



## 2025-26 Annual CSIP Jane Addams Middle School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

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### 2025-26 School Information and Leadership Team Members

**School Name:** Jane Addams Middle School

**Principal:** Angela M. Thomas

**Instructional Vision:** In alignment with JAMS current CSIP goals and those of SPS's most recent strategic plan, our vision, is that we work to accomplish the goals set by the previous admin team in conjunction with the school community. We will take this year to shift to SPS's new focus on 6th grade Math, while continuing to support the success of our 7th grade Math classrooms.

**Members of the Building Leadership Team:** Laura Tiberio, Emily Christiansen, LeAnne J. Wiles, Rebecca Bland, Karen Maguigad, Angela M. Thomas, Craig Lowry, Melissa Gerhard, Irene Handley, Jaclyn Colloton, Leah Van More, Shannon Ratner

[2023-26 CSIP Jane Addams](#)

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 830

**Special Education Percentage:** 17.1

**Multilingual Learning Percentage:** 15.2

**Highly Capable Percentage:** 19.6

**Free and Reduced Lunch Percentage:** 35.9

**Washington School Improvement Framework Status:** Tier 2 Targeted 3+

[Jane Addams OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- WSIF
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Family Participation/Attendance (e.g., Events, Team Membership)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

- Students at Jane Addams exceeded the district on 8<sup>th</sup> grade WCAS by 4.1%, 7<sup>th</sup> grade SBA by 0.6%, and 6<sup>th</sup> grade ELA by 5.1%.
- Attendance rates for all students were at 91% and remained consistent across focus groups.
- Spring 2025 student survey suggests that 87% of students feel that there is an adult on campus that cares about them (an increase of 2% from the fall survey).
- There is a strong focus on UDL work and new teacher supports have been added through TLCs.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

African American males and students FFEJ continue to fall behind their peers in proficiency in Math as measured by SBA and other assessment data, indicating a need for stronger MTSS processes, additional ways to check for understanding, and increased rigor in instruction that pushes mastery of concepts.

44% of students reported on the spring climate survey that they did not feel as though racial issues and acts of racism were addressed appropriately on campus, indicating that we need additional education/coaching/teaching around cultural biases and creating inclusive/respectful environments.

**Disproportionalities:** What disproportionalities exist among student groups?

- AA Males were disproportionately addressed for discipline issues with all students at 4.7% but AA males at 17%.
- Focus groups including students FFEJ, AA males, MLL, and SPED were all significantly below their peers in achievement rates on all assessments, including SBA and WCAS.

- There is inequitable access to advanced learning opportunities in math for students of color.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

- Lack of DEI training in line with the changing demographics of the school, as identified by Racial Equity Team work, resulting in an unwelcoming environment for some students and staff. Staff and student interviews also suggest that expectations were inconsistent and created room for escalating behaviors among student groups.
- Data shows 12.3% (3x the district average) of students being addressed for discipline missed instructional minutes due to their behavioral infraction.
- Limited academic language acquisition amongst students receiving MLL services that is currently being addressed by tiered classes.
- Lack of MTSS systems and follow through to identify student concerns and provide tiered supports for academics, SEL/behavior, and attendance.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- Strong MTSS processes supported by consistent student expectations and strong Tier I instruction.
- Our MTSS process will allow for the early identification of student need therefore allowing for early, tiered, interventions and supports to be implemented in all areas (academic, SEL/behavior, attendance).

**Interconnected Needs:** How are needs related to each other or influencing each other?

According to the 2024-25 data, Jane Addams missed instructional time was 3x that of the district and mostly applied to AA males, resulting in an instructional deficit.

If we are able to keep these students in class, consistently, we should see a positive correlation in achievement data/growth and/or we should see an increase in the number and types of supports we provide to ensure success.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Clear MTSS process and follow through. Consistent behavior expectations and follow through with consequences that take place outside of instructional time (i.e. lunch detention)

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

Technology is playing a critical role in enhancing classroom instruction and boosting student engagement at Jane Addams. Teachers are leveraging a variety of tools and platforms to create more interactive, collaborative, and personalized learning experiences.

OneNote is a key resource in supporting both student-to-teacher and student-to-peer collaboration. It provides a digital notebook where students can organize their work, take notes, and collaborate with classmates on group projects. Teachers can also use it to provide feedback, share resources, and track student progress in real-time.

Schoology, the district's Learning Management System (LMS), helps streamline the delivery of lessons and assignments, while fostering a sense of community and communication within the classroom. Teachers can post resources, assignments, quizzes, and announcements, while students can easily submit work, participate in discussions, and track their academic progress.

