



## 2025-26 Annual CSIP The Center School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

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### 2025-26 School Information and Leadership Team Members

**School Name:** The Center School

**Principal:** Dr. Barbara Casey

**Instructional 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.

**Members of the Building Leadership Team:** Staff: Dr. Barbara Casey, Elizabeth Buckner, Gerardine Carroll, Colin Kaparos, Beverly Lackey, Tracey Lott; Parent (CSCA): Cindy Mezs, Student Representative: Billie Atkins

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

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 165

**Special Education Percentage:** 30.3%

**Multilingual Learning Percentage:** 1.2%

**Highly Capable Percentage:** 11.5%

**Free and Reduced Lunch Percentage:** 14.5%

**Washington School Improvement Framework Status:** Foundational

[The Center School OSPI Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- Smarter Balanced Assessment ELA
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Student Grade Reports
- Walkthrough/Observational Data
- Course Enrollment
- Graduation Credit Tracking in Atlas
- School Attendance Dashboard on Atlas
- Healthy Youth Survey
- SPS Climate Survey (staff or students)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Active staff, student, and family engagement in The Center School Community during Open House events, theater productions, Center Field Day, Annual Auction, Admissions Fair, Monthly Community Meetings, and Classroom presentations.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Attendance and student completion of required work are top contenders from monthly and quarterly Atlas and staff reports.

**Disproportionalities:** What disproportionalities exist among student groups?

Students with IEPs need additional resources to level the educational deficiencies presented during incoming and transfers. Transfer students enter TCS with extenuating credit deficiencies resulting in deferred graduations.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

Students with IEPs and transfer students have attendance issues from previous schools which contributed to learning gaps in education.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Creating a climate of learning expectations with measurable outcomes and accountability will have the greatest impact for students with credit deficiencies and for those attaining credits.

**Interconnected Needs:** How are needs related to each other or influencing each other?

Data will show that attendance leads to engagement which leads to active learning with successful and measurable academic outcomes.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Attendance and student work completion can be addressed successfully with active monitoring during MASH (student advisory).

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

Technology is used as an active resource for students to learn varied methods of instructional implementations and tutorial support in and beyond the classroom.

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

### Measures and Targets

#### 2023-26 Goal:

By June 2026 attendance rates for ninth grade students in the class of 2026 will increase from 83.1% in December 2025 to 97% and attendance rate for incoming ninth grade students in the class of 2027 will remain consistent to 97% indicating effectiveness of safe and welcoming systems, routines and practices. Overall, attendance across grades will increase from 84.2% to 97%.

#### 2025-26 Goal:

By June 2026, attendance rates for 10th grade students in the class of 2028 will increase from 83.2% in October 2025 to 95%, and attendance rate for incoming ninth grade students in the class of 2029 will remain consistent to 95% indicating effectiveness of safe and welcoming systems, routines, and practices.

### Action Plan

#### Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

#### Student Outcome Data Measures:

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

#### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

#### Process Data Measures:

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

- Building determine Schedule of MTSS Meetings

### **Timeframe for Reviewing Process Data Measures:**

Weekly

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

- Gerardine Carroll
  - Michele Hayes
  - Angel Graves
  - Dr. Casey
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Goal:**

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

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

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

#### **2025-26 Goal:**

The percentage of 10<sup>th</sup> grade students on-track will increase from a baseline of 57.9% to a target goal of 59.9% by Spring 2026.

### **Action Plan**

#### **2024-25 Evidence-based Practice 1:**

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

#### **Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

#### **Timeframe for Reviewing Student Outcome Data Measures:**

Bi Weekly

#### **Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets
- Teacher collected data in Unified Insights

## **Timeframe for Reviewing Process Data Measures:**

Bi weekly

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

- School Administration
- Department Heads

## **Highly Capable Services**

Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

## **Expanded Learning**

- Individual teachers offering drop-in help
- Homework help

## **Homework Policy**

Homework is used as practice work. Practice assignments provide students with low-stakes opportunities to improve their skills and prepare for performance tasks. It is tracked (typically not graded, for equity purposes) to give a running record of how students are keeping up with assignments. This allows family and support staff ways to intervene.

When homework is graded, it is valued at a low percentage. This ensures that students with limited support at home are not penalized.

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# **Priority Area: Family and Community Engagement**

## **Measures and Targets**

### **2023-26 Goal:**

By the end of the 25-26 school year, attendance of families of color at any Family Engagement Nights be in proportion to all families in attendance at any Family Engagement Night. Currently, Madison has approximately 35% students of color, so our goal is that 35% of families in attendance at future events will be families of color.

### **2025-26 Goal:**

By the end of the 25-26 school year our PBIS (positive behavior interventions and supports) leadership team will have 3-5 student representative and 3-5 family representatives, with an emphasis on recruiting students and families of color.

## **Action Plan**

### **2024-25 Evidence-based Practice 1:**

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

### **Student Outcome Data Measures:**

Student Attendance

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

**Process Data Measures:**

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

**Timeframe for Reviewing Process Data Measures:**

Quarterly

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

- School Administration
  - Counseling Department
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## 2025-26 Budget Allocations to Support Continuous Improvement

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

### Fund Program: Basic Education

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

### Fund Program: Multilingual Learners (Title III)

**Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

**Dollar Amount:** \$33,145

**Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for multilingual services as well as translation and interpretation services.

### Fund Program: Learning Assistance Program (LAP)

**Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

**Dollar Amount:** \$93,904

**Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions.