

The Center School



Seattle Excellence Continuous School Improvement Plan (CSIP)

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

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- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

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, 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 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 learning opportunities beyond the high school experience.

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Priorities and Measurable Goals

High School Focus Goal: 9th Grade On-Track

Priority Goal:

For the 2022-23 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.

Target Goal:

During 2022-2023, TCS staff will work with all incoming 9th grade students in the class of 2026 in meeting the following school goals: By June of 2023, 100% of 9th grade students in the class of 2026 will have earned 6 credits towards the 24 credits needed for graduation.

Safe and Welcoming Environment Goal

Priority Goal:

By June 2023, attendance rates for 9th grade students in the class of 2025 will increase from 85.8% in October 2022 to 95% indicating effectiveness of safe and welcoming systems, routines and practices.

Target Goal:

Target Goal for Safe and Welcoming Environment will be placed here when available. To be provided by the district not by the schools.

Supplementary Goals

An additional goal for all TCS staff will include the following: By June 2022, 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.

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 (Smarter Balanced Assessment) assessment, along with increasing math scores on math formative assessments and 100% of identified general education students passing math courses and 80% passing math courses with a B or better grade. 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.

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High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

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 MTSS support and intervention in identifying students in need of tiers 2 and 3 supports.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific

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student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will benefit every student.

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% 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.

Commented [CB1]: 90%

For our Advanced Learners, TCS continues to offer Running Start at the local colleges, Skill Center course options, Advanced Placement courses, Apex and Red Comet online courses along with student centered portfolio-based independent learning projects. In addition, a staff proposal for Fall 2020 reading and discussion will be “Culturally Responsive Teaching & the Brain”, Hammond (2015) in developing innovative improving instructional 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 (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.

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Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole-child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Data targeted results from Spring 2021 and Fall 2022 from The Race and Equity Team provided a cultural lens to identify students struggling in identified D and E classes, in other core academic areas of reading and math for intervention support and resources and using the school climate surveys, Spring 2021, Fall 2021, Winter 2022, Spring 2022 and Fall 2022 to measure students' sense of belonging through a racial lens at TCS. Staff reviewed quarterly data from attendance and grade reports to develop tutorial interventions for AA males and students of color in supporting academic process and credit attainment in all courses.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Administrative focus will be on Improving Instruction in all academic and non-academic content areas for 2022-2023 with all staff within a culturally responsive lens in creating authentic cultural engagement and educational rigor for all students towards all students. The Interim Fall 2021 District school climate survey will be used along with school Spring 2022 and 2023 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.

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Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority 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 2022-2023 in outlining student interests, requirements and goals connected toward high school graduation. We share active parent collaboration and participation in the TCS school community.

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 and posting events on the TCS website. The CSCA sponsored TCS activities that included a general community meeting for parents and worked with TCS ABS in supporting three Open Houses at TCS in November 2022, January 2022 along with a 9th grade Orientation in December 2022 to work on 9th grade attendance, academic engagement, and retention.

Plans for Family Engagement

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. CSCA has sponsored a Race and Equity workshop for parents along with a Mental Health presentation with NAMI and a Science Night with active parent participation. We also sponsor a New Incoming 9th Grade Student/Arts Showcase in June of each year for students and families in the class of 2026. TCS received Family Partnership grants in 2016-2019 to conduct 2 school/family community meetings to work on 9th grade attendance, academic engagement, and retention. We will use CSCA, parent mini-grants to supplant former grant coverage for the 9th grade showcase in June 2022. Our goal is to continue those meetings with additional personalized invitations for families of AA males and students of color furthest from educational justice. In addition, we will incorporate Naviance planning in 2022-2023 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.

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2022-2023 COVID-19 CSIP Addendum

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The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-2022 school years across Seattle Public Schools, Washington State, and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU (Memorandum of Understanding) around distance learning for the 2020-21 school year and around in person learning during the 2021-2022 and 2022-2023 school years.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pickup and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing, if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continue to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The district will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**
Weekly student/parent check-ins on grading status, ongoing parent phone calls, Virtual Open House/Curriculum night, grade-level events (i.e., 9th grade night, Senior night), Monthly parent meetings – Executive Board and General Parent/Staff.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families, and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff, and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL (Social Emotional Learning) instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. **Recommended School Specific Strategy as outlined in the Playbook:**

Welcoming Routines, Engaging Practices and Optimistic Practices – Creating Norms, Verbal Acknowledgement, Reflective Narratives, Exit Tickets, Race and Equity PD, culturally inclusive and relevant learning and instructional implementation, Cooperative grouping, Monthly staff meetings/PD, Building collaborative partnerships and Panoramic Pulse survey-2x/year

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.

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3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data.
 - (e.g., *determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data
 - (e.g., aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families
 - (e.g., review of data in collaborative PLCs (Professional Learning Community) (Professional Learning Community))
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
 - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

Culturally relevant grade level academic content standards, regular formative, and summative assessments, Naviance and High School Beyond Plans, SBAC as indicated by OSPI (Office of Superintendent of Public Instruction), Career Centered Planning, Follow CAI guidance for academic content areas and 504 plans and SpEd planning.