



2023-26 Continuous School Improvement Plan (C-SIP) Seattle Skills Center

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: Seattle Skills Center

Principal: Dan Golosman

Members of the Building Leadership Team and Parent/Guardian Partners: All school staff are members of BLT.

Community Partners (Community Based Organizations): Seattle Colleges, Center for Wooden Boats, Sound Experience, and Port of Seattle

Seattle Skills Center

Pathways to college, career, and life

[Skills Center School Report](#)

School Overview

What is the Seattle Public Schools Skills Center?

The Seattle Skills Center courses provides advanced, credit earning, in-depth Career and Technical Education (CTE) courses to provide opportunities for high school students (usually juniors and seniors) to earn industry recognized certificates and engage in other authentic learning experiences that prepare students for college, career, and life. In the summer, we offer introductory versions of our courses, usually in the month of July. In the school year and summer, we engage students in coursework in a range of career pathway preparatory classes, from medical/healthcare, to firefighting, to digital media arts, to skilled trades, like construction, manufacturing, auto technology, and maritime vessel operations. Our classes take place at several locations around the district. Learn more on our website: <http://skillscenter.seattleschools.org>

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, the Seattle Skills Center will improve staff’s culturally responsive professional practice by ensuring that all teachers are using high leverage, culturally responsive teaching practices, including posted learning targets, academic/technical language charts, and student self-assessments. Staff will engage in ongoing racial equity learning. Success will be measured by school and staff surveys, student and family culture and climate surveys, and increased retention (as compared to previous years) of students between October 1, 2023 and June 1, 2024.

One-year Goal:

By June 2024, the Seattle Skills Center will improve staff’s culturally responsive professional practice by ensuring that all teachers are using high leverage, culturally responsive teaching practices, including posted learning targets, academic/technical language charts, and student self-assessments. Staff will engage in ongoing racial equity learning. Success will be measured by school and staff surveys, student and family culture and climate surveys, and increased retention (as compared to previous years) of students between October 1, 2023 and June 1, 2024. Data used will include attendance retention, and Student Climate Survey Data.

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:

Seattle Skills Center will improve staff's culturally responsive professional practice by ensuring that all teachers are using high leverage, culturally responsive teaching practices, including posted learning targets, academic/technical language charts, and student self-assessments. Staff will engage in ongoing racial equity learning.

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:

To increase student responses, especially in the areas of "Identity and Culturally Responsive Teaching", "Inclusionary Practices," "Equity and Ant-Racism", and "Student Voice and Leadership," the Seattle Skills Center team will continue a focus on these practices: equity-focused, culturally responsive teaching strategies like clear, posted learning targets, documentation of academic/technical language, student-facing formative assessment, as well as a focus on the work of Gholdy Muhammad related to Identity.

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

Ongoing efforts to provide teachers with training on equity-focused, culturally responsive teaching strategies like clear, posted learning targets, documentation of academic/technical language, student-facing formative assessment. Additionally, training will be provided to teachers in best practices in teaching math and science to improve student understanding and achievement in course content related to the credit-equivalency work, and in anti-racist and equity-focused work, for example using the work of Gholdy Muhammad, with a focus on chapter 3.

This work will be central to engaging our students of color furthest from educational justice, our Multilingual Learners, our students receiving Special Education Services, and our advanced learners. High-leverage teaching strategies paired with a warm and welcoming environment will support student learning of complex concepts relevant to advanced college and career preparation.

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:

To increase student responses, especially in the areas of "Identity and Culturally Responsive Teaching", "Inclusionary Practices," "Equity and Ant-Racism", and "Student Voice and Leadership," the Seattle Skills Center team will continue a focus on these practices: equity-focused, culturally responsive teaching strategies like clear, posted learning targets, documentation of academic/technical language, student-facing formative assessment, as well as a focus on the work of Gholdy Muhammad related to Identity.

These practices will include individual learning supports for students, like color coded word walls, or opportunities to get additional time on assignments.

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

The Seattle Skills Center efforts related to social emotional learning and behavioral needs include strategies like creation of classroom charters or similar processes for getting student voice, investment, and accountability in classroom expectations. Teachers have all received training in CPI and other trauma-informed practices.

