

**2020-21 Port Townsend High School Continuous Improvement Plan
End of Year Report to the School Board
May 20, 2021**

Carrie Ehrhardt, Principal

I. Data Based Action Plans

STUDENT DISCIPLINARY DATA

A review of the data revealed a disproportional rate of male students being involved in disciplinary incidents, compared to females. Additionally, almost 50% of the male discipline issues involved a student enrolled in the special education program.

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.

End of Year Reflection: Due to the structure of the school year, we had minimal discipline incidents on campus. These action items will continue to be a focus during the 2021-22 school year.

STUDENTS WHO ENROLLED IN ADVANCED PLACEMENT COURSEWORK

A review of the data revealed a disproportionality when examining the number of low income and students with disabilities who were enrolled in AP courses. Additionally, in looking at student race/ethnicity it was noted that white/Caucasian and Asian students are more 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

End of Year Reflection: PTHS designed a brochure and presentation by teachers to encourage a broader recruitment of students into the AP programs, including how we provide supports so that all students can achieve success in the AP program. Discussion in the Principal's Cabinet (BLT) focused on a two-tiered approach: 1. How to get a more diverse student population enrolled in AP courses, 2. How to put supports in place specific to the needs of unique populations (i.e. language challenges, resources to support study groups, etc.), supporting their success.

Here is the data from the students who participated in our AP courses for the 20-21 school year:

<u>US History</u>	<u>Biology</u>	<u>Calculus</u>	<u>English</u>
17 enrolled	16 enrolled	10 enrolled	21 enrolled
16 caucasian	15 caucasian	10 caucasian	21 caucasian
1 F/R meals	5 F/R meals	2 F/R meals	4 F/R meals

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

A review of the data revealed a disproportional rate of low-income students enrolled in special education.

While students are rarely identified for these services at the high school level, we set a goal around providing the following assurances at the high school level

- ✓ 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.)

End of Year Reflection: The high school instituted a robust support program for students with special needs during the 20-21 school year. IEP students had access to their general education teachers (in their classroom) on instructional days, in addition to one or two additional days with their case manager each week, giving students 3-4 days per week on site. Our students thrived under this level of support.

Student of Concern meetings focused on attendance, income status, and classroom performance (grades) as a data means to prioritize student needs. Transportation was maximized in partnership with the District, to allow all students to be able to access weekly on campus tutoring and after school homework supports.

CAREER AND TECHNICAL EDUCATION

While a review of the data revealed some course disparities, it was noted that almost all of our CTE courses are single section courses, so the data regarding the class population varies from year to year. We have noticed consistent trends in that more males tend to enroll in the STEM courses and Maritime courses than females.

Action Plan:

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

End of Year Reflection: A recruitment brochure was designed representative of women in the trades, with an encouragement that CTE classes are appropriate for, and open to all, students. Our Maritime teacher has put an increased focus on recruiting female students for the program. Additionally, the Conceptual Physics class is being redesigned to incorporate some elements of the CTE Robotics class, within course content.

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

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 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

