



SEATTLE
PUBLIC
SCHOOLS

Continuous School Improvement Plan (CSIP)

The Center School High School
2016 - 2018

Principal
Barbara Casey

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Center School BLT reviewed and approved the initial 2016-2018 CSIP on May 16, 2017 with final approval given on June 15, 2017 for the CSIP revisions for 2017-2018.

Mission and Vision

Mission	Vision
Our mission is to empower and inspire all students to positively impact our world. We provide a high quality arts integrated college prep curriculum and provide an academic program that prepares all students for a four year university.	We learn in a creative, compassionate and thinking community where we agree to be here now, respect all, put learning first and leave it better. Our students develop 21 st Century skills in order to develop and express ideas, engage with perseverance, observe and reflect on their work, stretch and explore beyond their supposed limitations.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school

budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

In the upcoming 2017-2018 school year, the TCS (The Center School) school-wide goal is to increase student SBA math assessment and EOC Algebra 1 and 2, Geometry assessments of all TCS students' participation by 100%. A subset group at TCS of identified African American male, struggling students (MTSS – tiers 2 and 3) and students in Special Education with an IEP in math classrooms have been identified from teacher formative assessments and I-Math assessments for a targeted goal of 100% of students increasing math scores both formative and summative in overall math learning and measurable outcomes in terms of passing identified math courses with 80% of students passing with a B (3.0) or better grade. The Center School is offering a LAP math class for students at risk of not being on target with math skills. The same students are also served in their general education math classes and with MASH tutorial supports from TCS math teachers.

The 2017 student climate surveys will be used by TCS to identify the same subset of struggling math students (MTSS tiers 2 and 3) for PLC goals on academic perseverance and a sense of belonging that provide a core belief of working towards academic goals even with students being on the D and E list in quarterly and semester grade reporting. The Spring 2017 school climate survey and the interim Fall 2017 student climate survey will identify a subset of struggling math students in MTSS tiers 2 and 3 who are working towards academic goals in meeting math standards. In addition, the data results from The Race and Equity Team will provide a cultural lens to identify students struggling in math and in other core academic areas of reading and science for intervention support and resources..

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

We will use research-based strategies that help targeted students.

We consistently have 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. 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 MTSS support and intervention for tiers 2 and 3 identified students. For our Advanced Learners, TCS continues to offer Running Start at the local colleges, AIE (Academy of Interactive Entertainment) Skill Center course options, Advanced Placement courses, and Video and Digital 3 class opportunities, along with student centered portfolio-based independent learning projects. In addition, we will begin reading Martinez and McGrath (2014) “Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century in developing innovative best practices for TCS. 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 and college course acceleration and assessment continue to provide student-centered learning engagement and advanced course options for students wanting additional academic challenge and rigor in areas of interest.

Our school offers professional development that is high quality and ongoing.

We have several days each school year where our staff participates in professional development (PD) based on our schools’ PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials. The Race and Equity Team will provide professional development on cultural competency and student academic performance through a race and equity lens of instruction and assessment.

Our school will increase parent/family engagement.

CSCA stays involved by disseminating a weekly newsletter “Dragon Fire” to the community which includes a weekly Principal’s corner of TCS activities and events. TCS also received a grant to conduct 2 meetings during the 2017-2018 school year to work on 9th grade attendance and retention. Our goal is to incorporate the HS Beyond Planning into the 2017-2018 school year in outlining student interests, requirements and goals connected toward high school graduation.

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month,

and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning. All teacher generated goals are aligned with the State Common Core and other Standards. Advanced Learners in Algebra 2, Pre-Calculus and AP Calculus classes are provided with project based learning with the incorporation and support of community-based partnerships in aligning project learning with real life applications. Students are given weekly homework assignments to apply daily learning objectives in testing retention and synthesis of instructional implementations. The homework policy for math assessments requires daily completion of math sheets and artistic presentation of problem-solving using a visual medium to demonstrate understanding and processing of math conceptual learning. A rubric assesses completed homework with assignments constituting 10% of the overall final grade.