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: In Progress

One-year Goal:

The Skills Center goal is to increase the percentage of students completing their coursework and/or completing at least 2 credits of their course so that they meet the CTE Graduation Pathway requirement. We will increase this to 85% of students completing who started in September.

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

The Skills Center will use ongoing professional development for teachers in formative assessment practices including "assessment to promote student learning" (per the work of Rick Stiggins) to provide relevant feedback to students and teachers to help continuous improvement.

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:

The Seattle Skills Center staff are committed to alignment with the district strategic plan. Guardrail 3 provides clear guidance for staff as to what the expectations are to support our diverse student body.

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:

By June 2026, the Seattle Skills Center will improve staff’s culturally responsive professional practice by ensuring that all teachers are using high leverage, culturally responsive teaching practices, including posted learning targets, academic/technical language charts, and student self-assessments. Staff will engage in ongoing racial equity learning.

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

- Develop clear schedule for student survey and classroom formative assessment practices

- Align and/or adjust instructional area foci based on survey and assessment data
- Support teacher learning and development of instructional skills
- Use walk through data to provide focused feedback to teachers.
- Analyze survey data and formative assessment data to determine if improvement is occurring, especially for students of color furthest from educational justice, MLL students, and students with IEPs.

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:

Use of high leverage teaching strategies listed above, and if we are able to fund an MTSS support person, we will also utilize their support for individuals and small groups. Additionally, it is possible that the Skills Center will receive Special Education supports and Multilingual supports this year. Ongoing professional development for teachers in formative assessment practices including "assessment to promote student learning" (per the work of Rick Stiggins) will support this work.

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

Ongoing efforts to provide teachers with training on equity-focused, culturally responsive teaching strategies like clear, posted learning targets, documentation of academic/technical language, student-facing formative assessment. Additionally, training will be provided to teachers in best practices in teaching math and science to improve student understanding and achievement in course content related to the credit-equivalency work, and in anti-racist and equity-focused work, for example using the work of Gholdy Muhammad, with a focus on chapter 3.

Advanced Learning and Highly Capable Services:

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

A majority of Skills Center courses offer dual college credit and/or credit equivalencies (science, math, or ELA), and all Skills Center classes typically have small teacher student ratios.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning opportunities for students through afterschool or summer programs:

While we are unable to provide after school learning opportunities for the most part (due to students needing to catch rides back to the home schools), the Seattle Skills Center operates a robust summer credit-bearing program. These courses are open to all high school students, from students who have just finished 8th grade up to students who have not graduate and may have to attend school after senior year.

Homework Policy: In Progress

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: In Progress

School One-year Goal:

While many of our responses from the student climate survey are higher than the district average, we would like to improve these scores over time. To do this, our goal is to increase communication.

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:

The Skills Center will examine student and family survey data as evidence of this guardrail.

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:

- Emphasize and support learning on creating safe and welcoming classroom environments.
- Provide ongoing support and training in best practices for MLL students and students with IEPs.
- Apply this learning to increased and more effective communication with families.

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:

The Seattle Skills Center is working to develop a PTSA, a student-principal advisory, and increase and improve methods to create two-way communication strategies with families.

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:

The Seattle Skills Center team will continue a focus on the work of Gholdy Muhammad related to Identity by continuing to engage in ongoing racial equity learning.

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:

For our work related to "Belonging and Relationships," our ongoing efforts in staff meetings/PD related to building trust and positive, effective collegial relationships will be key. Our practices of creating and using a team charter, use of appreciations, and time to reflect and laugh are all helping build on this work.

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

For this work, our efforts centered on the work of Gholdy Muhammad and other equity-focused learning will be helpful.

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

The Skills Center use of Teacher Leader Cadre positions is one example of how we provide opportunities to grow our own teacher leaders, as well as opportunities to have teachers help in leading professional development in formal and informal ways.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2022-2023

Funding Type: Specific

Funding Source: Perkins Grant (Skills Centers)

Amount: \$21,274

How will funds improve student learning? Grant was used to pay for MTSS staff support, specialized equipment for Skills Center classes, and support for marketing and recruiting efforts.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Perkins Grant (Skills Centers)

Amount: \$37,995

How will funds improve student learning? Grant will be used to pay for MTSS staff support, specialized equipment for Skills Center classes, and support for marketing and recruiting efforts.