	<p>(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

	<p>goals, make adjustments to instructional practice, including implementation of MTSS.</p> <ul style="list-style-type: none"> • 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>
<p>End of Year Reflection</p>	<p>*The targets for monthly leadership review of goal progress, collaborative teaming, and Student of Concern meetings were all successfully met. We experienced challenges at the administrative level with the STAR assessment system, and are working with our District Assessment Director, Shelby MacMeekin, and Renaissance Learning to ensure that the program works successfully for the high school, in the 2021-22 school year.</p> <p>*Student of Concern (SofC) teams met weekly, so that each grade level was reviewed every two weeks. The SofC data as tracked this year is listed below, and helped our team to prioritize our outreach to parents/guardians, and identify whom to target for home visits. Almost 200 students were tracked this year on our SOC list. Just over 20 home visits were completed by the principal. Six student/family wellness checks were completed by law enforcement on behalf of the high school.</p> <p><u>Students of Concern by grade level 20-21</u></p> <p>9th grade – 40/101 (40%) students on list (8 removed by 5/14/21), leaving 32 still active 10th grade – 63/117 (54%) students on list (15 removed by 5/14/21), leaving 48 still active 11th grade – 50/79 (63%) students on list (4 removed by 5/14/21), leaving 46 still active 12th grade – 36/83 (43%) students on list (0 removed by 5/14/21) leaving 36 still active</p> <p>*Our SofC list became overwhelming as we did not have pre-established criteria to identify the process for determining who was identified for the list. This is something that we will adjust for the 21-22 school year.</p> <p>*While we did have some pockets of excellence in our place based learning this year, the limits around in-person learning had a negative impact on the projects this year. Teachers struggled to provide quality PB curriculum and projects through a predominately zoom instructional environment, for the majority of the year. Our intent is to reset our PBL structure at the high school for the 2021-22 school year, where we are planning to return to full time in-person instruction for all of our students.</p>
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
<p>Plan</p>	<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</p>

	<p>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 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

	<p>review progress toward the goals, school improvement survey data (as available), staff climate information, etc.</p> <ul style="list-style-type: none"> • 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 • Care Team referrals 														
<p>End of Year Reflection</p>	<p>*PTHS certificated staff (teachers, Dean, counselor, principal) spent 15 hours engaged with our MTSS coach Lori Lynass, of Sound Supports this year, throughout seven different professional development sessions, between October and April. Additionally, a seven member MTSS leadership team was established to ensure that the work continued to move forward between sessions. The MTSS leadership team will be working throughout the summer to design lessons, graphics, and presentations for introducing the MTSS process to students in September. Year two will focus on reworking our behavioral/disciplinary responses and interventions as well as building upon our tier-2 instructional interventions and practices.</p> <p>*Our work on equity was completed through development in district wide trainings, and we examined our grading data by income status as well as ethnicity, of our student population.</p> <p>*Equity of grading practices was a continuous focus for discussion and reflection. We did implement a set of grading guidelines in September, which were also adapted by the middle school to provide some consistency for our secondary program. Teachers worked to balance expectations, with scaffolds and supports for struggling students. At the semester the teachers collaborated on adjusting the grading scale, by lowering the passing threshold to 46% (from 60%). Some teachers struggled with evidence of learning being tied to work completion, and there were not solid systems in place for teachers to evaluate student progress on priority standards, which was the initial goal. Many also struggled to make academic connections with their students, whom spent much of their academic time off camera and with little interaction even when prompted by the teacher. At the completion of the first semester, we had 128 students who need to complete or repeat 1 or more classes to obtain credit, as documented:</p> <table border="0"> <tr> <td><u>Complete Class (30% – 45%)</u></td> <td><u>Repeat Class (below 30%)</u></td> </tr> <tr> <td>1 class – 45 students</td> <td>1 class – 38 students</td> </tr> <tr> <td>2 classes – 9 students</td> <td>2 classes – 19 students</td> </tr> <tr> <td>3 classes – 1 student</td> <td>3 classes – 7 students</td> </tr> <tr> <td>4 classes – 1 student</td> <td>4 classes – 4 students</td> </tr> <tr> <td></td> <td>5 classes – 1 student</td> </tr> <tr> <td></td> <td>6 classes – 1 student</td> </tr> </table>	<u>Complete Class (30% – 45%)</u>	<u>Repeat Class (below 30%)</u>	1 class – 45 students	1 class – 38 students	2 classes – 9 students	2 classes – 19 students	3 classes – 1 student	3 classes – 7 students	4 classes – 1 student	4 classes – 4 students		5 classes – 1 student		6 classes – 1 student
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<p>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY</p>															
<p>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</p>															
<p>Plan</p>	<p>PTHS provides opportunities for collaborative team members to meet as a professional learning community for the purpose of monitoring students'</p>														

