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Continuous School Improvement Plan (CSIP)

The Center School

2016 - 2018

Interim Principal – Dr. 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 2016-2017 CSIP on November 15, 2016 with final approval given on November 22, 2016 for the CSIP revision.

Mission and Vision

Mission

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.

Vision

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 21st 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.

School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>In the current 2016-2017 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.</p> <p>The 2015-2016 student climate survey was used by TCS to identified 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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>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</p>

	<p>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.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>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 2016-2017 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.</p>
<p>Our staff is involved in decision-making.</p>	<p>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.</p>
<p>We will assist our students to meet standard.</p>	<p>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.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We provide Career Ladder Teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We host welcoming Open House events in November 2016 and January/February 2017 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 Interim Principal meets with families and has active</p>

	communication with families to conduct TCS tours and provide opportunities to give and receive feedback from parents and prospective families.
Our system of support assures our highly qualified staff are support 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 and Qualified (new to TCS – 10/31/16) Instructional Assistants.

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$1,473,506.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	NA	
2016-2017	Combined Funds	Self Help	\$7,745.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant	\$40,000.00	Staffing grant for Art teacher – additional support for students.
2016-2017	Combined Funds	Free & Reduced Lunch	\$89,677.00	Funding to support MTSS supports at all schools.
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	\$40,524.00	Supplemental state dollars to support reading and math for Tier 2 students K-12.
2016-2017	Specific Use Funds	SPED	\$390,099.00	Teachers/IAs, IEP writing and extra time, services and resources as specified in student IEP.
2016-2017	Specific Use Funds			

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 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:

<ul style="list-style-type: none"> • Insert the current state of learning (data) <p>In the current 2016-2017 school year, the TCS school-wide goal is to increase student SBA math assessment, Algebra 1 EOC and Geometry assessments in meeting standards for all students. Current data shows that 100% of last year's 11th grade students and Spring 2015 students opted out of taking the SBA math assessments given EOC Spring 2016 and 2015 passing scores.</p> <p>Data also show that of the 100% of students taking the Algebra and Geometry EOC tests in Spring 2016, 89% met standards for Algebra EOC. For AA students and identified struggling special education students, the percentage of passing was lower at (no data reported for AA students – 0 tested) and 80%</p>	<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>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</p>	<p>PLC Groups #1, #2 and #3 which include TCS Math Teachers</p>	<p>June 2017</p>
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<p>for 4/5 students in special education. In Geometry EOC, 5/5 students or 100% met standards. There were no AA students and no students in special education taking the Geometry EOC.</p> <p>In Spring 2015, 71.7% of students met standard in Algebra EOC with a 50% passing rate for 1/2 AA students testing and 63.2% for students in special education. In Geometry EOC, 11/11 students or 100% met standards. There were 2/2 AA students or 100% meeting Geometry standards along with 4/4 or 100% of students in special education meeting standards on the Geometry EOC assessment.</p>	<p>and summative SBA, EOC math assessments.</p>		
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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:
Of the 57 current 2016-2017 9 th	Goal: By working with incoming 9 th grade students (57) using SBA and EOC math	TCS Math Teachers –	June 2017

<p>grade students showing math issues in Algebra 1,2 and Lab classes, there is an overall 62.5% passing rate with 17.9% of students on the D and E list and 19.6% of students passing below 80%. D & E List shows 17.9% of students are not meeting course standard in math courses.</p>	<p>data, current math formative assessments, special education data and MTSS Tier 2 and 3 identified students, teacher observation data and quarterly grade reports, then 100% of 9th grade students will pass their current math class by June 2017 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 • Semester grades 	<p>Genny VanLaar and Nate Chipps</p> <p>Special Education Teacher – Bic Wong</p>	
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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:
<ul style="list-style-type: none"> • Insert the current state of learning (data) <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</p>	<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>Goal: By June 2017, 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 2016-2017.</p>	<p>Assigned to:</p> <p>Math Teachers, Special Education Math Teacher and PLC groups 1,2 & 3</p>	<p>Target Date for Completion:</p> <p>Target Date for Completion:</p> <p>June 2017</p>

<p>total of 184 students in TCS math courses for 2016-2017. Of the current 93 Algebra students, 16 or 17.2% are on the quarterly D and E list and 22 or 23.7% are passing below 80% (B grade). For the 91 students in upper level math courses, Geometry, Pre-Calculus and AP Calculus, there are 10 students or 10.9% of total students on the D and E list and 20 students or 22.0% of students who are passing below 80% (B grade) in meeting math course requirements.</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 2016 and Winter 2017) • Quarterly grades –checkpoint • 1st and 2nd Semester Grades 		
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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>School Wide Culture Goal, based on Student Survey:</p> <p><i>Rationale & Questions:</i> PLC #1 goal is below district average at 43%, unlike most of our other items. How do academic outcomes match up with how</p>	<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>PLC #1 Goal: Self-reported D and E students who feel, based on the Student Survey, that students are friendly to each other will increase from 43% to 50%.</p> <p><i>Rationale & Questions:</i> This is below district average, unlike most of our other items. How do academic outcomes match up with how well students get along? What’s the best way to help students get along (top down, bottom up)? Who are these students, and why do they feel people aren’t friendly at TCS?</p>	<p>Assigned to:</p> <p>PLC #1</p> <p>Karen Harmon</p> <p>Jon Greenberg</p>	<p>Target Date for Completion:</p> <p>June 2017</p>

<p>well students get along? What's the best way to help students get along (top down, bottom up)? Who are these students, and why do they feel people aren't friendly at TCS?</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>Fall and Winter Interim School Climate Surveys 2016 and 2017 – survey data Observation data Student narrative survey</p>	<p>Molly Pritchard</p> <p>John Castellija</p> <p>Michaela Peterson (CLT master teacher)</p>	
<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 in our classes.</p>	<p>PLC #2 Goal: Identified Tier 3 students will increase by 5 points on the self-evaluation rubric by January 2017.</p>	<p>PLC #2</p> <p>Diana Herst</p> <p>Genny LaVaar</p> <p>Alessandro Scilletta</p> <p>Trevor Johnson</p> <p>Gerardine Carroll (CLT mentor teacher)</p>	<p>January 2017 June 2017</p>
<p><i>Questions:</i> How do we build academic perseverance currently at 63% in students? How do we get kids to reflect accurately on what</p>	<p>PLCS #3 Goal: By June 2017, students who said on the student survey that “I keep working towards my goals even when I experience problems” will increase from 63% to 70% by focusing on academic strategies for students on the D and E list.</p>	<p>PLC #3</p> <p>Nate Chipps</p>	<p>June 2017</p>

their skill level actually is and where they have to go?		Vicki Wong Brian Carman Andy Bell Chelsea Palmer (CLT mentor)	
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