

# PTHS School Improvement Plan 2023–2024

## Building Data

School District: Port Townsend School District 50
Building Name: Port Townsend High School
Building Leadership: Carrie Ehrhardt, Principal and Mark Harris, Assistant Principal; Principal’s Cabinet: Tom Gambill, Brandi Hageman, Ben Dow, Jennifer Kruse, Linda Lenz, and Rene Olson
Date: September 10, 2023

## School Data for 2022–23

Demographics and Enrollment (as of 9/10/2023 in the OSPI School Report Card)																																								
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**GOAL 1: By the end of the 2023-24 school year, students in grades 9-12 will raise their overall average attendance rate by five percentage points per grade level, with an overall school average attendance rate meeting or exceeding 85%, as measured by monthly Skyward and Fastbridge data tracking.**

Activities	Measures	Timeframe	Lead	Resources
Attendance data review from the 2022-23 school year	Examine data to look for positive or negative trends that occurred with attendance this past school year	September 2023	Mark Harris, Assistant Principal (attendance lead) Principal Ehrhardt	Scheduled time for AP to conduct data review
Weekly attendance tracking and required letters sent home to families	Tracking of notifications sent to families on a weekly basis	September 2023 – June 2024	AP Mark Harris and Attendance Secretary	Secretary time already scheduled as part of work day, Skyward records system
Schoolwide positive attendance outreach and support to families multiple times per year	The high school weekly newsletter will send out periodic messages on the importance of attendance	October 2023 – March 2024	AP Mark Harris	Time allocated for this task
Educlimber threshold data on attendance patterns will be regularly reviewed for identified students	Monthly progress monitoring.	October 2023 – May 2024	AP Mark Harris collaboration with Principal Ehrhardt	Calendared time within the work day, eduClimber program
Participate with Juvenile Services on WARNS Referrals for identified students	Timely referrals to the WARNS process for students who meet the unexcused absence thresholds	Ongoing starting in October 2023	AP Mark Harris	Calendared time within the work day
Participate in Community Truancy Engagement Board process for identified students	Regular participation on the CTB. Encourage additional slots to meet the increased need of students/families needing this support.	Bi-monthly starting in September 2023	AP Mark Harris	Calendared time within the work day
Engaging staff in strengthening student relationships around the importance of school attendance	Teachers will track, identify, and connect with individual students who are demonstrating a pattern of absences in their classroom.	Ongoing as needed throughout the semester or school year	AP Mark Harris and PTHS Teachers	Teachers to do regular and ongoing outreach, as part of their professional responsibilities
Engaging staff in strengthening family relationships around the importance of school attendance	Teachers will do monthly outreach to families (via email, or personal phone call) who have a student that is demonstrating a pattern of absences in their classroom.	September – October 2023 February – March 2024 Or other times as needed	AP Mark Harris and PTHS Teachers	Teachers to do regular and ongoing outreach, as part of their professional responsibilities
Regular monthly monitoring of attendance progress	Assistant Principal will engage with counselors to share attendance data on a monthly basis and create additional supports	Monthly beginning the end of September 2023	AP Mark Harris and K Bledsoe, E Eldridge (counselors)	Calendared time within the work day
Collaboration on secondary (6-12) attendance strategies	Assistant Principal will engage in Secondary School Attendance Pathways	Ongoing throughout the year	AP Mark Harris in collaboration with the AP at Blue Heron	As part of assigned duties

**GOAL 2:** By the end of the 2023–24 school year, 9<sup>th</sup> and 10<sup>th</sup> grade math students who are currently not meeting grade level math standards will show growth towards closing achievement gaps as measured by a 5% increase as evaluated by SBAC data in May 2024, as well as a 10% increase on Fastbridge math assessments from the fall baseline to the final spring evaluation.