	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.
Do	
Study	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 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.
End of Year Reflection	<p>*Teacher teams met each Wednesday morning for the purpose of collaboration, parent outreach, and student outreach. Student of Concern (SofC) teams also met during this time. CARE Team referrals were generated from the SofC process. Additionally, a monthly opportunity for teacher collaboration was identified in our PD calendar. This was additional time for the tracking and discussion of student data, as well as grade level or department focused time for discussion on connecting instructional lessons with identified priority standards.</p> <p>*Student cohort groups were put in place by the third week of school, and were adjusted throughout the year to accommodate greater student needs.</p> <p>*Cohort groups were equivalent to 'study and homework support' and could not replace the high quality instruction that was needed by students.</p> <p>*Teachers worked to problem solve perceived barriers to student engagement (cameras off, low attendance zoom rate, etc.) and attempted numerous strategies to get kids to connect during the instructional zooms.</p> <p>*Staff supported our lowest income students through food cards to families, holiday dinners for Thanksgiving and a Winter Break food box, and holiday gifts for students most in need. Food cards were purchased by community members, staff, and InvestEd funds.</p> <p>*An SEL period was built into the schedule, but did not have a structured curriculum and therefore was utilized in an inconsistent manner by teachers. Student feedback suggests inconsistent results for this use of time. For the 21-22 year, the school is purchasing School-Connect, which is an SEL curriculum that has a senior year component focused on post high school goals and planning.</p> <p>*Wednesday Skillmation tutoring program offered both in person and remote/zoom instruction in a 1-1 setting for individual students. Two Skillmation PTHS teacher coordinators utilized a variety of methods to expand outreach and increase student participation in the program. Specific program information is detailed:</p> <ul style="list-style-type: none"> • Skillmation began subject coaching 10/21/20. They have had 26 sessions, went to remote for the shutdown after Thanksgiving, now are back in the Library. • 9 subject coaches showed up regularly to work on-site & off-site <ul style="list-style-type: none"> ○ Plus 3 exclusively off-site

	<ul style="list-style-type: none"> • These 12 Subject Coaches reached approximately 56 students this school year. • 12 Subject Coaches worked with students approximately 105.5 total hours. • Coaches met with students as few as 1 time and as many as 18 times (David Ehnebuske) • 8 Skillmation Subject Coaches also worked off-site with students with agreements with parents reaching 10 students (included in the 56) <ul style="list-style-type: none"> ○ 6 for PTHS students ○ 2 Subject Coaches worked through the Ocean Program (included in the 56) ○ 1: remote elementary school student (not included in the 56) ○ 1 Skillmation subject coach is working with 2 students at Blue Heron (in outside Classroom) (not included in the 56) • Skillmation Subject Coaches worked with students in the following areas: <ul style="list-style-type: none"> ○ US Studies (Electoral College) ○ College Applications ○ English ○ US History ○ World Literature ○ World History ○ Poetry ○ Essay construction ○ College Scholarship Essay ○ Organizational Skills ○ Spanish ○ Geometry ○ Algebra I & II ○ Calculous ○ Chemistry ○ Astrophysics • One of our Subject Coaches, Roland Nicklas, also coached long jump with 12 athletes a total of 50 hours and loved working with Coach Fraser and can't wait for next spring! <p>*It is estimated that Subject Coaches were only engaged 20-25 percent of the time they were on-line or in the library for tutoring. It was a struggle for Subject Coaches and the teacher leaders to sit idle knowing that so many students were not completing coursework and failing all together. Despite ongoing outreach to students, parents, and encouragement from teachers to attend, it was difficult to get students to commit to this opportunity.</p>
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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.

