

Port Townsend High School Continuous Improvement Plan 2020-21 School Year

Building Data

Principal: Carrie Ehrhardt	F/R Percentage (2019): 46.3%
District: Port Townsend School District	Grade Span: 9-12
Graduation Rate (2019): 89.2%	Building Enrollment (Sept 2020): 374
Discipline Rate (2019): 4.0%	Attendance Rate (2019): 79.3%
9th Grade on Track (2019): 81.7%	Dual Credit Rate (2019): 43.9%
Plan Date: 9/22/20	Board Presentation Date: 10/1/20

School Leadership Team

Name	Role	Email
Carrie Ehrhardt	Principal	cehrhardt@ptschools.org
Patrick Gaffney	Dean of Students	pgaffney@ptschools.org
David Kelley	Math	dkelley@ptschools.org
Brandi Hageman	Science	bhageman@ptschools.org
Rene Olson	Special Education	rolson@ptschools.org
Tom Gambill	ELA	tgambill@ptschools.org
Benjamin Dow	Social Studies	bdow@ptschools.org
Jennifer Kruse	Career and Technical Education	jkruse@ptschools.org

Vision Statement

Port Townsend High School is an academically rigorous learning community that values individuality, respects diversity, inspires all students to become life-long learners and prepared them to engage in their local and global communities.

Mission Statement

Port Townsend High School staff, parents, students, and community create a safe, respectful environment where all students are challenged to become learners, achievers, and responsible citizens.

School Motto

Together We Can!

Desired Learning Outcomes

Upon graduation from Port Townsend High School, students will:

- ✓ Think logically, analytically, and creatively to form reasoned judgments and become effective problem solvers and decision makers
- ✓ Have a solid foundation of subject area knowledge across disciplines
- ✓ Acquire skills in writing, reading, computation, technology, communication, research, and organization skills
- ✓ Be self-sufficient and self-reliant, courageous and resilient, collaborative, and a community connected/engaged citizen
- ✓ Develop and reflect inter-personal skills that lead to tolerance, respect, integrity, and

- responsibility toward others in the local and global community
- ✓ Be prepared for the future with a solid based of employment skills and work ethics
- ✓ Take an active role in their community

At PTHS, we are committed to making education our first priority. We are focused on high quality instructional practices and provide a learning environment that is emotionally and physically safe and that reinforces responsibility, accountability, and communication between students, parents and staff.

Graduation Data
<p>What percentage of PTHS students graduated in four years (considered on-time graduation)?</p> <p>2019 Graduation Rate: 89.2%;</p> <p>Continued to 5th year: 1.4%</p> <p>Drop-Out: 9.5%</p> <p>Past Data- Class of 2017: 81.7%; Class of 2018: 95.5%</p>

Port Townsend High School 2019

	Graduating	Percent Continuing	Percent Dropout
English Language Learners			No Students
Non-English Language Learners	89.2%	1.4%	9.5%
Non-Foster Care	89.2%	1.4%	9.5%
Non-Homeless	89.2%	1.4%	9.5%
Low-Income	84.1%	2.3%	13.6%
Non-Low Income	>90%	Suppressed: Graduation Rate	Suppressed: Graduation Rate
Migrant	N<10	Suppressed: Graduation Rate	Suppressed: Graduation Rate
Non Migrant	90.4%	1.4%	8.2%
Section 504	N<10	Suppressed: Graduation Rate	Suppressed: Graduation Rate
Non Section 504	90.0%	1.4%	8.6%
Students with Disabilities	85.7%	0.0%	14.3%
Students without Disabilities	90.0%	1.7%	8.3%

STUDENT DISCIPLINARY DATA

Student Population by Ethnicity and Program 2019-2020		Student Discipline by Ethnicity and Program Based on 369/380 Enrolled Students	
Amer. In/Alaskan Nat.	1.1%	Amer. In/Alaskan Nat.	0 of 5
Asian	2.3%	Asian	0 of 8
Black/African American	1.4%	Black/African Amer.	1 of 6 (16.7%)
Hispanic/Latino	7.2%	Hispanic/Latino	2 of 28 (7.1%)
Two or more races	4.3%	Two or more races	0 of 17
White	83.3%	White	12 of 306 (3.9%)
Female	48.6%	Female	1 of 180 (0.6%)
Male	50.9%	Male	14 of 189 (7.4%)
EL Status	2.9%	EL Status	1 of 11 (9.09%)
Foster	0.6%	Foster	0 of 2
Low Income	48.9%	Low Income	11 of 180 (6.1%)
Homeless	0.9%	Homeless	0 of 7
504	4.6%	504	1 of 18 (5.6%)
Special Ed.	16.7%	Special Ed.	6 of 62 (9.6%)