Retain high quality, highly effective, and highly qualified staff.

We provide Career Ladder Teachers for those new to our school to help them with instruction and district requirements. For 2017-2018, we are evaluating whether to increase our CLTs from 3 to 4 in order to have a Master CLT for overall TCS support and 3 CLTs to lead a MTSS PLC, a Race and Equity Team PLC, and a School Climate Survey PLC. We also provide many opportunities for professional development within our PLC groups and with Guest Speakers and District Representatives. These activities and PD trainings help new and current staff feel supported and maximize their skill base in order to best serve students.

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provide direct instruction until they become HQ. There are 15 Highly Qualified teachers in this school and 2 Highly Qualified with an additional Highly Qualified IA staffed in the Access Program for 2017-2018.

How do we support the transitions of new students and families into our school?

We host welcoming Open House events in November 2017 and January/February 2018 for incoming students and invite their families to learn more about the school and meet our staff and students. We work in collaboration with CSCA in coordinating these events. Furthermore, we have a Center Mentor program with each incoming 9th grader being paired up with a Junior or a Senior TCS student. Center Mentors check in with the students on a regular basis and have fun events such as Cookie with a Mentor. Our Principal meets with families and has active communication with families to conduct TCS tours, student shadows with TCS students and provide opportunities to give and receive feedback from parents and prospective families.

How do we support students identified as highly capable?

For our Advanced Learners, TCS continues to offer Running Start at the local colleges, AIE (Academy of Interactive Entertainment) Skill Center course options, Advanced Placement courses, and Video and Digital 3 class opportunities, along with student centered portfolio-based independent learning projects. In addition, we will begin reading Martinez and McGrath (2014) “Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century in developing innovative best

