



2024-25 CSIP Review and Updates

The Center School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

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

School Data and Building Leadership Team Members

School Name: The Center School

Principal: Dr. Barbara Casey

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Staff: Dr. Barbara Casey, Liz Buckner, Gerardine Carroll, Annie Jarnagan, Colin Kaparos, Beverly Lackey, Tracey Lott; Student Representative: Mercy Tellez; Parent Representative: Cindy Mezs

[2023-26 CSIP The Center School](#)

[The Center School Report](#)

[The Center School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

A subset group (9th-12th) students at TCS of identified African American males, struggling students (MTSS – identified as needing additional resources and support) and students in Special Education in math classrooms have been identified from teacher formative assessments and I-Math assessments for a targeted goal of 90% of all students meeting standard at a level 2 on the SBA assessment, along with increasing math scores on math formative assessments and 100% of identified general education students passing math courses and 80% of students passing math courses with a C or better grade. PLC groups which include math teachers will work with students on increasing student climate survey goals as contributing factors towards increasing math attainment and math engagement.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

Special education students with IEPs are still at risk of not obtaining six credits per year and graduating on time.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Overall, our short-term goal is for 100% student and family reengagement in the school process by students attending school on a regular basis. Long-term goal is finding supportive and consistent resources and outcomes that will contribute to how we reengage students and families around attendance.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

At TCS, 100% of 9th grade students of color furthest from educational justice accumulating sufficient credits (6+ or more) to be on-track to graduate in 4 years.

Equity/Anti-racism results show a 90% favorable rating, also up by 5% since the last survey. Student Fall Climate survey indicates that students have increased both their social emotional learning at 93%, up 3% and belonging and relationships, 89%, up 4% for increased learning outcomes and engagements.

Summary of student strengths supported by data:

Our 2023-2024 school data show that 100% of our AA students have meet and/or exceeded ELA and Math assessments. We are on target to meet AA students and MTSS identified students' academic learning needs at 100% of credit attainment and graduation readiness.

Identify and prioritize student needs supported by data:

Center School is committed to inclusionary educational practices that prioritize measurable and meaningful learning outcomes for our African American male students and all student of color who need additional support in the classroom. We incorporate culturally responsive teaching and learning in instruction and assessment outcomes in terms of racial equity and access. Our 2023-2024 school data show that 100% of our AA students have meet and/or exceeded ELA and Math assessments.

Summary of possible root causes of the priority student need:

Attendance and social emotional needs remain the root causes of student engagement issues and concerns.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

The Fall 2024 District school climate survey will be used along with school Spring 2025 surveys to ascertain student's emotional-social engagement and commitment to learning and measurable

outcomes for 100% student success with credit attainment. Attendance data will be used as an additional measuring tool of learning engagement, along with quarterly data collections, assessments, and observation reports.

Fall Climate Student Survey 2024 results indicate a 94% pedagogical effectiveness which is up 4% since the Spring 2024 survey. Equity/Anti-racism results show a 90% favorable rating, also up by 5% since the last survey. Inclusionary practices are up 4% with a rating of 90%. Students feeling a sense of belonging and relationships is rated at 89%, an increase of 4%. The greatest increase of 9% on the survey was the 82% rating of positive behavior and safety.

Summary of data proving professional learning is effective in supporting student outcomes:

The Fall Climate Survey for staff indicated that both Administrator support at 94%, increase of 1% from the Spring survey and BLT (Building Leadership Team) support at 88%, an increase of 1% were both successful in providing effective professional learning support for teacher instructional implementation and student learning outcomes.

Additionally, professional development around the Algebra 1 and 2 math adoptions and implementation have reengaged student learning with measurable learning outcomes.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

School staff participate in the completion of District mandatory trainings during the school year that address expected professionalism in school communities. During the Tri-days at the beginning of the school year staff participate in racial equity and access trainings that are aligned with Guardrail 3 and expected outcomes of conduct. Note more work on restorative circles for general education staff that impact student learning.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

Our school community will continue to hold four (4) thematic days that include guest speakers and student community, and staff run workshops. Overall, these include mental health, environmental issues, and racial justice. The four days build community among staff and students as well as partnership with the greater community. Guest speakers have included OSHA representatives, social activists against environmental and societal racism, nurse practitioners from Swedish Hospital, and student advocates from NAACP.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

CSCA, parent PTA stays involved by disseminating a weekly newsletter "Dragon Fire" to the community, which includes a weekly Principal's corner of TCS activities and events. The TCS team will work with CSCA in producing a school newsletter "Dragon Fire" in continuing the school/family/community partnerships.

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

Measures and Targets

2023-26 Three-year Goal:

By June 2026 attendance rates for ninth grade students in the class of 2026 will increase from 83.1% in December 2025 to 97% and attendance rate for incoming ninth grade students in the class of 2027 will remain consistent to 97% indicating effectiveness of safe and welcoming

systems, routines and practices. Overall, attendance across grades will increase from 84.2% to 97%.

2024-25 One-Year Goal:

By June 2025, attendance rates for 10th grade students in the class of 2026 will increase from 84.90% in October 2024 to 95% and attendance rate for incoming ninth grade students in the class of 2029 will remain consistent to 95% indicating effectiveness of safe and welcoming systems, routines, and practices.

Action Plan

2024-25 Evidence-based Practice 1:

Student Engagement: 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.

Student Outcome Data Measures:

- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students); Missed Instruction Log
- Care Coordinator Data tracking

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Student Attendance Agreement Plan
- Care Coordination Plans; Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Weekly

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

- Gerardine Carroll
- Michele Hayes
- Angel Graves
- Dr. Casey

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2026 school year, we will maintain 100% of 9th grade students of color furthest from educational justice accumulating sufficient credits (6+ or more) to be on-track to graduate in 4 years.

