, processes, and procedures that staff will implement to meet the 3-year Classroom Instruction and Academic Success Goal include:

- Continuation of enVision curriculum with fidelity, with time during Wednesday Early Release to collaborate and plan
- Continuation of co-teaching to provide modification and differentiation for students within the mathematics classroom
- Continuation of Math Basics class for students whose IEP's recommend significant modification
- Implementation of Restorative Practices and SEL curriculum
- Release days for mathematics teachers to engage in Studio Days
- School-wide implementation of Success Maker to support differentiation and Advance Learning needs.

### **Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

Our professional learning plan for mathematics teachers focuses on ensuring that teachers are providing opportunities and experiences that help students engage in the Common Core Standards for Mathematical practice. For this year, teachers will be targeting mathematical practice #3, "Construct viable arguments and critique the reasoning of others."

This was chosen to focus on student dialogue in mathematics based on culturally responsive strategies recommended by Pamela Seda and Kyndall Brown in the book *Choosing to See*. The interventions explained in this book align with district and school-based UDL practices, giving teachers a framework to evaluate their classrooms for ensuring they are caring educators supporting all students to be math scholars. Through this book, within a mathematics PLC, teachers will set goals, collaborate around implementing Mathematical Practice #3, monitor and adjust practice, and gather and analyze data around the effectiveness of student use of this mathematical practice.

In addition to engaging in this work, math teachers will engage in "Studio Day" to enhance teacher's understanding of the Standards for Mathematical practice, as well as enhance the cognitive demand of tasks and lessons. Studio Days will allow to observe, plan out, and implement student discourse. While the enVision curriculum calls for student discussion, this area of lesson planning can be supported. Use of culturally responsive strategies and planning for student discourse are needed to counter power dynamics that exist between students in the classroom that can marginalize students.

By implementing a framework for evaluating the effectiveness of student discourse (as recommended in *Choosing to See*), professional learning will disrupt systemic inequities that can exist in our math classrooms. It will actively mitigate the learned helplessness that many of our students of color demonstrate. By engaging in practices that expect and teach into strategies that support mathematical tasks with rigor, students will continue to show growth in mathematics, and feel included in their mathematics classroom.

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

Our MTSS processes prioritize the whole child and considers not only academic data but also attendance, behavior, and student input. Our MTSS team meets twice a month to review multiple student success indicators. Student Success meetings are held in partnership with families and educators in order to co-design short term plans to support student learning.

**Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

Our MTSS strategies use a variety of data, including but not limited to student grades, attendance, counselor input, teacher input, and test scores. We have been strategic about opening up accelerated courses to all students who would like to participate, regardless of previous test scores.

**Advanced Learning and Highly Capable Services:**

Jane Addams Middle School serves as the NE Highly Capable Middle School site. As such students receive Highly Capable Services in all core classes. Jane Addams uses a Cluster Group Model to schedule 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 meets the needs of previously accelerated math students through the same cluster grouping process for math classes. When enrollment numbers support, Jane Addams offers a specific 8<sup>th</sup> grade level math class for 6<sup>th</sup> grade students. 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. We also know at Jane Addams the 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 opportunities for students through afterschool or summer programs:**

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 of our science classes. Other student after school activities includes Gay Straight Alliance, Latino Student Association, 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**

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

## **Family and Community Engagement Measures and Targets**

### **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 report having a positive, authentic relationship with at least one staff member for all students and families from 0% to 100% in and from 0% to 100% for families of African American boys by the end of the 2025-2026 school year as measured by feedback from student led conferences, surveys, and focused family surveys.

### **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 report having a positive, authentic relationship with at least one staff member for all students and families from 0% to 50% in and from 0% to 80% for families of African American boys by the end of the 2023-2024 school year as measured by feedback from student led conferences, surveys, and focused family surveys.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

### **Evidence of alignment to student outcome focused governance:**



Guardrail 1 supports the vision and planning for Family and Community Partnership at Jane Addams Middle School. Our goals and strategies were developed in partnership with families as well as from feedback received during the 2022-2023 school year.

The educators at Jane Addams use continued data analysis to develop, implement and monitor school improvement efforts. Specifically, during the 2023-2024 school year Jane Addams is committed to engaging in specific co-planning and feedback sessions with families, specifically families of students furthest from educational justice with a specific focus on families of Black boys.