practices for TCS. 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 and college course acceleration and assessment continue to provide student-centered learning engagement and advanced course options for students wanting additional academic challenge and rigor in areas of interest.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	44,020	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,755,161	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	16,444	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	22,446	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	456,848	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In the current 2017-2018 school year, the TCS school-wide goal is to increase student SBA math assessment of meeting standards for all students and to identify struggling math learners for interventions. Current data shows that 98% of this year's 10th and 11th grade students took the Spring 2017 SBA math assessments. Data is pending for % of students not meeting SBA math standards.</p>	<p>A subset group (9th-12th) students at TCS of identified African American males, struggling students (MTSS – tiers 2 and 3) 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 on the SBA assessment, EOC Algebra and Geometry assessments along with increasing math scores on math formative assessments and 100% of identified students passing math courses and 80% passing math courses with a B 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.</p> <ul style="list-style-type: none"> • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? <p>The Center School is offering a LAP math class for students at risk of not being on target with math skills. The same students are also served in their general education math classes and with MASH tutorial supports from TCS math teachers. Students will also be monitored using math formative assessments, quarterly grades, teachers and Administrator observation data and summative SBA, EOC math assessments.</p>	<p>PLC Groups #1, #2 and #3 which include TCS Math Teachers</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Of the 60 current 2017-2018 incoming 9th grade students in Algebra 1, 2 and Lab classes, there are an overall 8.9% of students not meeting course standard in math courses with data from SBA math assessments pending.</p>	<p>Goal: By working with incoming 9th grade students (60) using SBA and EOC math data, current math formative assessments, special education data and MTSS Tier 2 and 3 identified students, teacher observation data and quarterly grade reports, the goal is to have 100% of 9th grade students passing their current math class by June 2018 and this includes 80% of those students passing at a grade of 3.0 (B) or better grade.</p> <ul style="list-style-type: none"> • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? • Algebra 1 Pre-assessment – Diagnostic • D & E List of all TCS students containing identified students • Power School Student Quick Look Report • I-Math diagnostic for AA and other identified students in Special Education struggling in math. • Quarterly grades <p>Semester grades</p>	<p>TCS Math Teachers – TBD (new teacher) and Nate Chipps</p> <p>Special Education Teacher – Bic Wong</p>	<p>June 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>At TCS in 9th-12th grades, there are 93 students in Algebra 1, 2 and Lab classes and 91 students in Geometry, Pre-Calculus and AP Calculus classes for a total of 184 students in TCS math courses for 2016-2017. The final Semester 2 grades indicate that 11/184 students or 5.97% earned an "E" in their math course.</p> <p>For 2017-2018, TCS will have 249 total students, with similar numbers in Algebra 1, 2 and Lab classes (projected 110 students) and 91 students in upper level math classes. Data is pending for the current learning status of students in math classes.</p>	<p>Goal: By June 2018, 100 % of all TCS math students (9th -12th) will pass their math class, with 80% of students at all grade levels passing their math course with a B grade or better for 1st and 2nd semester. PLC cohorts will support math teachers and students by working with students by increasing school climate culture in indicated areas defined in the school culture goals for 2017-2018.</p> <ul style="list-style-type: none"> • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? • D and E List - quarterly • Formative math assessments • Interim school climate survey data (Fall 2017 and Winter 2018) • Quarterly grades –checkpoint • 1st and 2nd Semester Grades 	<p>Math Teachers, Special Education Math Teacher and PLC groups 1,2 & 3</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> • Insert the current state of learning (data) <p><i>School Wide Culture Goal, based on Race and Equity Proposal:</i></p> <p><i>Rationale & Questions:</i> PLC #1 goal is to integrate race and equity work such as data analysis from student work, PD, school improvement implementation in improving the following areas:</p> <ul style="list-style-type: none"> • Data analysis • Curriculum • Intervention • Professional development • Retention of students of Color • Increased attendance for students of Color 	<ul style="list-style-type: none"> • Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students? <p><i>PLC #1 Goal:</i> to integrate race and equity work such as data analysis from student work, PD, school improvement implementation for students of Color.</p> <p><i>Rationale & Questions:</i> How do academic outcomes match up with how well students of Color are doing academically –of the 22 students listed as students of color, 9(41%) have multiple Ds/Es? What’s the best way to help students improve attendance? – of the 13 students listed as severe or very severe for “attendance risk level,” 31% were students of Color.</p> <ul style="list-style-type: none"> • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? <p>Data analysis of D and E list, quarterly grades, formative assessments Student Climate Surveys 2017 and 2018 – survey data Observation data Curriculum review – using cultural lens of District Race & Equity tool Student narrative survey</p>	<p>Assigned to:</p> <p>PLC #1</p> <p>Karen Harmon</p> <p>Molly Pritchard</p> <p>Jennifer (new Spanish teacher)</p> <p>Jon Greenberg (CLT mentor teacher – lead facilitator)</p>	<p>Target Date for Completion:</p> <p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>Questions:</i> Can the skills/attitude/behaviors on this rubric be taught? Can they be measured? Do they make a difference?</p> <p>Students with self-identified anxiety and depression are often the ones struggling academically and behaviorally in our classes.</p>	<p>PLC #2 Goal: Work with a MTSS team in identifying Tiers 2 and 3 students who will increase by 10 points on the self-evaluation rubric by January 2018.</p>	<p>PLC #2</p> <p>Diane Herst</p> <p>TBD (new teacher)</p> <p>Alessandro Scilletta</p> <p>Trevor Johnson</p> <p>Chelsea Palmer (CLT mentor teacher – lead facilitator)</p>	<p>January 2018 June 2018</p>
<p><i>Questions:</i> How do we build academic perseverance currently at 74% in students? How do we get kids to reflect accurately on what their skill level actually is and where they have to go?</p>	<p>PLCS #3 Goal: By June 2018, students who said on the student survey that “I keep working towards my goals even when I experience problems” will increase from 74% to 80% by focusing on academic strategies for students on the D and E list.</p>	<p>PLC #3</p> <p>Nate Chipps</p> <p>Vicki Wong</p> <p>Brian Carman</p> <p>Andy Bell</p> <p>Michaela Peterson (CLT mentor)</p>	<p>June 2018</p>