Activities	Measures	Timeframe	Lead	Resources
Engage teachers in training on Fastbridge assessments and evaluation protocols	Fastbridge assessments will be given to students in grades 9-11 and data evaluated by staff	September 2023, December 2023, March 2024 and May 2024. (estimated dates)	Illuminate Education (training lead) Principal Ehrhardt, PTHS teachers	School district funded FastBridge assessment program
Engage teachers in Inclusionary Practices professional development activities	Tracking of math grades as reported in Skyward	September 2023 – May 2024	Principal Ehrhardt, supported by OESD specialist Ann Ranker	Universal Design for Learning Grant
Engage teachers in monthly collaborative Student Success PLC teams to review MTSS data (academic, attendance, and behavioral) and plan for individual student supports	Improvement in the CEE data point on students receiving early intervention and remediation to acquire improvement in skills.	September 2023 – May 2024	Building Leadership Team as PLC leads, supported by Principal Ehrhardt and AP Harris	PTHS professional development learning time
Implement algebra interventions course	9 <sup>th</sup> graders earning credit in algebra 1 10 <sup>th</sup> graders earning credit recovery in algebra 1	September 2023 – June 2024	Tim Behrenfeld, lead teacher	.4 certificated staffing Building budget for curriculum materials Tamara Smith, ESD math support specialist
Vertical Team Learning and Collaboration	Number of sessions and staff participation Teacher feedback on implementation strategies and calibration of grades 6-12	October 2023 – April 2024	Carrie Ehrhardt, PTHS Principal and Victoria Kalscheuer, Blue Heron Principal	PTHS professional development learning time Carnegie Math Curriculum
After School Program Support for Homework Help and Credit Recovery	Number of student participants and sessions attended	September 2023–June 2024	After School Program contracted teachers	ESSER funded teacher time
PTHS Summer Blast Credit Recovery 2024	Number of failed or incomplete courses that are awarded credit; Number of student participants	July 2024 – August 2024	Mark Harris, Assistant Principal	District/ESSER funded Odysseyware licenses for credit recovery assigned courses

**Funding: List and describe funding amount(s) and source(s) associated with Goal 2 activities.**

- .4 FTE of a certificated teacher – estimated at \$44,000 + \$15,400 (benes) = \$59,4000. Funded through district allocated ESSER
- Algebra Interventions curriculum materials – \$4000 (estimated). Funded through ESSER funds of PTHS building budget.
- Staffing for After School Program Supports – 90 after school sessions for 1.5 certificated staff paid at their per diem rate – \$8000 (estimated) funded through district ESSER

4. Fastbridge license and training for PTHS - \$5000 - \$7000. Funded through district ESSER allocation
5. Professional development learning time is already included in the certificated contract through an early release schedule.
6. ESSER funds for Summer Blast Credit Recovery to be determined by District leadership - estimated at \$15,000 for staff time, and \$5000 for Odysseyware credit recovery online program

**GOAL 3:** By the end of the 2023-24 school year, high school students will demonstrate growth in their high school and beyond journey as measured through multiple factors: (1) social/emotional wellness and resilience skills as measured by SABERS data, improvement on CEE survey data points; (2) achieving school credits by passing courses and credit recovery completion for failed/incomplete courses; and (3) increased participation in post high school readiness activities through in school supports and community partnerships.

Activities	Measures	Timeframe	Lead	Resources
Meet with Wellness Director and Members of the Peer Mediators to structure group and plan for implementation	Tracking of participants, number of sessions Follow up feedback survey for student participants	September 2023 and then as needed throughout the school year	Principal Ehrhardt Wellness Director Student Peer to Peer Trained Mediators	Wellness Program Student Mediators
Structure and Implement High School and Beyond planning lessons 4-5 times per year	Schedule of Activities, by grade level	Quarterly, or as otherwise scheduled to meet grade level student needs.	PTHS School Counselors	XELLO program for HSB planning
Tri-yearly annual student survey based on district SEL and PTHS data needs	Tracking of survey results Student follow up with identified individuals (counselor, SAP, administrator)	Survey will be given in October 2023, February and May 2024.	Principal Ehrhardt	Google Survey already available through district platform
Connect students to interventionist resources to address SEL risk factors	SABERS data review by student support team	October 2023	PTHS School Counselors, SAP, School Based Clinic Therapist	Time will be scheduled within the work day
Engage 12 <sup>th</sup> graders in Financial Aid Advising Day activities	Number of participating students	October 2023	PTHS School Counselors	Peninsula College Follow up materials designed by counselors
Conduct one or more 'listening sessions' with students and parents to identify barriers to accessing post-high school educational opportunities	Listening sessions conducted Data review of information gathered Implement strategies to overcome barriers experienced by students/families	October 2023	PTHS School Counselors In collaboration with the West Sound STEM Network	West Sound STEM Network High School to Post-Secondary Project