Action Plan:

1. PTHS will increase awareness of the unique needs of male special education students in an effort to equalize disciplinary action.
 - Staff will participate in needed guidance with our Special Education Director, along with any recommended follow up.
 - Administrative staff will review this data in an effort to increase awareness and equity for all students
 - Data will be shared with teachers.

STUDENTS WHO QUALIFY FOR HIGHLY CAPABLE SERVICES

Student Population by Ethnicity and Program 2019-2020		Student Enrollment by Ethnicity and Program 32 Students for 2019-2020	
Amer. In/Alaskan Nat.	1.1%	Amer. In/Alaskan Nat.	0
Asian	2.3%	Asian	1 (3.1%)
Black/African American	1.4%	Black/African American	0
Hispanic/Latino	7.2%	Hispanic/Latino	0
Two or more races	4.3%	Two or more races	1 (3.1%)

White	83.3%	White	30 (93.8%)
Female	48.6%	Female	18 (56.3%)
Male	50.9%	Male	14 (43.7%)
EL Status	2.9%	EL Status	0
Foster	0.6%	Foster	0
Low Income	48.9%	Low Income	8 (25.0%)
Homeless	0.9%	Homeless	0
504	4.6%	504	2 (6.2%)
Special Ed.	16.7%	Special Ed.	0

Reflection: Students are not specifically identified as newly highly capable at the high school level. Because we offer curricular options for accelerated and Advanced Placement coursework at the high school level, all students are able to access challenging curriculum.

STUDENTS WHO ENROLLED IN ADVANCED PLACEMENT COURSEWORK

Student Population by Ethnicity and Program 2019-2020		Student Enrollment by Ethnicity and Program 68 Students for 2019-2020	
Amer. In/Alaskan Nat.	1.1%	Amer. In/Alaskan Nat.	0
Asian	2.3%	Asian	5 (7.3%)
Black/African American	1.4%	Black/African American	0
Hispanic/Latino	7.2%	Hispanic/Latino	0
Two or more races	4.3%	Two or more races	0
White	83.3%	White	63 (92.7%)
Female	48.6%	Female	34 (50.0%)
Male	50.9%	Male	34 (50.0%)
EL Status	2.9%	EL Status	0
Foster	0.6%	Foster	0
Low Income	48.9%	Low Income	15 (22.0%)
Homeless	0.9%	Homeless	0
504	4.6%	504	4 (5.8%)
Special Ed.	16.7%	Special Ed.	0

1. Identified disproportionalities.

- Students who **qualify for free and reduced lunch** are less likely to enroll in AP classes.
- **White students and Asian students** are more likely to enroll in AP classes.
- **Students with disabilities** are less likely to enroll in AP classes.

Action Plan:

1. PTHS will increase awareness of the discrepancy identified in the area of student enrollment in AP classes who qualify for free and reduced lunch, or are in special programs.

- Recruitment materials will be developed to encourage AP participation from a broader representative group of our student population.
- Administrative staff will review this data with AP teachers and all PTHS staff in an effort to increase awareness and equity

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

Student Population by Ethnicity and Program 2019-2020		Student Enrollment by Ethnicity and Program 55 Students (16.7%) for 2019-2020	
Amer. In/Alaskan Nat.	1.1%	Amer. In/Alaskan Nat.	2 (3.6%)
Asian	2.3%	Asian	1 (1.8%)
Black/African American	1.4%	Black/African American	0
Hispanic/Latino	7.2%	Hispanic/Latino	0
Two or more races	4.3%	Two or more races	5 (9.0%)
White	83.3%	White	47 (85.6%)
Female	48.6%	Female	22 (43.4%)
Male	50.9%	Male	33 (56.5%)
EL Status	2.9%	EL Status	1 (1.8%)
Foster	0.6%	Foster	0
Low Income	48.9%	Low Income	37 (67.2%)
Homeless	0.9%	Homeless	2 (3.6%)
504	4.6%	504	N/A
Special Ed.	16.7%	Special Ed.	N/A