The curriculum-based platforms, such as Amplify, SAAVAS, and DESMOS, provide tailored, interactive content that enhances student learning in various subjects. These tools offer engaging

activities, adaptive lessons, and real-time data to help both students and teachers assess learning progress and identify areas that need additional attention. For example, DESMOS is particularly useful in math classrooms, offering interactive graphing tools that help students visualize complex concepts.

Additionally, Magic School introduces gamification and interactive learning techniques to further engage students. By incorporating elements of fun, students can immerse themselves in the learning process, retaining information more effectively while staying motivated and excited about lessons.

Together, these technologies help foster a collaborative and engaging learning environment where students can work more independently, develop essential skills, and engage in more dynamic and interactive classroom experiences. Teachers can also use data from these platforms to adjust instruction and better support the diverse needs of their students.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with the required use of technology?

- District provided EdTech digital learnings
  - Peer supports for new teachers through TLCs and team leads
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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

#### **2023-26 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.

#### **2025-26 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 80% to 90% by Spring 2026, for Students Furthest from Educational Justice from 83% to 90% by Spring 2026. Jane Addams Middle School will also increase a Sense of Positive Behavior and Safety for all students from 55% to 70% and for Students Furthest from Educational Justice from 66% to 80% by Spring 2025.

### **Action Plan**

#### **Evidence-based Practice 1:**

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources.

#### **Implementation Activity:**

Staff are using the Character Strong curriculum to teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. These lessons are being paired with culminating activities that give students the opportunity to apply their SEL learning.

#### **Process Data Measures:**

- Comprehensive School Counseling Program School Plan

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

**Timeframe for Reviewing Process Data Measures:**

Monthly

**Student Outcome Data Measures:**

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

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

Quarterly

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

- School Advisory Team
- School Counselor
- Assistant Principal

**Evidence-based Practice 2:**

Student Engagement (Addressing Absenteeism): 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.

**Implementation Activity:**

MTSS and Attendance teams meet to discuss student absences and student needs. At this time, the teams call families to ensure everyone is on the same page and reiterate expectations around attendance.

**Process Data Measures:**

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Engaging with Seattle TFI
- MTSS Team Meets Regularly

**Timeframe for Reviewing Process Data Measures:**

Weekly

**Student Outcome Data Measures:**

- School Attendance Dashboard on Atlas
- Missed Instruction Log

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

Quarterly

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

- MTSS Team
  - Attendance Teams
  - Admin Team
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# Priority Area: Classroom Instruction and Academic Success

## Measures and Targets

### 2023-26 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 Males.

### 2025-26 Goal:

In partnership with educators, students, and families, Jane Addams will increase mathematical success of students who are project proficient and beyond for all students as measured by the 6<sup>th</sup> Grade MAP from 58.2% in 2025 to 60.2% in 2026 for all students and from 28.3% in 2025 to 30.3% in 2026 for African American Males.

## Action Plan

### Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

### Implementation Activity:

During PD time, teachers will learn how to implement UDL strategies with fidelity, across groups to strengthen Tier I instruction and incorporate culturally relevant, engaging materials and instruction.

### Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- Professional Development Exit Tickets

### Timeframe for Reviewing Process Data Measures:

Monthly

### Student Outcome Data Measures:

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

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- IC
- TLC
- PLCs

### Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and

lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

### **Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn

### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Student Outcome Data Measures:**

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

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

Quarterly

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

- PLCs
- Administration

## **Highly Capable Services**

- Cluster Group Model: Highly Capable identified students are integrated with peers using a cluster group model in order to support appropriate differentiated instruction. The cluster group model in ELA and Math includes tiered assignments, flexible grouping, and complexity of learning options.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

## **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 of 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 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.

#### 2025-26 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 85% in 2026 as measured by Student Led Conference and Curriculum Night Attendance. We also engage with families using our school newsletter and talking points app. PTSA and our booster groups meet regularly to support our students and gather community voice around JAMS initiatives and may not be captured in these numbers.

### Action Plan

#### Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

#### Implementation Activity:

Staff will strengthen relationships with existing groups such as PTSA and Booster organizations, emphasizing diverse family representation, through direct communication and posting updates via newsletter.

#### Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

#### Timeframe for Reviewing Process Data Measures:

Monthly

#### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log

## Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Administration
  - Student Leadership Group Sponsors
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## 2025-26 Budget Allocations to Support Continuous Improvement

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

### Fund Program: Basic Education

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

### Fund Program: Multilingual Learners (Title III)

**Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

**Dollar Amount:** \$524,204

#### Activities Implemented to Meet Intent and Purpose:

- Content-specific classes for newly arrived multilingual learners
- Additional math supports
- Co-teachers in core classes

### Fund Program: Learning Assistance Program (LAP)

**Intent and Purpose:** Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

**Dollar Amount:** \$156,453

#### Activities Implemented to Meet Intent and Purpose:

- Extra classroom supports
- Professional development for educators
- Family engagement activities
- Purchase of specialized learning materials