



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

The Center 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: The Center School

Principal: Dr. Barbara Casey

Members of the Building Leadership Team and Parent/Guardian Partners: Staff: Dr. Barbara Casey, Liz Buckner, Gerardine Carroll, Annie Jarnagan, Colin Kaparos, Beverly Lackey, Tracey Lott; Student Representative: Vassar Price; Parent Representative: Heidi Raykeil

Community Partners (Community Based Organizations): Seattle Center, Theater of Puget Sound, Seattle Repertory Theater, South End Stories, Writers in the Schools/Seattle Arts & Lectures, and Freehold Actors Studio



[The Center School Report](#)

[The Center School Climate Survey](#)

School Overview

The Center School offers a rich academic program enhanced through its focus on the arts and its location in the heart of Seattle's cultural and arts community. Our academic program is a rigorous program with a career-centered professional lens that emphasizes high standards for all students, using best instructional practices including inquiry-based and project-based curriculum and performance-based assessments, along with internship and career explorations for professional transitions into higher education enrollments, employment, or internships. The core academic program includes Humanities, Math, Arts, Science and Spanish. All elective courses are arts-infused and career ladder-based and emphasize student innovation and creativity. The arts experience is enhanced through partnerships with local artists and arts organizations such as the Seattle Repertory Theatre, Vera Project, Seattle Children's Theater, Pottery Northwest, Naramore, Pacific Science Center, and other Center Programs and is supported across the curriculum with visual arts integrated in core academic classes and career-centered experiences.

We also offer a special education autism/extended learning continuum inclusion program and general education inclusion, Access, and Resource placements for students with special needs. Advanced Placement courses are offered in Biology, Environmental Science, Calculus, Statistics, Drawing and Painting and in English Language and Composition. By building a sense of community, supporting students to achieve at higher levels, and constantly reflecting on how we work with students, The Center School continues to increase student college-prep academic preparation and career-centered/internship learning opportunities beyond the high school experience.

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](#)

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:

By June 2026, attendance rates for 10th grade students in the class of 2026 will increase from 84.90% in October 2023 to 97% and attendance rate for incoming 9th grade students in the class of 2026 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 95%.

One-year Goal:

By June 2024, attendance rates for 10th grade students in the class of 2026 will increase from 84.90% in October 2023 to 95% and attendance rate for incoming 9th grade students in the class of 2027 will remain consistent to 95% indicating effectiveness of safe and welcoming systems, routines and practices.

Student Outcome Focused Governance

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

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:

The Center School will continue to implement Superintendent Guardrail 5 in our CSIP to provide a welcoming school environment for current and incoming students. We will use Climate Survey results from Fall, Winter, and Spring 2023 to show a consistency of alignment in school strategies that are instrumental in creating measurable welcoming outcomes for students as evidenced in 90% social emotional learning, 87% belonging and relationships, 84% student voice and leadership and 83% in equity and anti-racism. We will continue to use the Climate Surveys results in 2024 to show inclusionary and culturally responsive welcoming for all students.

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:

PLC (Professional Learning Community) 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.

Administrative focus will be on Improving Instruction in all academic and non-academic content areas for 2023 -2024 with all staff within a culturally responsive lens in creating authentic cultural engagement and educational rigor for all students by incorporating UDL (Universal Design for Learning) practices and Restorative practices in an equity driven instructional vision towards student and staff success.

The Fall 2023 District school climate survey will be used along with school Spring 2024 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.

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

Currently, we are creating PD around SEL (Social Emotional Learning)/MTSS support, UDL, and Restorative Practices, in identifying students in need of tiers 2 and 3 support and creating supports for all students.

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:

We consistently assessed our progress in eliminating the achievement gap/education gap to ensure that our goals addressed the needs of identified underachieving groups and targeted students. The Race and Equity Team has created collaborative time for cross-curricular planning and implementation with a focus on creating engaging lessons across the school. This cross-curricular work aligns with culturally responsive practices.

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

Currently, we are creating PD around SEL (Social Emotional Learning)/MTSS support, UDL, and Restorative Practices, in identifying students in need of tiers 2 and 3 support and creating supports for all students.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

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:

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 9th grade students in the class of 2027 earning 6 credits towards the 24 credits needed for graduation.

By June of 2024, we will maintain 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 passing their selected courses with credit and 80% of identified students passing with a grade of B or better in all selected courses.

One-year Goal:

For the 2023-2024 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 2024, 100% of 9th grade students in the class of 2027 will have earned 6 credits towards the 24 credits needed for graduation.

By June 2024, 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.

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

During 2023-2024, TCS staff will work with all incoming 9th grade students in the class of 2027 in meeting the following school goals.

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:

We will use the results of effective instructional practices, RET (Race Equity Team) professional development, all student and staff surveys regarding student outcome governance to inform and impact positive and proactive alignment for student learning outcomes towards student success.

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:

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.

PLC (Professional Learning Community) 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.