Reflection: Students are rarely identified for special education services at the high school level. However, due to the disproportionality in the data regarding low income students, administration will provide a summary of these findings to the staff, and work to ensure the following:

- ✓ Intervention services for all students will be data based
- ✓ Data reviewed will be utilized in an effort to increase awareness (and equity)
- ✓ Student of Concern meetings will have greater awareness of the barriers faced by low income students in accessing support services (tutoring, etc.)

CAREER AND TECHNICAL EDUCATION

PTHS did a review of all CTE courses for disparities as part of the Consolidated Program Review process in December, 2019. The following was discovered in a review of the courses:

- More male students than female students in Boatbuilding (59% vs. 41%)
- Fewer male students than female students in Photography (43% vs. 65%)
- More male students than female students in Robotics (83% vs. 17%)
- More male students than female students in Web Design (70% vs. 30%)
- Fewer low income students took video productions (18% vs. 82%)

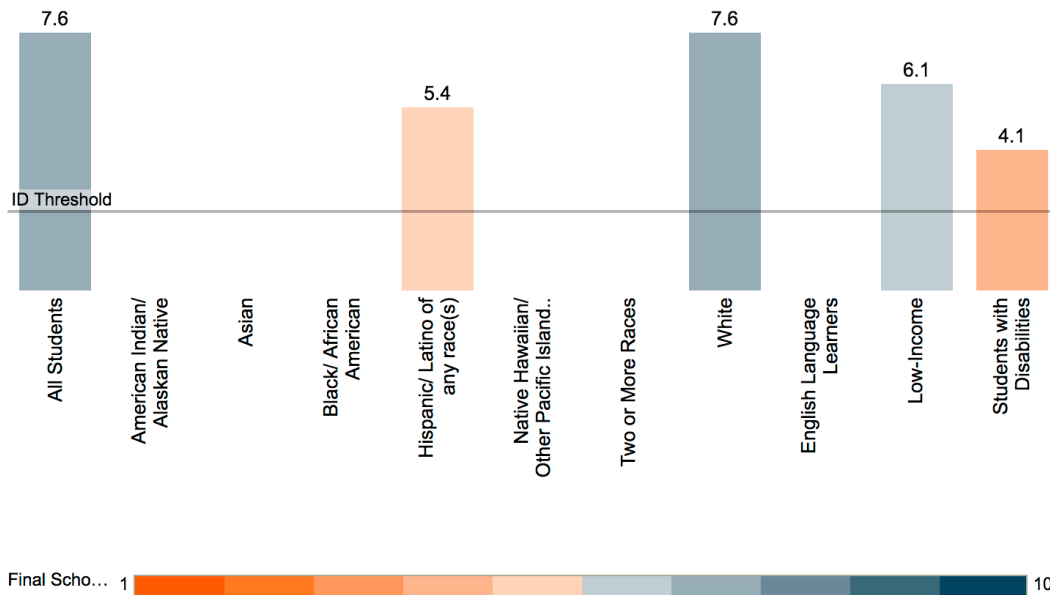
Reflection: Upon review of the data, it was noted that we have a small sample size as all of these classes (except for photography) are single section classes. Additionally, our female enrollment in the overall maritime classes has grown over the past three years. With the reduction at the state level to only require .5 CTE credits (beyond the .5 Health/Careers already required by the district), students are exploring more options for other courses to fulfill their general electives requirements. Plans to address potential disproportionalities will occur in the following ways:

- ✓ Recruitment materials will be developed to encourage CTE participation by all genders for all classes