	<p>Grant funding through OSPI is providing the funds for the MTSS coaching, through Sound Supports.</p> <p>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.</p>
Study	<p>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.</p>
Adjust	<p>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.</p>
End of Year Reflection	<p>*Our special education students were some of the best educationally served students during this time, receiving twice as much time at school as their non special education peers.</p> <p>*Semester grading data showed that students who participated in distance only were three times more likely to fail classes than students who attended cohorts.</p> <p>*Student performance was a focus for how to improve student supports for second semester. Our cohort schedule was rebuilt to allow for additional cohort groups, and for the expansion of days our most struggling students could attend.</p>

III. 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>	<p>Engage in a building wide MTSS training process through partnership with Sound Supports (4.3.4) ✓ Completed</p> <p>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) ✓ Completed</p> <p>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) Limited Success on this Goal</p> <p>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) ✓ Completed</p> <p>5. Support teachers in revising and adapting place based projects and opportunities within a distance learning environment (1.1) Limited</p>

	<p>Success on this Goal</p> <p>6. Raise the attendance rate to over 90% through a variety of strategies (1.4.1):</p> <ul style="list-style-type: none"> • Daily attendance tracking ✓ Completed • School-wide positive and encouraging attendance messaging ✓ Completed • Prompt follow up on students with absence trends Limited • Increased parent outreach, including home visits ✓ Completed <p>Limited Success on this Goal</p>
<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) ✓ Completed 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) ✓ Completed 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) ✓ Completed 4. Offer AP English and AP US History instructional zooms four times per week (1.4.3) ✓ Adjusted, Completed
<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) ✓ Completed 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) ✓ Completed 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) Goal Not Achieved, move to 21-22 school year 4. Offer professional development support to K-12 science teachers on NGSS, and instructional adaptations within a blended learning model (1.1.6) Goal Not Achieved, move to 21-22

	<p>school year</p> <ol style="list-style-type: none"> 5. Offer AP Biology instructional zooms four times per week (1.4.3) ✓ Completed 6. Participation opportunity for WSTA Conference, October 2020 (1.2.3) ✓ Completed 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) Goal Not Achieved, move to 21-22 school year
<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) ✓ Completed 2. Math team will jointly meet with the science department for high school teacher collaboration (1.3.3, 1.3.5, 1.4.3) ✓ Completed 3. Ongoing participation in Carnegie math training and implementing in a blended and online learning environment. Implement with fidelity, including all components for algebra, geometry, and algebra 2 (1.2.1) ✓ Training goals Completed, Fidelity implementation Not Achieved - continue to work on implementation fidelity in 21-22 4. Monthly collaboration with Blue Heron algebra teacher to enhance consistency (1.3.5) Goal Not Achieved, move to 21-22 school year 5. Vertical teaming with Blue Heron math teacher regarding Carnegie math curriculum implementation (1.3.5) Goal Not Achieved, move to 21-22 school year 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) ✓ Completed 7. Offer AP Calculus instructional zooms four times per week (1.4.3) ✓ Completed
<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) ✓ Completed 2. Increase opportunities to apply technology in a manner that applies 21st Century Skills to include career skills for remote work (2.3.3) ✓ Completed 3. Enhance Skillmation partnership to include weekly tutoring sessions for students grades 9-12 (3.3.3) ✓ Completed 4. Establish protocols for developing safe and relevant hands-on student projects that will occur in at-home learning

	<p>environments (1.1.4) ✓ Completed</p> <ol style="list-style-type: none"> 5. Incorporate self-reflection opportunities for student to improve their quality of work (1.3.4) ✓ Completed 6. Create opportunities for students to learn work-place skills and problem solve business needs during our current pandemic (1.1.4) ✓ Completed 7. Deliver high quality hands-on instruction in a remote learning environment (1.1.5) ✓ Completed 8. Strive to create 'lab-time' opportunities for students (1.1.4) ✓ Completed
<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) ✓ Completed – continue in 21-22 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) ✓ Completed 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) Goal Not Achieved, move to 21-22 school year
<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) ✓ Completed 2. Utilize the Redhawk Mentor program to keep students connected and feeling supported within a collective student body (4.4.1) ✓ Completed 3. Develop a partnership with the Port Townsend School of the Arts to collaborate on community based projects (3.1.1) ✓ Completed