

**OCEAN K-12 ALE School Continuous Improvement Plan
2020-21 School Year**

Section 1: Building Data

Building: OCEAN ALE	Grade Span: K-12
Principal: Theresa Campbell	Building Enrollment (Oct. 1, 2020): 128
District: Port Townsend School District	F/R Percentage: 11%
Board Approval Date: 12/3/2020	Special Education Percentage: 3%
Plan Date: 11/25/2020	English Learner Percentage: 0%

Building Leadership Team Members

Theresa Campbell	Principal
Daniel Molotsky	OCEAN Teacher/ Program Lead
Eric Ode	OCEAN Teacher
MB Armstrong	OCEAN Teacher
Kirsten Bledsoe	OCEAN Counselor
Molly O'Brien	OCEAN Teacher
Bob Kirk	OCEAN Teacher

Mission/Vision Statement

Port Townsend School District's OCEAN K-12 Program (Opportunity, Community, Experience, Academics, and Navigation) works in partnership with families and community to provide an alternative learning environment where each student develops the knowledge, skills and self-confidence to become creative, successful and engaged citizens.

Collective Agreements

Staff will:

- Provide parents with resources, strategies and information to help students succeed with their family commitment for their WSLP's through our monthly conferences, and monthly playlist.
- Invite parents and families onto ZOOM to help them feel they are part of our learning community and to share their expertise and experience with us.
- Communicate student progress to parents regularly, in conference, e.g. phone calls, e-mail, progress reports, etc.
- Plan and deliver engaging and challenging lessons aligned with Common Core State Standards and Next Generation Science Standards
- Clearly explain expected learning targets to students
- Check regularly for learning to inform instructional decisions
- Provide timely feedback to students to improve learning
- Connect and engage local community partners to enhance our students learning and provide real world learning experiences for them.
- Differentiate learning to meet the diverse needs of our student population.
- Provide multi-age learning experiences for all students.
- Collaborate with colleagues around student progress using a data driven process when possible

Students will:

- Consistently attend ZOOM classes and arrive on time
- Actively engage in classes by doing these three things: Think!, Try!, Participate!
- Use the monthly playlist provided by OCEAN teachers to track your assignments and due dates
- Turn in assigned work on time
- Self-advocate and ask questions when you don't understand
- Schedule time to fulfill your commitment to complete assigned tasks at home
- Read outside of school-aim for 30 minutes a day
- Study to prepare for quizzes and tests
- Budget time to prepare work for long-term project-based learning to meet weekly goals
- Maintain healthy eating and sleeping habits

Parents:

- Commit to deliver the at-home component of the instruction. They should use the monthly playlists and school provided materials to do this.
- Participate in monthly WSLP conferences with OCEAN teachers and support your students to meet their monthly goals.
- Complete the weekly timesheets to track at home instruction time and turn in timesheets weekly or at monthly conferences.
- Ask questions to ensure parents understand the Common Core State Standards, and Next Generation Science Standard skills that students are working on at home.
- Work with teachers to solve problems and issues occurring in the at-home portion of your instruction and support.
- Ensure your child arrives to classes on time, well-rested, and well-nourished
- Provide a healthy environment for your child to study, read, and do homework
- Talk with your child about school. Send the message that you believe school is important and expect them to do well
- Ask for help if your family needs assistance-we are your partner in your child's education.

Culture of Equity Description/Statement

OCEAN K-12 ALE commits to championing policies and practices of cultural equity that empower a just, inclusive, and equitable learning environment— a culture of mastery. We recognize that some existing practices in the education system grant privilege and access unequally. We believe that equity is crucial to ensure that everyone has equal access to a full and vibrant life. In a culture of mastery, everyone on staff believes that in order to meet the needs of all students, it's necessary to meet the needs of each student. We are committed to the belief that all students have the capacity to meet high expectations and we are committed to maintaining systems of support to align with that belief.

Needs Assessment Aggregated Data (2015-2019) Senior Cohorts

* We have calculated these graduation rates by cohort but cannot publicly share data that falls below the suppression threshold.

Graduated in 4-7 Years (Including Early Graduation)	31 (60%)
Withdrew (Non-Graduation)	21 (40%)
Total # of Students	52

PLAN

1. The percentage of 9th and 10th grade students who are passing all their classes from Quarter 1-2020 (64%) will increase to 100% by the end of Quarter 4-2021, using end of quarter reports, thus increasing the 7-year graduation rate for OCEAN students.
2. Increase student voice and choice, with an emphasis on UDL (Universal Design for Learning) using first year baseline perception data from Winter-2020 to end of year perception data Spring-2021.
3. Increase the capacity of school staff to understand, prioritize, and implement structural and instructional Inclusionary practices using first year baseline perception data for adult school staff from Winter-2020 to end of year data Spring-2021.

DO

Activity	Timeframe	Lead(s)	Resources/Budget
A1) Analyze end of quarter data and determine factors that influence grades. <ul style="list-style-type: none"> • Utilize Matrix • Data Analysis Protocol 	November 2020- June 2021	Classroom Teachers School Counselor	N/A
A2) Utilize strategies around UDL (Multiple Means of Engagement) and monitor perception data. <ul style="list-style-type: none"> • Monthly Conferences with Families • Student self-assessments/student growth goals 	January 2021-June 2021	School Counselor Classroom Teachers	IPP Grant Funds: (see below)
A3) Collaborate with subject area teams to learn about structural and instructional inclusionary practices and implement them. <ul style="list-style-type: none"> • Participate in IPP (Inclusionary Practices Program)-training, using resources/materials, contracting with professional services 	January 2021-June 2021	Classroom Teachers Building Principal	IPP Grant Funds: 1) Support MTSS training and installation support 2) Professional development for staff 3) Instructional materials 4) Contracting with professional services 5) Stipends 6) Technology

STUDY

Timeframe	Goal #1	Goal #2	Goal #3
Prior to Implementation: <i>(What evidence will you examine to evaluate if your activities are working?)</i>	Analyze End of Q1 grades for 9 th and 10 th grade students. Review 2019-20 OCEAN 4-5-6-7-year graduation rates.	Collect and analyze pre-assessment student perception data.	Collect and analyze pre-assessment adult staff first year baseline data.
Mid-Year Implementation: <i>(Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?)</i>			
Prior to Implementation: <i>(Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?)</i>			

ADJUST

Timeframe	Goal #1	Goal #2	Goal #3
Mid-Year Implementation: <i>(What adjustments to your activities are you making after examining the results of your progress monitoring?)</i>			
Prior to Implementation: <i>(“End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?)</i>			