



Continuous School Improvement Plan (CSIP)

Seattle Skills Center  
2016 - 2018

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. The 2017-18 draft of the CSIP still needs final results data from our 2016-17 goals, and will be updated with staff input in late August when we return from summer break for the 2017-18 school year. On 6/28/17, the staff were emailed proposed goals for the 2017-18 school year based on the 2016-17 goals. The CTE and Skills Center General Advisory Committee also learned about these proposed goals on 6/26/17.

### Mission and Vision

Mission	Vision
Every student, every classroom, every day at the Seattle Skills Center is fully engaged in academic and hands-on learning, working towards their future.	Delivering advanced Career and Technical Education programs to Seattle’s high school students.

### Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school’s advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school

budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

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.

Two sub-groups we have identified for additional support are students with English Language Learner (ELL) services and students with Individual Education Program (IEPs).

### **We will use research-based strategies that help targeted students.**

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.

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 build skills, gain employment, or move on to post-secondary degrees following high school. The industry recognized certificates, as well as “Tech Prep” college credits through the Seattle Colleges helps all of our students, wherever they are on the continuum of struggling learners to advanced learners. Among our strategies for advanced learning opportunities, providing differentiated opportunities to earn industry recognized certificates (IRCs) and college credits through the Tech Prep program are ways we target support for advanced learners.

### **Our school offers professional development that is high quality and ongoing.**

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.

### **Our school will increase parent/family engagement.**

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. The Skills Center plans to increase collaboration with the ELL Department and other departments and community partners.

Teachers in the Skills Center make use of homework to keep students engaged in learning at home and to practice skills they have learned. Each teacher provides their homework policies in their classroom expectations or syllabus. Skills Center teachers will work towards developing a single homework policy in the 2017-18 school year.

### **Our staff is involved in decision-making.**

The Seattle Skills Center staff voted on and approved a Decision Making Matrix (DMM) in the fall of 2016. We meet regularly to discuss issues and to continue to improve our school and our courses for students. Staff meet periodically throughout the year to collaborate and provide input on documents,

processes, and best practices that support students. With the new school day schedule for 2017-18 we hope to increase the number and regularity of meetings.

### **We will assist our students to meet standard.**

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 may be categorized as advanced learners, 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 21<sup>st</sup> 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. One way we support the learning needs of some of our more advanced learners is by offering college “Tech Prep” credits through Seattle Colleges, and advanced and/or “stackable” Industry Recognized Certificates (IRCs).

### **Retain high quality, highly effective, and highly qualified staff.**

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 throughout the year 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.

Our staff collaborates with counselors, administrators, Special Education and ELL specialists, and other school staff to support students. Our staff have all received training in supporting students who have experienced complex trauma and district and community goals around eliminating opportunity gaps, and the Skills Center principal communicates with students, parents, community members, school counselors, building administrators, and other staff to ensure we are supporting students.

### **How do we support the transitions of new students and families into our school?**

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.

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.

### **How do we support students identified as highly capable?**

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 may be categorized as advanced learners, 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 21<sup>st</sup> 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. One way we support the learning needs of some of our more advanced learners is by offering college

“Tech Prep” credits through Seattle Colleges, and advanced and/or “stackable” Industry Recognized Certificates (IRCs).

The industry recognized certificates, as well as “Tech Prep” college credits through the Seattle Colleges helps all of our students, wherever they are on the continuum of struggling learners to advanced learners. Among our strategies for advanced learning opportunities, providing differentiated opportunities to earn industry recognized certificates (IRCs) and college credits through the Tech Prep program are ways we target support for advanced learners.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Basic Education	1,316,963	Instruction for all students aligned to state standards.
2017-2018	Combined	Creative Advantage Project	139,286	

## Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> <li>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.</li> </ul>	<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. 2017-18 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 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.</p> <p>For 2017-18, we will have similar goals. Goals to be finalized in fall, 2017.</p>	Principal and teacher	May 1, 2017 (waiting for final data from teachers)

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
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>2016-17 Goal: 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> <p>For 2017-18, we will have similar goals. Goals to be finalized in fall, 2017.</p>	Principal and teachers	May 1, 2017 (waiting for final data form teachers)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> 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>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. The industry recognized certificates, as well as "Tech Prep" college credits through the Seattle Colleges helps all of our students, wherever they are on the continuum of struggling learners to advanced</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> <p>For 2017-18, we will have similar goals. Goals to be finalized in fall, 2017.</p> <p><b>Proposed new goal for 2017-18 school year:</b> By August 31 of 2018, paid, credit-earning internships for students will increase from _____ number of students (and % of total Skills Center students) to _____ number of students (and % of total Skills Center students).</p>	Principal and teachers	<p>May 1, 2017 (waiting for teacher data)</p> <p>August 31, 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>learners.</p> <p>Students need authentic career connected learning experiences to build their understanding of, and skills for, careers in the 21<sup>st</sup> century. We have helped many students take advantage of credit earning, paid internships (and have increased these opportunities with our industry partners, however, we want to improve and increase these internship opportunities for students.</p>			

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<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>This 2016-17 goal was not met. The Skills Center met with and worked with the central office team and determined that paper copies of the climate survey would have been used, due to the fact that our students' primary schools are where they would fill out climate surveys. It was determined that given the low enrollment in many classes, this might not be an objective measure of climate, as student answers would not be very anonymous. We plan to</p>	Principal and teachers	June of 2017 (not completed yet)

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
	<p>conduct an electronic survey at the end of the school year or during the summer to get this data.</p> <p>For 2017-18, we will have similar goals. Goals to be finalized in fall, 2017.</p>		