By June of 2026, we will maintain 100% of ninth grade students in the class of 2029 earning six credits towards the twenty-four credits needed for graduation.

By June of 2026 we will maintain 100% of a subset of identified ninth-12th AA male and MTSS identified struggling students and special education students on the quarterly D and E List in all subject content areas passing their selected courses with credit and 80% of identified students passing with a grade of B or better in all selected courses.

2024-25 One-Year Goal:

For the 2024-2025 school year, 100% of 9th grade students of color furthest from educational justice will accumulate sufficient credits (6+ or more) to be on-track to graduate in 4 years. By June of 2025, 100% of 9th grade students in the class of 2029 will have earned 6 credits towards the 24 credits needed for graduation.

By June 2025, 100% of a subset of identified 9th-12th AA male and MTSS identified struggling students and special education students on the quarterly D and E List in all subject content areas will pass their selected courses with credit and 80% of identified students will pass with a grade of B or better in all selected courses.

Action Plan

2024-25 Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports;Smarter Balanced Assessment (SBA)
- Attendance Tracking in Atlas Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Course enrollment data
- Teacher Observational Data
- School-based Survey (staff or students)
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly

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

- Gerardine Carroll
- Michele Hayes
- Angel Graves
- Dr. Casey

Advanced Learning and Highly Capable Services:

The Center School provides academic rigor and support in meeting the needs of Advanced Learners. Advance Programs in science, math, LA and history have been provided to increase student learning opportunity for academic challenge and engagement. Running Start is also available for juniors and seniors to as additional academic resources and college credit attainment.

Expanded Learning:

TCS encourages student to utilize the district's Skills Center summer programming as well as the district's summer school programs.

Homework Policy:

The Center School Grading and Retake Policy, adopted 9.20.23:

As approved by the Seattle Public Schools Board, grading policies outlined in Policy 2420 will continue, utilizing an A-E scale. To advance equity and support our ongoing shift towards a competency-based grading system, SPS leadership mandates the following three grading practices for the 2023-24 academic year:

1. Communication: SPS educators are required to conduct biweekly check-ins with students and families for those at risk of receiving an Incomplete, No Credit, or failing grade.
2. Retakes: SPS educators must permit retakes and assignment revisions to the maximum extent possible. Schools serving grades 6-12 will establish school-specific retake policies, defining the scope of "to the extent possible." Schools can adopt the district's standard policy or an existing policy from another school to fulfill this requirement.
3. Minimum Grades: SPS educators are prohibited from assigning grades below 50% for any assignment or assessment, including missed assignments.

Guidelines for School-Based Retake Policies:

- Each school is empowered to develop the frequency, timing, and structure details of their retake policy.
- Every policy should incorporate an element of student reflection or preparation before administering a retake.
- Retake policies must be publicly available and accessible on the CSIP Plans Teams Page.
- Schools lacking a policy should adhere to the standard district policy, outlined in the Playbook.

Standard Retake Policy:

- Summative grades are eligible for retakes, excluding homework or formative grades.
- Retake grades supersede original grades without penalty.
- A single retake opportunity, except with teacher permission, is allowed for summative assignments. For students dissatisfied with retake results, communication with the teacher is required, preferably by email.
- Reasonable prerequisites before retakes can be required, such as completing notes or test corrections.
- Retakes should cover the same content matter/standards as the original assignment.
- Retakes should be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand.

Student Responsibility:

- Prior to a retake, communication with teacher is required, preferably by email.
- Students are accountable for actively participating in retake processes within policy time frames.
- Students with excused absences maintain retake opportunities for makeup exams.
- Students may be required, determined by the teacher, to complete a learning plan, an alternative assignment, necessary/missed homework, or test corrections before a retake.

Additional Notes:

- If students fail to submit late work or retake by the designated school deadline and evidence of learning is not provided, the original grade stands.

- IEP/504 plans take precedence over the retake policy and timelines, in accordance with each student's specific plan.
 - For inquiries, please contact Dr. Barbara Casey. This policy is effective immediately and subject to updates as needed.
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

Our goal is to engage 100% of parent participation and 100% TCS students in grades 9-12th towards 100% completion of the required Naviance planning in 2023-2026 in outlining student interests, requirements and goals connected toward high school graduation. We share active parent collaboration and participation in the TCS school community.

2024-25 One-Year Goal:

Our goal is to engage 100% of parent participation and 100% TCS students in grades 9-12th towards 100% completion of the required Naviance planning in 2024-2025 in outlining student interests, requirements and goals connected toward high school graduation. We share active parent collaboration and participation in the TCS school community.

Action Plan

2024-25 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.

Student Outcome Data Measures:

- Student Attendance
- Student Grade Reports
- Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Homework Completion
- Attendance Tracking Atlas Report

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Gerardine Carroll
 - Michele Hayes
 - Angel Graves
 - Dr. Casey
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2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$1,464,277
- **Activities Implemented:** Classroom course instruction for all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$31,759
- **Activities Implemented:** Instructional support for multilingual learners.
 - ELL staff member will host welcome and listening sessions for ELL families.
 - Students' progress in English acquisition will be monitored and assessed monthly via assessments, cultural projects, and verbal conversations.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$60,784
- **Activities Implemented:**
 - .2 FTE for additional math support in Algebra and Geometry classes.
 - .2 FTE for identified students needing academic interventionist support towards academic readiness and graduation.