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Continuous School Improvement Plan (CSIP)

Seattle Skills Center

2016 - 2018

Dan Golosman, Principal



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 Seattle Skills Center Staff contributed to this document and reviewed and voted to approve the 2016-2017 CSIP on 11/16/16.

Mission and Vision

Mission

Every student, every classroom, every day at the Seattle Skills Center is fully engaged in academic and hands-on learning, working towards their future.

Vision

Delivering advanced Career and Technical Education programs to Seattle's high school students.

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>One student learning challenge that has been noted across Skills Center courses is math and English Language Arts. Math skills (like division and converting fractions to decimals) and language arts skills (reading comprehension, accessing informational text, and responding in writing), are regularly cited by staff as areas that our students need support in. The staff have determined that math is the most urgent need on which to focus. Some evidence of this math challenge is seen in teacher goal setting and the need for additional math curriculum designed by our staff.</p> <p>Two sub-groups we have identified for additional support are students with English Language Learner (ELL) services and students with Individual Education Program (IEPs).</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Two research-based strategies we are focusing on to support targeted students is the use of effective practices for students who have experienced complex trauma, and effective formative assessment practices. All Skills Center certificated teachers attended professional development this year in supporting students who have experienced complex trauma. Also, our staff are engaging in ongoing professional development in best practices in formative assessment, with a focus on how student self-assessment promotes student learning. This approach to student self-assessment helps our staff differentiate learning experiences for students who are challenged as well as students who need more rigor as it allows student to identify their own learning challenges and successes and provides a more complete feedback loop with which to measure student needs and growth.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>This year our staff meetings and professional development all include time for learning about effective formative assessment practices. All Skills Center certificated teachers have attended professional development this year in supporting students who have experienced complex trauma, and we will continue these professional learning opportunities. Our staff are engaging in ongoing professional development in best practices in formative assessment, with a focus on how student self-assessment promotes student learning. For this professional development we have used the work of Dr. Stiggins ("Assessment for Learning") as well as other researchers and practitioners.</p>
<p>Our school will increase parent/family engagement.</p>	<p>We are increasing the use of communication to Skills Center parents and are designing a student/family survey to get input on the types of courses and locations that would best serve our families. We have provided information regarding our courses in the top six languages of the district. Our team also recently participated in the "Engaging Families in High School Success" professional development session and will use our grant funds to communicate with incoming 9th graders to make sure their families know about our free Skills Center summer program. We have participated in family nights and career fairs at our host schools, and we will continue to explore and implement ways to engage families, including a focus on our ELL families</p>
<p>Our staff is involved in decision-making.</p>	<p>The Seattle Skills Center staff voted on and approved a Decision Making Matrix (DMM) this fall. We meet regularly to discuss issues and to continue to improve our school and our courses for students. Staff collaborate and provide input on documents, processes, and best practices that support students.</p>

<p>We will assist our students to meet standard.</p>	<p>We have students in our classes with a broad range of skills and challenges. Some of our students are already achieving at a high level and some of our students need significant support to grow and meet standards. Strategies we are using to assist students in meeting standards are: offering cross credits in math and science, offering third year math, and supporting students in 21st century leadership, life and career skills. These efforts result in helping our high school students meet graduation requirements and focus our work to eliminate opportunity gaps.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>We will continue to offer learning opportunities in the district and with external partners (like OSPI) to help staff stay engaged in professional learning and continue to develop their skills and knowledge. We also meet regularly as a staff to build relationships and share ideas about how to improve the Seattle Skills Center, with emphasis on both improving learning for students while making the Skills Center a community of professionals where staff will want to teach and work.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>The Seattle Skills Center supports the transitions of new students and families to our school by providing opportunities to explore our course offerings and career pathways through our Skills Center summer program before students are eligible for our regular school year courses (offered for 16-20 year olds). We also join our host schools in welcoming families at events like family nights, curriculum nights, and open houses. These events in the past have included student voice and participation, and we plan to continue this. We are also planning the use of surveys and school messenger calls and emails for new and returning families.</p> <p>We also partner with counselors, principals, and other school staff to get to know individual families and students. Staff will reach out to all parents and families of their students at the beginning of each semester with the goal of welcoming and building relationships with our students and families.</p>
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>Our staff collaborates with counselors, administrators, Special Education and ELL specialists, and other school staff to support students. Our staff have all received recent training in supporting students who have experienced complex trauma and our goals around eliminating opportunity gaps, and the Skills Center principal communicates with students, parents, school counselors, building administrators, and other staff to ensure we are supporting students.</p>

