



## 2024-25 CSIP Review and Updates Seattle Skills Center

### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

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

### School Data and Building Leadership Team Members

**School Name:** Seattle Skills Center

**Principal:** Dan Golosman

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** All school staff are members of BLT. Community partners include Seattle Colleges, Center for Wooden Boats, Sound Experience, Urban League of Metropolitan Seattle and Port of Seattle

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### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

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.

Three-year goal: Goal from 23-24: 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.

### **What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

In the case of engagement in Skills Center coursework, one significant risk of low engagement is that students may not complete their course and therefore may be at risk of not graduating due to lack of credits or not being able to use the CTE Graduation Pathway. Our students of color furthest from educational justice, our MLL students, and our students with IEPs are most at risk.

### **What are short-term and long-term desired outcomes for student, family, and staff groups?**

The Skills Center team wants to see increased engagement and attendance for these groups of students, and increased course completion and earning of Industry Recognized Certificate (IRCs).

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## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### **Student Groups**

#### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

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

#### **Summary of student strengths supported by data:**

We are still collecting data, but in relation to our goals around student engagement, it's encouraging to see that even with the decrease in district transportation, we still have an increase in enrollment and attendance has not dropped significantly. One measure we monitor is the student survey, primarily "pedagogical effectiveness (97%, spring, 2024) and Belonging and Relationships (94% spring 2024). We will look for changes in student survey data after the fall 2024 results are released.

#### **Identify and prioritize student needs supported by data:**

Disengagement in the form of spending time on phones, not showing up to class, and not participating for long periods of class time. The needs that have been identified are related to increasing a sense of belonging through a warm and welcoming classroom environment, where teachers practice the art of being a "warm demander," and students feeling encouraged to participate and engage.

#### **Summary of possible root causes of the priority student need:**

Root causes of disengagement from Skills Center classes have been identified as anxiety, executive functioning challenges, and challenges related to transportation logistics.

### **School Staff**

#### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

Seattle Skills Center student survey data from spring 2024 shows favorable responses in areas related to this are “equity and anti-racism, 95% favorable responses, and “Belonging and Relationships, 94% favorable responses. We will review the Fall 2024 survey results as soon as those are available.

### **Summary of data proving professional learning is effective in supporting student outcomes:**

For the spring 2024 Skills Center student survey, students provided 97% favorable responses for “Pedagogical Effectiveness” (an increase of 2% from Fall 2023) and an increase in “Social Emotional Learning” from 93% to 96% from Fall 2023 to Spring 2024.

### **Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:**

Seattle Skills Center staff continue to engage in professional development around effective UDL practices and culturally relevant teaching strategies including formative assessment, academic language learning, and warm and welcoming classroom environments.

## **Support Systems**

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

In the 2024-25 school year, the Skills Center has been provided with funding for a part-time Academic Intervention Specialist who collaborates with the other Teacher Leader Cadre member and the principal to lead our professional development work and coordinate our MTSS efforts, which includes an emphasis on supporting students who have been historically disenfranchised or not served equitably.

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

### **Measures and Targets**

#### **2023-26 Three-year 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%.

#### **2024-25 One-Year Goal:**

The Skills Center 2024-25 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, 2025, 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 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 2024 score of 85% to 87%.

## **Action Plan**

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

### **2024-25 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:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Student completion (or attempts) at Industry Recognized Credentials/Certificates

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

- Quarterly
- Beginning of Year
- On several early release Wednesdays

**Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

**Timeframe for Reviewing Process Data Measures:**

- Monthly
- On several early release Wednesdays

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

- MTSS Team
- Academic Intervention Specialist
- TLCs
- SPED Roving Teacher
- Principal
- SPED IAs

**Additional context about your school's implementation of chosen evidence-based practice:**

The Seattle Skills Center has focused on 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. The Seattle Skills Center has focused on 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.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

**2023-26 Three-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 of each year.

**2024-25 One-Year Goal:**

Presently, as of October 2024, the Seattle Skills Center daily average attendance rate is at 80.69%, and as a measure of student engagement, we will increase daily average attendance to 84%. Additionally, the Skills Center staff have committed to offering at least two Industry Recognized Credentials (IRCs) in every class, increasing from at least one for each class in 2023-24.

## **Action Plan**

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

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

High Quality Tier Instruction: Educators will implement adopted instructional resources and inclusionary practices that serve all students, including students with IEPs, multilingual learners, and advanced learners.

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

- Curriculum-Embedded Assessments (CEAs)
- Student Grades Reports
- Formative assessments
- Attainment of Industry Recognized Certs (IRCs)

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

- Middle of Year
- Quarterly
- End of Year
- MTSS team will also review students needing tier 2 and tier 3 supports on several Wednesdays

### **Process Data Measures:**

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Lesson Exit Tickets;Formative assessment data

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

- Monthly
- Quarterly
- End of Year

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

MTSS team leading, and all teachers involved. Additional context about your school's implementation of chosen evidence-based practice:

The Seattle Skills Center continues to develop our understanding and use of UDL, Formative Assessment, and other effective Tier 1 strategies. The Seattle Skills Center has focused on 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.

### **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:**

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 8<sup>th</sup> grade up to students who have not graduated and may have to attend school after senior year.

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

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

- 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 students, families, community partners and industry partners.

#### **2024-25 One-Year Goal:**

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 (for example, adding a monthly newsletter with photos in addition to our standard School Messenger email and robocall. Additionally, we are exploring new methods of building relationships with families, community and industry partners. Our goal is presently based on the student survey, but we are working with other Skills Centers in Washington state to develop an additional survey. Goal: (based on spring 2024 results, will update once the student survey fall 2024 results are available). By spring of 2025, the Skills Center survey will show growth from 94% in "Belonging and Relationships" Favorable responses to 97%, and in Student Voice and Leadership, from 90% to 94%.

## **Action Plan**

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

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

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

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

- Student Attendance
- student survey data

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

- Quarterly
- End of Year
- several early dismissal Wednesdays

### **Process Data Measures:**

- School-based Family Survey
- Participation/Attendance (e.g., Events, Membership)
- Development of a parent/guardian advisory

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

Monthly

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

- MTSS team
- Office team

### **Additional context about your school's implementation of chosen evidence-based practice:**

The Seattle Skills Center is working to develop more "two-way" communication strategies including ways to engage families and encourage questions and communication. The Seattle Skills Center has focused on 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.

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## **2024-25 Budget Allocations to Support Continuous Improvement**

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

### **Basic Education**

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** The Seattle Skills Center receives 0.54% of the state student FTE amount.
- **Activities Implemented:** These funds are primarily used for staff

### **Other Funding Source (including School Improvement Grant Funding, Levy Performance, and/or PTA Funding)**

- **Intent and Purpose:** The Seattle Skills Center typically receives Perkins grant funds and sometimes other grants as well.
- **Dollar Amount:** Amount changes every year and depends on which grants are available and awarded.
- **Activities Implemented:**
  - These funds are typically used for:
    - Teacher extra time for professional development or special projects
    - Equipment maintenance and purchase

- Marketing and recruitment
- Consumables