Engage with local partners to support college and career counseling services for interested students	Conduct partner connections through outreach to Skilmation, AAUW, PT Library, and other professional organizations	September – October, 2023	PTHS School Counselors Principal Ehrhardt	Time to be scheduled within the work day
Offer regular planned support sessions for college entrance: applications, resumes, essays; and other supports for students needing post-high school planning supports	Individual college or post high school planning supports for students will be tracked through number of participating students and hours of participating partners	Twice monthly during lunch, after school, or other scheduled times from October 2023 – April 2024	PTHS School Counselors	PTHS Counselor Time Skillmation AAUW Port Townsend Public Library
Provide FAFSA session and follow up with staff to assist with the FAFSA application process	Assist families and students with the FAFSA completion, tracked by number of families who submit the FAFSA	December, 2023 – June, 2024	PTHS School Counselors in partnership with Peninsula College, Jefferson Library, JCIRA, West Sound STEM, Skillmation	Peninsula College
Track student course failure rates, using the previous year as a baseline for growth	Performance of students over time at both a grade level comparison and cohort comparison – focus on disproportionate rates of at risk groups	September 2023 – June 2024	Principal Ehrhardt, AP Harris, PTHS School Counselors	Time for data review and response
Track student progress on current semester work	Teachers engage in data discussions and strategies for improvement, including in class interventions to support students	September 2023 – May 2024	Principal Ehrhardt AP Mark Harris PTHS Teachers	Time is scheduled within our professional development calendar for data review, reflection, and action planning Educlimber and Fastbridge data
Track student participation in after school program support (if offered)	Data tracking of students who participate, in relation to their grades	October 2023 – May 2024	After School Program Teachers	Data tracking occurs within the paid teacher support time

Funding: List and describe funding amount(s) and source(s) associated with Goal 3 activities described above.
1. XELLO for high school and beyond planning is funded through district resources
2. Paid teacher time for the after school program is supported through district ESSER funds, estimated at \$8000

**Data to support the needs established in our goals for 2023-24:**

**Goal #1 – Attendance Improvement**

**Attendance Data 2022-23**

- Tracking overall attendance rate, including unexcused absences

- 9<sup>th</sup> grade attendance - 80.63%
- 10<sup>th</sup> grade attendance – 74.25%
- 11<sup>th</sup> grade attendance – 81.68%
- 12<sup>th</sup> grade attendance – 77.78%
- Overall attendance for the year at PTHS – 80.63%

\* Implemented an after school detention program for students who had excessive tardies. During the detention hour, students brought incomplete class work and received study support from a paraeducator. Students served between 1 to 4 detention sessions.

	Semester 1	Semester 2
Unexcused Absences		
3+	110	109
7+	51	51
15+	21	23
Student Detentions	71	
Detentions Served	92	
WARNS Referrals	20	
CEB Referrals	10	
Truancy Court Filings	5	
Students withdrawn for Non-attendance	2	3

Attendance Table by Month and Grade – Percentage of Students Attending

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Avg. by Grade
12 <sup>th</sup> 2023	86.09%	84.75%	81.3%	82.64%	86.76%	78.91%	79.69%	78.41%	71.09%	77.78%
11 <sup>th</sup> 2024	87.07%	81.35%	81.24%	83.68%	83.37%	81.37%	81.29%	79.98%	76.22%	81.68%
10 <sup>th</sup> 2025	88.05%	87.68%	85.01%	85.61%	87.76%	82.72%	85.91%	82.77%	76.0%	74.25%
9 <sup>th</sup> 2026	86.56%	82.83%	81.71%	80.12%	86.87%	81.45%	82.05%	83.34%	80.29%	80.63%
Avg. by Month	86.91%	84.2%	82.31%	82.9%	85.23%	81.45%	82.18%	81.11%	75.83%	80.63%