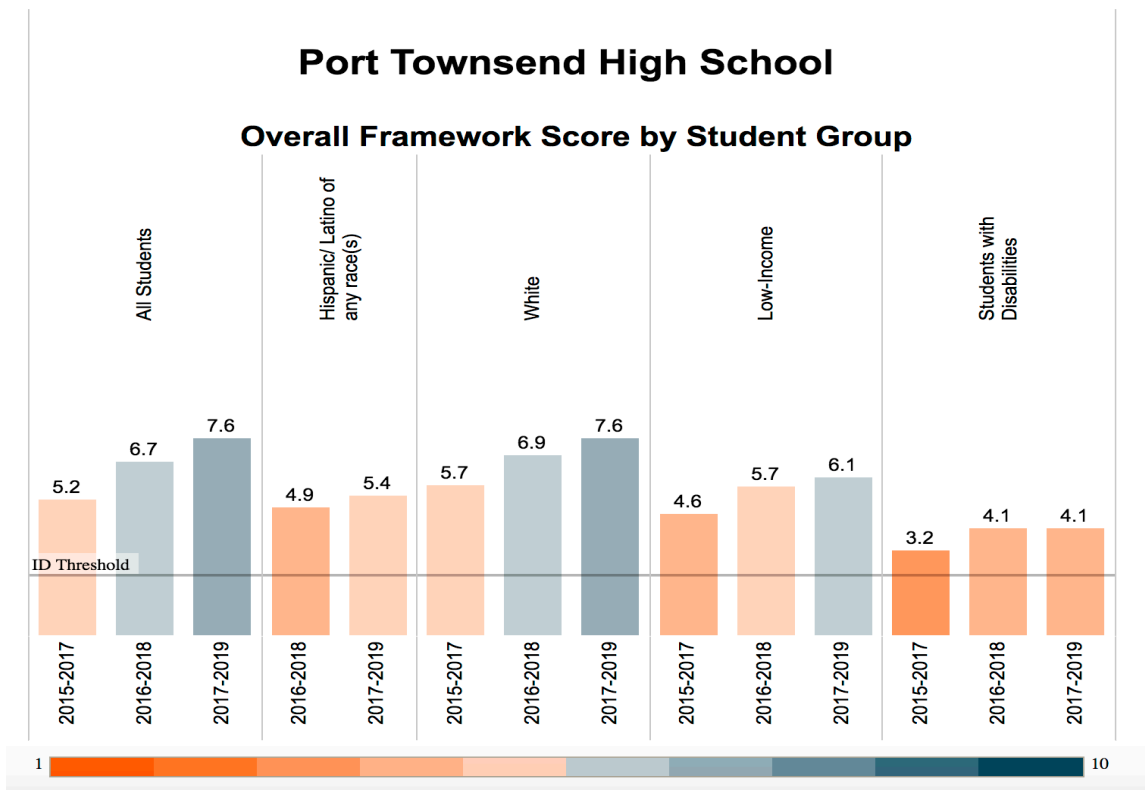
When looking at the video productions data from previous years, there is not the same discrepancy as noted in the 2019-2020 review. The school provides the video equipment needed for the class to each participant. Additionally, there were no other income disparities within any of the other CTE classes.

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK

**Port Townsend High School
2017-2019
Overall Framework Score by Student Group**



How did each student group perform on the Washington School Improvement Framework, over time?



The WSIF combines nine indicators to identify how schools can improve the education of all students. Categories include: ELA & Math Proficiency Rate, ELA & Math Median, Graduation Rate, EL Progress Rate, Attendance Rate, Ninth Grade on Track Rate, and Dual Credit Rate.

Further exploration of the data shows where the greatest needs lie, and provides valuable guidance for the team as we focus on each of the nine targeted areas, for specific student groups. In Measures by Student Group, our focus is drawn to several indicators, some of which include for our most recent assessment:

- ✓ Regular Attendance Rate for all student groups
- ✓ ELA and Math Proficiency Rate for our students with disabilities
- ✓ Math Proficiency Rate for multiple student groups

Port Townsend High School

2017-2019 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	88.5%					75.0%	81.7%		35.5%		90.6%
Math Proficiency Rate	48.3%					22.7%	38.0%		10.3%		51.4%
ELA Median SGP											
Math Median SGP											
Graduation Rate	88.1%					85.0%	83.1%		78.6%		89.8%
EL Progress Rate*											
Regular Attendance Rate	77.3%		85.7%		73.9%	63.9%	71.0%		74.2%	82.1%	78.4%
Ninth Grade On Track Rate	82.0%					71.4%	75.8%		88.4%		82.1%
Dual Credit Rate	44.7%		53.6%		18.2%	39.8%	38.9%		12.9%	40.7%	45.0%

*The EL Progress measure only applies to students who are English Learners

School Improvement Planning Guide WAC 180-16-200 and ESSA, sec. 1111 (d)(1)(B)

Partners in Consolidated Plan Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

X Foundational: PTHS is committed to raising the level of student learning through targeted planning and using a lens of equity, giving our students equitable access to learning opportunities that foster growth through the use of 21st-century skills to become contributing citizens.

