

Imagine **Jason Lee Middle School**

- Imagine an instructional program that acknowledges the cultural heritages of different ethnic groups as legacies that affect students' dispositions and approaches to learning and as worthy content to be taught in the formal curriculum.
- Imagine a school that involves the surrounding diverse urban community to engage in a partnership that provides a holistic student learning experience.
- Imagine a school focusing on meeting all students' academic and social-emotional needs through a Community Partnership approach.
- Imagine a school developing inquiring, knowledgeable and caring young people who help create a better and more peaceful world through community outreach in academic areas and in the area of the Arts.
- Imagine a school community that has built meaningful bridges between home and school experiences and teaches students to know and praise their own and each others' cultural heritages.
- Imagine daily learning experiences that enable students to be better human beings and more successful learners who serve as responsible community members in and out of school.
- Imagine students who are encouraged to find their own voices and to understand issues from multiple cultural perspectives.
- Imagine a school that has a robust community support network. Jason Lee's learning community includes students, parents, staff, local businesses and community organizations. Volunteers from Evergreen State College, University of Puget Sound, Pacific Lutheran University, University of Washington, Tacoma, and local high schools are very active at Jason Lee. Hilltop Artists in Residence, Tacoma Educational Search, Metro Parks and the Boys and Girls Clubs are close partners in education for the student body.



Imagine **Jason Lee Middle School**

Jason Lee Middle School in Tacoma, Washington, is a Transformation school. The demographics of Jason Lee are 44% African American, 8% Asian, 5% American Indian, 10% Hispanic, and 32% White. The free and reduced lunch rate for 2009 was 82.1%.

The planned intervention model will provide an outstanding liberal arts education with a focus on community partnerships to ensure 100% proficiency in Math, Science, and English on state standardized tests.

As a Transformation school, the implementation of the School Improvement Grant has included a requested waiver for the leadership in this school. The current principal, Jon Kellett, has been the Principal for less than a year, coming from highly successful Stadium High School in Tacoma. His knowledge of the community and his skill at leading reform is unmatched. There will be a new governance system in place next year. A spirit of recommitment is being emphasized by both union and district personnel. Additional staff will be hired to achieve the goal of every student taking 90 minutes of Math and Literacy instruction.



- Imagine the staff involved in creating Professional Learning Communities and implementing standards-based instructional strategies to aid students in meeting standards.
- Imagine student data available for staff and parents in real-time for the use of immediate diagnostic intervention and assistance to the individual child.
- Imagine an extended day that allows students to have longer time for Math and Reading, yet still have time for electives that are enriching and crucial for their development.
- Imagine the addition of a strong Arts program such as the Hot Shop (glassblowing) and Performing Arts is part of the Jason Lee vision. These extended day options will include subjects such as Drum Line, Dance, and others that have a link to Performing and/or Visual Arts; or Physical Education.
- Imagine a school where students have Achievement Via Individual Determination (AVID) support. AVID creates a college-going culture with skill development and subject specific pedagogy.
- Imagine students using 21st Century goals and community-based learning to help them meet their standards and beyond.
- Imagine a school day with 90 minutes of Mathematics and Literacy instruction for grades 6, 7 and 8. A daily focus on physical fitness is possible for all students to combine an intellectual life with a holistic, healthy life.
- Imagine a school that continues in the Compassionate School framework.

Research Base of Common Strands In All Three School Models

Strong Literacy Programs/Instruction

Allington, R. L. (2009) *What Really Matters in Response to Intervention-Research-Based Designs*. Pearson Publishers.

Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Strong Mathematics Program/Instruction

Leinwand, S. L. (2000). *Sensible mathematics: A guide for school leaders*. Portsmouth, NH: Heinemann.

National Council of Teachers of Mathematics. (2006). *Curriculum focal points for pre-kindergarten through Grade 8 mathematics: A quest for coherence*. Reston, VA.

National Council of Teachers of Mathematics. (2008). *Focus in high School mathematics: Reasoning and sense making*. Reston, VA.

Smith, M. (2004). Beyond presenting good problem: How a Japanese teacher implements a mathematics task, 96–106. *Perspectives on the Teaching of Mathematics*. NCTM's Sixty-Sixth Yearbook. Reston, VA.

Culturally Responsive Teaching Expectations

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.

Perry, T., Steele, C., & Hilliard, A. (2003). *Young gifted and black: Promoting high achievement among African-American students*. Boston: Beacon Press.

Reyes, P., Scribner, J. D. & Scribner, A. P. (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.

Timeline:

Spring 2010

Principal Named

Staff Hired

Leadership Teams Established

School Designed/ Partnerships Established

Summer 2010

Staff Training

Curriculum Purchased and Staff Trained

Students Enrolled

Assessments Plan Established

Fall 2010- Spring 2011

Open School

Partnership Plan Implemented

Curriculum Implemented

Benchmark Assessments

Summer Academy Planning

Extended Day Implemented

Interventions

Summer 2011

Review Assessment of Year 1

Summer Academy

Modify and Revise Practice for Year 2

Partnerships Evaluated and Reviewed

Fall 2011-Spring 2012

Year 2 Implementation

Summer 2012

Review and Modify for Year 3

Summer Academy

Fall 2012-Spring 2013

Year 3 Implementation

Review and Analysis

Summer 2014

Summer Academy