### Goal #2 – Math Improvement

In Spring, 2022 41.2% of PTHS 10th graders met standard in math vs. 30.8% of WA State; 18.6% of the district’s 8th graders met standard in math vs. 32.1% of WA State

In Spring, 2023 41.0% of PTHS 10th graders met standard in math vs. 29.9% of WA State; 30.4% of the district’s 8th graders met standard in math vs. 32.1% of WA State

Data for Spring 2023:

	Level 1	Level 2	Level 3	Level 4
PTHS 10th	22.9%	27.7%	14.5%	26.5%
WA State 10th	47%	24%	15%	12%

### Goal #3 - High School and Beyond Readiness

Center for Educational Effectiveness Spring 2023 based on district identified questions which align with Vision 2027

#### Center for Educational Effectiveness Survey Data Points

- District Identified Focus Questions for Staff:**

- \*I understand instructional strategies to support social emotional learning objectives  
11% improvement, from 74% to 85%
- \*Our school engages in difficult conversations about race, gender, oppression and discrimination  
20% improvement, from 75% to 95%
- \*My professional learning community work results in improved student learning  
22% improvement, from 25% to 47%
- \*Feedback from classroom observations leads to meaningful change in instructional practice  
15% improvement from 50% to 65%
- \*Staff members enforce consistent behavior expectations and consequences in their classrooms  
5% improvement from 55% to 60%

#### Opportunity for growth next year:

- \*Struggling students receive early intervention and remediation to acquire skills  
11% decrease, from 21% to 11%

- Focus Questions for Parents/Guardians:**

- \*Teachers in this school provide students with a variety of learning experiences  
6% improvement, from 43% to 49%
- \*My student understands the purpose of each lesson  
5% improvement, from 38% to 43%
- \*Student placement in advanced classes is not influenced by race, gender or socio-economic levels  
13% improvement, from 58% to 71%
- \*The school is doing a good job of preparing my student for a successful future  
16% improvement, from 39% to 55%
- \*In this school, time is spent doing work that students find useful and interesting  
23% improvement, from 24% to 47%
- \*Teachers accommodate my student's individual need by adjusting instruction

15% improvement, from 31% to 46%

Opportunity for growth next year:

\*Struggling students receive early intervention and additional help at school

3% decrease, from 29% to 26%

\*The school communicates with me about my student's progress (district focus question)

Neutral response, 53% to 53%

- **Focus Questions for Students:**

\*Work I do at school feels useful and interesting to me

17% improvement, from 26% to 43%

\*What we do at school will help me succeed in life

11% improvement, from 34% to 45%

\*My teachers expect all students to succeed, no matter who they are

5% improvement, from 68% to 73%

\*My teachers help me learn in more ways than just talking in front of the class

4% improvement, from 52% to 56%

Opportunity for growth next year:

\*I feel safe at school

8% decrease, from 75% to 67%

\*I enjoy coming to school

Neutral response, only 2% growth from 34% to 36%

\*My teachers provide lessons and activities that challenge me to learn

Neutral response, only 2% growth from 63% to 65%

### **PTHS Grade Analysis - Progress Reporting for 2022-23**

Percent/number of students not passing between 1st and 2nd semester

9th - Class of 2026: 20 students/20.6% .... 13 students/13.8%

10th - Class of 2025: 5 students/6% .... 5 students/6%

11th - Class of 2024: 10 students 12.8% ..... 10 students/12.8%

**PTHS GRADE ANALYSIS - PROGRESS REPORT  
Semester 1 - 2022/23 SCHOOL YEAR**



Total Students in GR	9th Grade (94)	10th Grade (83)	11th Grade (78)	12th Grade (97)
<b>Percent Not Passing</b>	20.60%	6.00%	12.80%	13.40%
1 class	8	2	4	9
2 classes	7	1	2	2
3-4 classes	4	1	3	2
5-6 classes	1	1	1	0
<b>Total</b>	<b>20</b>	<b>5</b>	<b>10</b>	<b>13</b>
Total Students in GR	9th Grade (94)	10th Grade (83)	11th Grade (78)	12th Grade (97)
<b>Only 1 Failing Course</b>	8 Students = 8.5%	2 Students = 2.4%	4 Students = 5.1%	9 Students = 9.2%
Science	3	0	0	2
Math	4	1	2	1
English	0	1	0	0
History/Health (09)	1	0	1	5
<b>Total Failing Courses</b>	20 students = 20.6%	5 Students = 6.0%	10 Students = 12.8%	13 Students = 13.4%
Science	15	2	5	4
Math	10	2	7	1
English	6	4	2	3

History/Health (09)	6	3	5	9
	<b>DEMOGRAPHICS OF STUDENTS WITH FAILING GRADES</b>			
<b>Failing Students Total</b>	<b>9th Grade (20)</b>	<b>10th Grade (5)</b>	<b>11th Grade (10)</b>	<b>12th Grade (13)</b>
Female	12	3	2	5
Male	8	2	8	8
Low Income	19	4	7	11
SPED	4	0	2	0
504	1	0	1	1
ELL	1	0	0	0
White	17	3	10	12
Asian	0	1	0	0
Pacific Islander	0	0	0	0
Amer Indian	1	1	0	0
Black - African Amer	2	0	0	0
Hispanic/Mexican	0	0	0	1
Multiracial	0	0	0	0

**PTHS GRADE ANALYSIS - PROGRESS REPORT Semester 2 - 2022/23  
SCHOOL YEAR**

Total Students in GR	9th Grade (94)	10th Grade (83)	11th Grade (78)	12th Grade
<b>Percent Not Passing</b>	13.8%	6.00%	12.80%	
1 class	4	3	5	
2 classes	6	1	2	
3-4 classes	2	0	2	
5-6 classes	1	1	1	
<b>Total</b>	<b>13</b>	<b>5</b>	<b>10</b>	
Total Students in GR	9th Grade (94)	10th Grade (83)	11th Grade (78)	12th Grade
<b>Only 1 Failing Course</b>	4 Students = 4.2%	3 Students = 3.6%	5 Students = 6.4%	
Science	3	0	3	
Math	0	0	0	
English	0		0	
History/Health (09)	1	3	1	
<b>Total Failing Courses</b>	13 students = 13.8%	5 Students = 6.0%	10 Students = 12.8%	
Science	12	1	4	
Math	6	1	3	
English	3	2	1	
History/Health (09)	4	5	4	
	<b>DEMOGRAPHICS OF STUDENTS WITH FAILING GRADES</b>			
<b>Failing Students Total</b>	<b>9th Grade (13)</b>	<b>10th Grade (5)</b>	<b>11th Grade (10)</b>	<b>12th Grade</b>

Female	6	3	2	
Male	7	2	8	
Low Income	13	5	6	
SPED	0	0	0	
504	0	0	0	
ELL	0	0	0	
White	11	1	9	
Asian	1	2	0	
Pacific Islander	0	0	0	
Amer Indian	0	2	0	
Black - African Amer	1*	0	0	
Hispanic/Mexican	1*	0	1	
Multiracial	1*	0	0	

**PTHS Summer School Credit Completion**

As of 9/4/23, 24 students recovered a total of 45 semester courses, and resulted in an additional graduate for the class of 2023. Compared to 2022, where 36 students recovered credit for 37 courses over the course of the summer and into September.