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	\$996,015	Our general education dollars provide funds for our classroom teachers, equipment and resources for our classrooms, a .85 FTE registrar, and a principal.
2016-2017	Specific Use Funds	Transitional Bilingual	\$0	
2016-2017	Combined Funds	Self Help	\$2,604	Self-help funds are used to provide additional learning opportunities like buses to field trips, and additional equipment costs.
2016-2017	Combined Funds	PTSA Grant	\$0	
2016-2017	Combined Funds	Free & Reduced Lunch	\$0	
2016-2017	Specific Use Funds	Learning Assistance Program (LAP)	\$0	
2016-2017	Specific Use Funds	Continuous Improvement Transition Grant	\$ 3,000	These funds will be used to support students and families in transitioning from 8 th grade to 9 th grade.
2016-2017	Specific Use Funds		\$0	

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"> There is a group of students in one of our courses who are struggling on math and tool-related aspects of the course of study, as seen in ongoing assessments. 	<p>Presently, 76% of Skills Center students are students of color, and approximately 25% of our students in Skills Center courses are African American males. In one course, 63% (19 students) are African American males.</p> <p>Goal: The 8 lowest scores of African American males or other students of color in this course will grow from (total average score from averages of four separate exams as of 11/15/16) 24.7% to 80% on the Precision exam by May of 2017 (students are required to get 80% to earn the certificate of mastery for industry standard).</p> <p>Additional data in the form of ongoing, formative assessments will be collected to</p>	Principal and teacher	May 1, 2017

	monitor our gap closing goals. These include quizzes topics that are similar to the Precision exam, student and parent surveys, and ongoing opportunities for student self-assessment on these areas of study.		
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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:
<ul style="list-style-type: none"> There are two groups of students in two of our courses who are struggling on math, processes, and equipment-related aspects of the course of study, as seen in ongoing assessments. 	<p>The 12 lowest performing students in class #1 (8 students) and class #2 (4 students) will grow their Precision Exam score from pre-test "percent score"(average) of 29.4% to at least 64% by February, with a goal of a majority of these students passing the Precision exam with a score of 80% or better by May of 2017, as measured by ongoing formative assessments and final summative Precision exam.</p>	Principal and teachers	May 1, 2017

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:
<p>We have identified some math skills that are challenging for students. The goal is a general goals for our students because each of our courses teach different types and applications of math.</p>	<p>Goal #1: Our 25% of Seattle Skills Center students who perform the lowest on math assessments will improve their scores by 40% by May 1, 2017.</p> <p>Goal #2: From November 2016 we will increase the number of industry recognized certificates (IRCs) from 30 (total number offered through all classes) to 40 by May 2017, and by September of 2017 we will offer 50 industry recognized certificates.</p>	Principal and teachers	May 1, 2017

<p>Also, we have identified that, although we offer several industry recognized certificates (IRCs) through our courses, there are others that we can offer for students to earn that will help them gain employment or move on to post-secondary degrees following high school.</p>			
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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:
<p>We have not yet had the opportunity to survey the climate of the students. This is the first year the Skills Center has had the opportunity to get climate feedback from our students. We will conduct a survey in January to get baseline data and again in the spring.</p>	<p>Student climate data will improve from _____ (to be determined following interim student climate survey in January) to above district average between January and June of 2017.</p>	<p>Principal and teachers</p>	<p>June of 2017</p>