The revamped MASH supports many of our overall goals. Since students are practicing academic and organizational skills daily, more students will stay on track for graduation. Content experts are available to work with individuals or small groups, so that students are immersed in a warm and welcoming environment. In addition, students are with peers in a relaxed, yet structured MASH period, so they are building relationship skills.

For our Advanced Learners, TCS continues to offer Running Start at the local colleges, Skill Center course options, Advanced Placement and College in the High School courses, Apex and Red Comet online courses along with student centered portfolio-based independent learning projects. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals using formative and summative assessments and I-Math for students with special needs. For Advanced Learners, online (Apex or Red Comet online) and college course acceleration and assessments continue to provide

student-centered learning engagement and advanced course options for students wanting additional academic challenge and rigor in areas of interest.

Students qualifying as English learners at The Center School fall primarily at levels 4 and 5 for all language skills, as assessed by ELPA 21 (reading, writing, speaking, listening). This context, combined with our school's inclusive instructional model, means we will be providing instructional support in the Tier 1 general education setting with a push-in, ELL certified Humanities teacher. We will also provide culturally responsive and differentiated instructional strategies in class. This includes intentional, class-wide instruction of content-specific vocabulary and discourse; co-teaching instruction with one teacher available to circulate; tandem teaching, with instruction provided in smaller and/or intentional groups; small group and one-on-one preview and review of academic language, content, and skills. Within these strategies, further support will include written as well as oral instructions, chunked tasks for larger and/or longer assignments, and visual cues. We will also include collaborative assignments (small groups and partners) and small-group discussions to provide EL (English Learners) students with consistent and supportive spaces to practice speech development, particularly using content-specific discourse in language arts and social studies. As many of these students also dual-qualify for special education services, we will adapt our supports to align with the recommendations set in their Individualized Educations Plans (IEPs) or 504 documents.

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

We are using EOG-led sessions to plan and implement cross-curricular activities in line with culturally practices. TCS utilizes PLC and PD time for staff to discuss and implement support for student learning and scaffolds. Departments meet regularly to examine and share content-specific strategies.

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:

We consistently assessed our progress in eliminating the achievement gap/education gap to ensure that our goals addressed the needs of identified underachieving groups and targeted students. The Race and Equity Team has led training regarding implicit bias, white privilege, and institutional racism. We are studying and putting into place "best practices" in instructional strategies from professional development training and collegial collaboration in supporting students. Currently, we are creating PD around SEL (Social Emotional Learning)/MTSS support, UDL, and Restorative Practices, in identifying students in need of tiers 2 and 3 support and creating supports for all students.

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

We are developing consistent expectations for learning across settings. In addition, we hold frequent SIT, IEP, 504, and attendance meetings to identify student needs and best practices for supporting them. MTSS is utilized to identify Tiers 2 and 3 students who may need additional resources and interventions for learning access and outcomes.

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 opportunities for students through afterschool or summer programs:

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 3 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.

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:

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.

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 2023-2024 in outlining student interests, requirements and goals connected toward high school graduation. We share active parent collaboration and participation in the TCS school community.

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:

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.

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:

The Center School staff maintain a consistent communication and partnership with parents in developing shared professional development planning for two evening events each year that focus on student mindfulness and educational performance and mental health issues that impact student learning. Both events include professional presenters renowned for their expertise in the fields of social emotional learning and academic success.

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:

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.

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.

In addition, we will incorporate Naviance planning in 2023-2024 in outlining student interests, requirements and goals connected toward high school graduation and we invite parent participation in supporting this goal. We share active parent collaboration and participation in the TCS school community with parent support through mini-grants and reimbursements for learning projects.

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:

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.

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:

Data targeted results from the Spring 2023 and Fall 2023 School Climate Surveys and from the Race and Equity Team additional surveys on cultural inclusion provided cultural lens to identify students struggling on the D and E list in measured areas of Belonging and Relationships at TCS. The Racial Equity surveys were used to measure students' sense of belonging through a racial lens. Staff reviewed quarterly data from the surveys, attendance and grade reports to develop tutorial interventions and instructional differentiation in supporting culturally responsive strategies that attributed to an increased sense of belonging for TCS students as evidenced in the 87% Fall 2023 School Climate survey.

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

School focus will improve instruction utilizing UDL and Restorative Practices in providing culturally responsive differentiation of lesson planning and implementation through a racial cultural lens of equity and access.

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

Students and staff engage in a diversity of leadership opportunities from planning the Fall and mid-Winter Open Houses to leading monthly Community meetings. Students provide voice and leadership on the BLT (Building Leadership Team), CSCA Parent Executive Board, Recruitment and Retention Team, Center Mentor Student Leadership and through various community internships and job opportunities.

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: LAP

Amount: .2 FTE funding each for 2 staff in both LAP areas

How will funds improve student learning? Students struggling in Algebra classes will be given additional tutorial support in math attainment. Students identified in MTSS for Tiers 2 and 3 support will have academic intervention support to improve academic engagement and success in all classes.