**PTHS Department Goals for 2023-24:**

<p>ENGLISH AND HUMANITIES TOM GAMBILL AND BEN DOW, TEAM LEADERS</p>	<ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. To strengthen writing practices, students will write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> <li>4. Staff will utilize Inclusionary Practices to increase differentiation and scaffolding for students within course content</li> <li>5. Support colleagues in achieving the district wide MTSS writing goals.</li> </ol>
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	6. Staff will learn about using AI and ChatGPT as appropriate learning tools in the classroom, and for the teacher.
SCIENCE BRANDI HAGEMAN, TEAM LEADER	<ol style="list-style-type: none"> <li>1. Science team will meet jointly with the math department for high school teacher collaboration. Meetings will occur the same day the Building Leadership Team meets.</li> <li>2. Reimplementation of the Marine Science Center partnership participation for 23-24</li> <li>3. Professional Development Department Opportunity: <ol style="list-style-type: none"> <li>a. Send science department to the WSTA Conference, Chehalis, October 21, 2023</li> </ol> </li> <li>4. Organize and lead the Climate Conference, a cross collaboration project between grades 9<sup>th</sup>-12<sup>th</sup>, June 2024</li> <li>5. Partner between three biology teachers to ensure content efficacy for students/instructional experience</li> </ol>
MATHEMATICS LINDA LENZ, TEAM LEADER	<ol style="list-style-type: none"> <li>1. Math team will jointly meet with the science department for high school teacher collaboration</li> <li>2. Supplement high school math curriculum for algebra, geometry, and algebra 2 to support students in meeting state math standards</li> <li>3. Vertical teaming with Blue Heron (and OCEAN) math teachers, 3 times provided by District, 4 additional meetings after school</li> <li>4. Stronger collaboration with special education teachers to support students with IEPs for math, in algebra 1 and geometry classes</li> <li>5. Implement Algebra Interventions curriculum with fidelity, and through utilizing support from ESD math specialists</li> </ol>
CAREER & TECHNICAL EDUCATION JENNIFER KRUSE, TEAM LEADER	<ol style="list-style-type: none"> <li>1. Implement Jefferson Healthcare partnership/Anatomy and Physiology partnership with fidelity.</li> <li>2. Seek dual credit status for Anatomy and Physiology curriculum with Peninsula College</li> <li>3. Complete a mobile kitchen truck project and create community partnerships which support high quality mobile food service experiences for our culinary arts students (truck delivery is expected in early October, 2023) <ol style="list-style-type: none"> <li>a. Fund time for truck to participate in weekend events throughout the year.</li> </ol> </li> <li>4. Explore a partnership expansion with Jefferson Healthcare that includes creation of a medical careers program/pathway (CNA or beyond)</li> <li>5. Continue structure of self-reflection opportunities for students to improve their quality of work, and to increase student choice in project completion</li> <li>6. Increase community support for our satellite maritime program and increase student enrollment in the PTMA program</li> <li>7. Shop upgrade - new planer needed</li> <li>8. Upgrade needed for equipment in several programs, including media.</li> </ol>
SPECIAL EDUCATION RENE OLSON, TEAM LEADER	<ol style="list-style-type: none"> <li>1. Utilize collaboration opportunities for scheduling paraprofessionals to meet the needs of shared students, between our programs/caseloads</li> <li>2. Focus paraeducator resources for our ninth grade students as a priority to support ninth graders on track for graduation benchmark; 10th graders are a large class also needing additional support</li> <li>3. Utilize the support of general education teachers to support IEP students with the understanding and achievement of their coursework.</li> <li>4. Collaborate with general education teachers in learning and implementing Inclusionary Practices work.</li> <li>5. Continued focus on MTSS practices with all our students.</li> </ol>
SPECIALISTS	<ol style="list-style-type: none"> <li>1. Prepare world language students for the Avant STAMP 4S exam, which helps them to qualify for competency credit and the Seal of Biliteracy</li> <li>2. Strong collaboration between Spanish teacher and long term substitute to ensure a consistent and supportive learning environment, which includes high interest student activities, throughout the year.</li> <li>3. Implement a functional movement screening exam as part of the physical education class.</li> <li>4. Provide more student choice activities in the physical education class.</li> </ol>

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|  | <ol style="list-style-type: none"><li>5. Strengthen collaboration between PE and the CTE health programs.</li><li>6. Create a unit on printmaking and letterpress in art class; take students on field trip to local studios that focus on this type of work.</li></ol> |
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