



2025-26 Annual CSIP Seattle Skills Center

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.

2025-26 School Information and Leadership Team Members

School Name: Seattle Skills Center

Principal: Dan Golosman

Instructional Vision: If we support teacher growth in Tier 1 instructional and SEL skills, with a focus on Universal Design for Learning (UDL) and culturally responsive practices, improve access to and attainment of Industry Recognized Credentials, and improve our school processes, students will be more engaged, have more access to relevant learning experiences, attendance will improve, and more students will move towards self-actualization through their CTE pathways to success in college and career, which will result in the elimination of opportunity gaps, particularly for our student of color furthest from educational justice.

Members of the Building Leadership Team: All school staff are members of BLT. Community partners to include Seattle Colleges, Center for Wooden Boats, Sound Experience, Urban League of Metropolitan Seattle and Port of Seattle.

[2023-26 CSIP Seattle Skills Center](#)

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

Student Enrollment: 262

Special Education Percentage: 33%

Multilingual Learning Percentage: 11%

Highly Capable Percentage: Not Available

Free and Reduced Lunch Percentage: Not Available

Washington School Improvement Framework Status: Not Available

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:

- School-based Student Surveys
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Access to and attainment of Industry Recognized Credentials (IRCs)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

As part of our effort to increase equal access to high-quality career and technical education courses in the Seattle skill center, we have partnered with internal and external stakeholders to increase access and decrease barriers for students who have historically been under-represented in the career pathways we offer. Currently, all schools and special populations have access to the CTE Graduation Pathway opportunities through course offerings or Seattle Skills Center.

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

Transportation to the 8 Seattle Skills Center sites can be a barrier, so we are working with internal and external partners to help decrease this barrier.

Disproportionalities: What disproportionalities exist among student groups?

Disproportional barriers and needs for our students have included lack of reliable transportation, lack of reliable food/nutrition resources.

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

The lack of one central location for the Skills Center is a root cause of the disproportionality between access to classes and nutrition resources.

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

- Increased opportunities for students to earn Dual College Credit
 - Increase the number of Dual College Credits available through our Skills Center courses.
 - Add classroom support to increase Dual Credit enrollment and attainment with clear connections to post-secondary pathways and opportunities students will have for those courses.
 - Close collaboration with the students' "home" high schools and administrators, counselors, and case managers
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Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

The Skills Center three-year goal is to increase favorable responses in areas related joy, safety, and anti-racist work, as measured by favorable responses on the student survey. By spring, 2026, we will increase on our 2024 Fall scores for “Equity and Anti-racism,” from 95% favorable responses, and on “Belonging and Relationships,” 94% favorable responses to 98% favorable responses on each, and on Positive Behavior and Safety from 95% to 97%. On “Identity and Culturally Responsive Teaching,” we will increase from the Spring 2024 score of 85% to 90%.

2025-26 Goal:

The Skills Center 2025-26 goal is to increase favorable responses in areas related to joy, safety, and anti-racist work, as measured by favorable responses on the student survey. By spring, 2026, we will increase on our 2025 Fall scores for “Equity and Anti-racism,” from 95% favorable responses, and on “Belonging and Relationships,” 94% favorable responses to 96% favorable responses on each, and on “Positive Behavior and Safety” from 95% to 96%. On “Identity and Culturally Responsive Teaching,” we will increase from the Spring 2025 score of 85% to 87%.

Action Plan

Evidence-based Practice 1:

Student Engagement (Addressing Absenteeism): 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.

Implementation Activity:

The Seattle Skills Center is focused on Universal Design for Learning (UDL) practices with an emphasis on formative assessment practices, especially student self-assessment, in addition to other practices related to Social Emotional Learning and Culturally Responsive Teaching practices. Success criteria we will use are an increased number of Industry Recognized Credentials offered to, and attained by, students, increased average "employability grade" for students, and an increase in attendance. To support students not on track for these goals, the Seattle Skills Center MTSS team will continue to grow our tiered system of responses and strong communication with students' "home" high schools.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- MTSS Team Meets Regularly
- Continue to build reliable systems to track student progress and challenges

Timeframe for Reviewing Process Data Measures:

Weekly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
 - Seattle Skills Center, teachers
 - Teacher Leader Cadre staff
 - Special Education Roving Consulting Teacher
 - Academic Intervention Specialist
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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 of each year.

2025-26 Goal:

Improve teaching practices to support diverse learners through the use of:

- Universal Design for Learning teaching strategies
- Formative assessment with a focus on student self-assessment
- Aligned grading practices (for example, employability rubric)

Increase opportunities for student college and career preparation through:

- Student access/attainment of Industry Recognized Credentials
- Work-Based Learning experiences
- Alignment of curriculum to industry/career pathway needs
- Close collaboration with the students' "home" high school and administrators, counselors, and case managers

Action Plan

Evidence-based Practice 1:

High Quality Tier 1 Instruction: Educators will implement adopted instructional resources and high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

The Seattle Skills Center is focused on Universal Design for Learning (UDL) practices with an emphasis on formative assessment practices, especially student self-assessment, in addition to other practices related to Social Emotional Learning and Culturally Responsive Teaching practices.

Process Data Measures:

- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year
- Middle of Year

Student Outcome Data Measures:

Success criteria we will use are an increased number of Industry Recognized Credentials offered to, and attained by, students, increased average "employability grade" for students, and an increase in attendance.

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
- Teacher Leader Cadre
- Special Education Consulting Teacher
- Academic Intervention Specialist

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.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include developing emotional intelligence, ethical decision-making, and post-secondary readiness as well as strategies for navigating peers, goal setting and balancing academic rigor with well being

Expanded Learning

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 graduated and may have to attend school after senior year.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

Overall, the Seattle Skills Center wants to:

- 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.

To do this, we will develop new advisory committees that include students, families, community partners and industry partners. By spring of 2026, the Skills center will have advisories that provide opportunities to hear the voices and input from a wide range of stakeholders including student, families, community partners and industry partners.

2025-26 Goal:

Seattle Skills Center will:

- 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.

To do this, we will develop new advisory committees that include students, families, community partners and industry partners. By spring of 2026, the Skills center will have advisories that provide opportunities to hear the voices and input from a wide range of stakeholders including student, families, community partners and industry partners.

Action Plan

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Implementation Activity:

Seattle Skills Center teachers will grow their program advisories for each program area, and the Seattle Skills Center will grow the General Advisory Committee and other collaboration strategies to build and strengthen our relationships with industry partners, students, families, other Skills Centers and local colleges to benefit our students.

Process Data Measures:

- Feedback from industry partners
- Student survey

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

- Student Attendance
- Student attainment of Industry Recognized Credentials/Certificates (IRCs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Principal
 - Teachers
 - Teacher Leader Cadre
 - Special Education Consulting Teacher
 - Academic Intervention Specialist
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