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Nathan Hale continuous school improvement plan, district, and state goals.

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 Engagement Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

Our professional learning plan includes implementation of restorative practices and circles, and a commitment to a daily advisory program. Through this advisory structure, educators focus on a subset of families for increased two-way communication and relationship building. At Jane Addams our family events are centered around family to family and family to educator connections and include modeling of community building circles. Through consistent use of circle work during school, and during family events we hope to normalize two-way communication.

This professional learning will mitigate systemic inequities by supporting the development of strong school family relationships, maximize the success of the children in school, increase clarity about the roles of family and school staff, increase awareness of the impact of the family experience in schools in order to improve relationships between school and families, and to build relationships family to family.

### **Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

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 Improvement Plan and Seattle Public School policy 0030: Welcoming School Environments and Engaging Families to guide our work.

Using the Dual Capacity Family Engagement Framework, we focus on the pillars of Developing Relationships and Linking to Learning. The family engagement team is facilitated by one of our Teacher Leadership Cadre and continues to be responsible for quarterly family feedback efforts, 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. They will work closely with our teacher leaders to ensure alignment with Universal Design for Learning and Restorative Practices, with a focus on two-way communication.

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.

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## Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

#### Evidence of alignment to student outcome focused governance:

Guardrail 3 supports the mission and vision of Jane Addams as we work to ensure that are educators are creating classrooms that are culturally responsive, safe, and joyful. The educators at Jane Addams have committed to a daily advisory program focused on community building and the foundational aspects of Restorative Practices. Educators have also agree that our early release professional learning will focus on Universal Design for Learning and Restorative Practices. The Building Leadership Team and Instructional Council work in partnership to develop and refine our plan to ensure that the educators of Jane Addams are Culturally Responsive.

Evidence, artifacts and data may include:

- Climate Survey Data
- Attendance Reports
- Academic Reports
- Professional Development Agendas and Feedback
- Learning Walk Data Collection

### Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

#### Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

The educator created professional learning plan for Jane Addams for the 2023-2024 school year supports the implementation of Restorative Practices and Social Emotional Learning. As educators gain the skill of creating communities of care within their classrooms, they are also working collaborating to transfer these skills to their day-to-day professional practice. Additionally, educators participate in Learning Walks focused on Restorative Practices and Universal Design for Learning as well as Studio Days. As the educators of Jane Addams continue to de-privatize their practices professional trust will continue to grow.

#### Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

The educator created professional learning plan for Jane Addams for the 2023-2024 school year supports the implementation of Restorative Practices and Social Emotional Learning. As educators gain the skill of creating communities of care within their classrooms, they are also working collaborating to transfer these skills to their day-to-day professional practice.

Additionally, educators participate in Learning Walks focused on Restorative Practices and Universal Design for Learning as well as Studio Days. As the educators of Jane Addams continue to de-privatize their practices professional trust will continue to grow.

### **Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

The educators at Jane Addams have many opportunities for leadership, both informally and formally. Educators can decide to be part of the Building Leadership Team, the Safety team, the Racial Equity Team, the technology team and the instructional council. Even when individuals are not part of the formalized team, the teams are committed to facilitating educator input into nearly every aspect of our professional practice through staff meeting feedback opportunities, exit tickets, surveys and ongoing communication. During the 2022-2023 school year fewer than half of the Jane Addams educators completed the staff climate survey. Data that illuminates our work continues to be school-based surveys and feedback.

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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** Per Pupil

**Amount:** \$106,663

**How will funds improve student learning?** JAMS used the balance of our Per Pupil allocation to support our master schedule, with a specific emphasis on class sizes at the 6th and 7th grade. This amount bought up 0.7 of a teacher.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** Equity

**Amount:** \$106,663

**How will funds improve student learning?** JAMS used the balance of our Per Pupil allocation to support our master schedule, with a specific emphasis on class sizes at the 6th and 7th grade. This amount bought up 0.7 of a teacher, supporting our Leadership class, our Heritage Spanish class, as well as our class size.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$144,000

**How will funds improve student learning?** JAMS used the balance of our LAP allocation to support Study Skill classes at the 6th-grade level, co-teaching support at grades 7th and 8th.