Note: This plan is being utilized as a SIP document for Port Townsend High School. We are not a Title 1 school, and we have not been identified as needing tiered/targeted interventions by the state.

Tier I Targeted Supports: N/A

Tier II Targeted Supports: N/A

Tier III Targeted Supports: N/A

Title I, Part A : Schoolwide Program Model

Four Required Components:

- X 1. Comprehensive Needs Assessment
- X 2. Schoolwide Reform Strategies
- X 3. Activities for Mastery
- X 4. Coordination and Integration

All required planning elements are included in the Port Townsend High School SIP for 2020-21.

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

School Improvement Plan; WAC-180-16-220,

Plan Requirements:

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust and update the SIP
- The ways in which the model is based on a self-review of the school’s program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, as they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B),

Plan Requirements:

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	The Building Leadership Team (Representatives of: ELA, Math, Science, Social Studies, Specialists, Special Education) will guide and review the school improvement planning with input from staff, students, and families. The main areas of focus will be literacy, science, and math, along with MTSS (Multi Tiered Systems of Support) implementation. The purpose of this review is to develop a structured school improvement plan with goals that increase the percentage of students meeting and exceeding standards
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	<p>on the Smarter Balanced Assessment in ELA, Math, and Science. This plan will include goals, data analysis, strategies, evidence of achievement, and action steps for each of the focus areas. The data analysis will include SBAC data trends, discipline data, program data, including demographics, and information related to our CEE Survey data. *Note: Both the SBAC and CEE surveys were suspended in spring 2020. The plan will outline core instructional goals, efforts towards implementing a tiered support model (MTSS), a data-based decision-making model, through implementation of best practices. In addition to data, the school district has adopted a place based curriculum theme to unify learning along a student’s entire career. Using a place based approach, and focused on the unique elements of our community (maritime, arts, agriculture, coastal, and environmental) curricular themes are embedded and utilized as a way to enhance academic content, and enrich each student’s sense of self, as both a learner, and a citizen in their local and global community.</p>
Do	<p>Each spring PTHS staff, students and families participate in a Center for Educational Effectiveness Survey. Additionally, from November to December, 2019 the high school administration and leadership teams completed and gathered demographic and program data for the purpose of reviewing and evaluate programs in preparation for the upcoming Consolidated Program Review.</p> <p>Our place based projects continue to be expanded, improved upon and enhanced with collaboration from community partners.</p>
Study	<p>The data analysis suggested PTHS showed continued strength in the percentage of students who met or exceeded standards on the ELA SBAC assessment, but slightly decreased in the percentage of students who met or exceeded standards in math. Science achievement scores also remain strong.</p> <p>Based on the review of our data and within the development of this plan, PTHS staff will utilize structured professional conversations throughout the year to:</p> <ul style="list-style-type: none"> • determine the strengths and challenges within our instructional practices that account for these results • participate in training and implementation of MTSS through our work with collaborative teams, and a professional MTSS training coach • participate in professional development opportunities that increase instructional practice and effectiveness <p>The district maintains an annual report to the board on our progress around place based learning. During this past year, the data was affected due to the school closure resulting from Covid.</p>

Adjust	<p>The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:</p> <ul style="list-style-type: none"> • The building leadership team will meet each month to continuously review progress toward the goals • Collaborative Teams (ELA, Math, Science, Social Studies and/or grade level) will utilize a monthly meeting throughout the year to review student data (including STAR data) to monitor progress on goals, make adjustments to instructional practice, including implementation of MTSS. • The Students of Concern Teams will meet twice monthly to determine appropriate supports for at-risk students by reviewing teacher/classroom data such as: <ul style="list-style-type: none"> • Attendance • Class performance • Discipline • Care Team referrals <p>The school and its teachers continue to plan for the modification of place based projects, as possible, within a current distance learning program at the high school. It is our hope that we will be able to return to in-person learning as some point during the school year.</p>
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COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p>“Multi-Tiered Systems of Supports (MTSS) is a service delivery framework focused on prevention and problem solving for all students. An integrated MTSS connects all academic and non-academic interventions,,,”-OSPI</p> <p>The Port Townsend School District is in the beginning stages of exploration with this framework and district leaders have focused professional development sessions planned for district-wide implementation.</p> <p>Both our elementary (Salish Coast) and middle (Blue Heron) school have been working on an MTSS/PBIS model. Salish Coast is in their 4th year of program implementation and Blue Heron is in its 2nd year. PTHS has received a grant through OSPI to train our teachers on inclusionary practices as the basis for our MTSS model implementation. The training will occur monthly starting in October, 2020 and will be provided by Sound Supports. Our trainer is Lori Lynass, Ed.D.</p> <p>Due to the current state of health in our community PTHS is a 100% distance learning model at this time. Despite this reality, we have put together a school wide intervention plan targeting our at risk students, including those of IEP’s. On campus services are provided by certificated specialists/classroom teachers one to four days per week.</p> <p>Within this model, classroom teachers will provide study skills and content</p>
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	<p>specific support one to two times per week. Students on IEP’s rotate through their general education teachers twice a week, and then spend either one or two days per week receiving support from their special education case manager.</p> <p>Family involvement and improvement in student attendance is another focus for school-wide reform. PTHS is exceeding the state requirements for tracking and notification of parents regarding daily attendance under our distance learning online model. Consistent practices such as a daily attendance task is being implemented in all classes, so that attendance can be accurately tracked. The Dean of Students will monitor attendance regularly and do outreach and home visits to families in need.</p>
Do	<p>Student progress will be evaluated through the six-week grading cycle (for a total of six times per year). In addition, there will be universal screening for academic progress using the STAR assessment (3 times a year) and we are planning for SBAC interim assessments (1-2 times a year), as well as academic progress evaluation through the Students of Concern and CARE team process.</p> <p>District-wide professional development is also differentiated for each building three times per month. Our focus on MTSS will include high yield interventions and closing the academic gap, grading practices, and equity. Additionally, our high school has embraced the inclusionary model, and all three of our special education programs on campus has most, if not all, of their students enrolled in general education classes for the majority of the school day.</p>
Study	<p>Collaborative subject area and grade level teams will review the results of STAR universal screening data, and interim assessment data to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention.</p>
Adjust	<p>The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:</p> <ul style="list-style-type: none"> • The building leadership team will meet monthly to continuously review progress toward the goals, school improvement survey data (as available), staff climate information, etc. • Collaborative Teams (ELA, Math, Science, Social Studies, and grade levels) will meet twice a month throughout the year to review student achievement data, to monitor progress on goals, make adjustments to instructional practice, including implementation of MTSS. • The Students of Concern teams will meet twice a month to determine appropriate supports for at-risk students by reviewing schoolwide data such as: <ul style="list-style-type: none"> • Attendance

	<ul style="list-style-type: none"> Care Team referrals
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>PTHS provides opportunities for collaborative team members to meet as a professional learning community for the purpose of monitoring students' learning progress within subject area, and across grade levels. Teams monitor effectiveness of strategies being implemented and will use data to inform modifications. Data cycles within units of instruction include standards-based objectives and criteria for mastery. All teachers have identified priority standards that they will utilize for instruction during the school year.</p>
Do	<p>PTHS teachers are organized into both subject-area and grade level collaborative teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time.</p> <p>Collaboration will occur between the general education teachers, school counselor, and special education teachers/paras in an effort to design effective and rigorous interventions for students not meeting grade level academic and behavioral expectations. The principal both participates and oversees the work.</p> <p>Students directly benefit by these teams through the development of high quality & rigorously monitored intervention. Team meetings also give a platform for teachers to collaboratively make adjustments to their learning plans and curriculum. Decisions are made through collaboration in these teams as well as with instructional intervention staff in the school.</p> <p>Staff will also be utilizing a social-emotional learning period for student cohorts on campus. This will not only improve their readiness to learn, but will be an opportunity to support the emotional needs of students during this time.</p> <p>The school counselor has also created a family needs assessment to gather information about the supports that families need during this time. Information gathered will be categorized and passed onto appropriate district level staff for follow up.</p> <p>The school is also utilizing community volunteers to provide weekly tutoring which is being supervised by certificated staff.</p>
Study	<p>PTHS has traditionally had strong systems in place for student supports, including subject area intervention services after school, as well as tutors within our after school extended learning program. Data will be reviewed and gathered throughout the year as programs evolve. The challenge with the plan is that it is uncertain if/when we will return to in-person education during the school year. These types of shifts will drastically change our</p>

	delivery models.	
Adjust	During professional meeting time, collaborative teams will review intervention programs that support our students. Data will be analyzed and discussed to determine the impact of modified instructional practices and intervention strategies over time.	
COMPONENT #4: COORDINATION AND INTEGRATION		
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES		
Plan	The PTHS plan includes a combination of grant funds, building based and district professional development funds, and LAP funds. Our activities include an assessment program plan, outreach activities for students, and meaningful professional development.	
Do	LAP will support the provision of universal screening tools through STAR assessments, which are used by the classroom teachers in grades 9 and 10, and special education teachers in grades 9-12 in order to best target needs in in their student population. Grant funding through OSPI is providing the funds for the MTSS coaching, through Sound Supports. A combination of district levy and Title II funds will be used to pay for meaningful professional development that will benefit all students, and teachers.	
Study	The grade level teams will study these assessment tools to determine if they are effective and efficient. If state testing resumes this spring 2021, correlation test will be applied to SBAC scores to ensure that STAR scores align with expectations for students meeting standard. STAR data will be used in the initial screening efforts to identify students with specific math and reading needs, and to help identify students who are falling behind in their learning due to the school closures last spring.	
Adjust	If STAR data and qualitative data indicates that gaps persist in our special education or EL population, the leadership teams will re-convene to ensure that interventions are maximally rigorous. Additional cohorts may be formed to serve additional students, or to serve existing students on additional days.	
REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX		
Program	Amount Allowable	How the Intents & Purposes of the Program will be Met
Basic Ed	\$2,651,854	Providing all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed Basic education funds are combined to support the activities listed above. This includes: classroom teachers, textbooks, supplemental materials,

		supplies, equipment, technology, and staff development.
Learning Assistance Program	\$10,000	To provide all children significant opportunity to receive the support needed to close educational achievement gaps, via utilization of the STAR assessment for universal screening two to three times this year.
Title II	\$13,000	Preparing and training teachers, with a focus curriculum cohesion, as well as coaching in order to ensure alignment to critical standards
OSPI Inclusive Practices Grant	\$20,000	To provide training and coaching to teachers in MTSS and inclusive practices
Local Levy Funds (PTHS Building Budget)	\$8,000	Used to support place-based learning, which provides a foundation for all curriculum Used to support funds for teacher professional development

PTHS Building Goals “At A Glance” for 2020-2021 School Year

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

<p>SCHOOLWIDE GOALS</p> <p>CARRIE EHRHARDT, TEAM LEADER</p> <p>PATRICK GAFFNEY, ATTENDANCE, SEL TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Engage in a building wide MTSS training process through partnership with sound Supports (4.3.4) 2. Develop a structure for student cohorts on campus with a distance learning model to target our most vulnerable students (IEP and at-risk identified) while providing opportunities for as many students who want on-campus service as possible (1.2.5, 1.5, and 4.5.2) 3. Support student well-being and emotional safety and security through the addition of a SEL social-emotional learning period in the cohort model (4.5.2) 4. Student of Concern teams meet twice a month to review class performance and attendance for all students (1.3.5 and 4.5.2) 5. Support teachers in revising and adapting place based projects and opportunities within a distance learning environment (1.1) 6. Raise the attendance rate to over 90% through a variety of strategies (1.4.1): <ul style="list-style-type: none"> • Daily attendance tracking • School-wide positive and encouraging attendance messaging • Prompt follow up on students with absence trends • Increased parent outreach, including home visits
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<p>ENGLISH AND HUMANITIES</p> <p>TOM GAMBILL AND BEN DOW, TEAM LEADERS</p>	<ol style="list-style-type: none"> 1. Maintain a writing focus on both explaining and persuading in English as well as social studies and science classes, as a means to support the Priority Standards we've identified from the Common Core State Standards for this school year (1.3.2, 1.4.3) 2. To ensure strong media literacy, students will learn about fact-checking, spotting misinformation/disinformation, verifying reliable resources, and will examine their own media environments critically. They will learn to check their confirmation bias and question their influences. Students will be able to use their learning to inform others (2.4.2) 3. To ensure strong digital literacy, students will sustain regular two-way communication in various digital formats in order to achieve academic outcomes, manage social relationships with peers, staff and community members, and express their creativity and individuality (2.4.2) 4. Offer AP English and AP US History instructional zooms four times per week (1.4.3)
<p>SCIENCE</p> <p>BRANDI HAGEMAN, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Science team will do a data review of the AP Biology scores for Spring, 2020 (1.4.3) 2. Science team will meet jointly with the math department for high school teacher collaboration (1.3.3, 1.3.5, and 1.4.3) 3. Continuation of the Marine Science Center partnership/B-WET grant participation for 20-21, implementing necessary Covid restrictions and re-design as needed (3.3.3) 4. Offer professional development support to K-12 science teachers on NGSS, and instructional adaptations within a blended learning model (1.1.6) 5. Offer AP Biology instructional zooms four times per week (1.4.3) 6. Participation opportunity for WSTA Conference, October 2020 (1.2.3) 7. Organize and lead the Climate Summit, a cross collaboration project between grade levels and schools (5th, 9th, 10th), re-design as needed based on Covid restrictions (1.2.1, 1.3.4)
<p>MATHEMATICS</p> <p>DAVID KELLEY, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Math team will do a data review of the AP Calculus scores for Spring, 2020 (1.4.3) 2. Math team will jointly meet with the science department for high school teacher collaboration (1.3.3, 1.3.5, 1.4.3) 3. Ongoing participation in Carnegie math training and implementing in a blended and online learning environment. Implement with

	<p>fidelity, including all components for algebra, geometry, and algebra 2 (1.2.1)</p> <ol style="list-style-type: none"> 4. Monthly collaboration with Blue Heron algebra teacher to enhance consistency (1.3.5) 5. Vertical teaming with Blue Heron math teacher regarding Carnegie math curriculum implementation (1.3.5) 6. Stronger collaboration with special education teachers to support IEP math students in algebra 1 and geometry classes (1.2.3, 1.4.3, 2.4.3) 7. Offer AP Calculus instructional zooms four times per week (1.4.3)
<p>CAREER & TECHNICAL EDUCATION</p> <p>JENNIFER KRUSE, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Support expanded WST partnership to ensure success for the second year students/program (3.3.2) 2. Increase opportunities to apply technology in a manner that applies 21st Century Skills to include career skills for remote work (2.3.3) 3. Enhance Skillmation partnership to include weekly tutoring sessions for students grades 9-12 (3.3.3) 4. Establish protocols for developing safe and relevant hands-on student projects that will occur in at-home learning environments (1.1.4) 5. Incorporate self-reflection opportunities for student to improve their quality of work (1.3.4) 6. Create opportunities for students to learn work-place skills and problem solve business needs during our current pandemic (1.1.4) 7. Deliver high quality hands-on instruction in a remote learning environment (1.1.5) 8. Strive to create 'lab-time' opportunities for students (1.1.4)
<p>SPECIAL EDUCATION</p> <p>RENE OLSON, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Enhance our collaboration opportunities for scheduling paraprofessionals to meet the needs of shared students, between our programs/caseloads (1.2.5) 2. Increase our technology skills to meet the needs of our students and remain relevant to support the general education course work (2.4.1) 3. Use resources in our English/social studies courses on the topics of race and justice, as a focus in 20-21 (4.4.1)
<p>SPECIALISTS</p> <p>PATRICK GAFFNEY, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Use Shape Up America curriculum and protocols to guide and improve the high school student program (4.1.4, 4.2.2) 2. Utilize the Redhawk Mentor program to keep students connected and feeling supported within a collective student body (4.4.1)

	3. Develop a partnership with the Port Townsend School of the Arts to collaborate on community based projects (3.1.1)
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