

Port Angeles School District

Port Angeles High School

Needs Assessment

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Continuous School Improvement Plan 2017 - 2018

Board Meeting – October 19, 2017

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success.

PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700

Each school will report their educational plan biennially to the Board.

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

PART 9: EXECUTIVE SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

PART 10: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

STRATEGIC GOALS AND OBJECTIVES FOR 2017-18

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE(S)	1:1 Create a culture of trust among staff, students, and community.
	1:2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	1:3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE(S)	2:1 All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	2:2 All students will receive the necessary support to successfully matriculate through the system.
	2:3 Reinstate all-day kindergarten as soon as fiscally sustainable.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
OBJECTIVE(S)	3:1 Create a more efficient and equitable resource distribution system.
	3:2 Create an infrastructure that supports student learning.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
OBJECTIVE(S)	4:1 Create a data-driven adaptable education system.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
OBJECTIVE(S)	5:1 Leverage community resources and Expertise to further the education of all students.

PART 2: DATA ANALYSIS

DATA ANALYSIS
Smarter Balanced Assessment (SBA) and End of Course (EOC) data

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the English Language Arts (ELA), MATH, and SCIENCE sections of the HSPE, SBA, EOC, etc.

10 th HSPE/ ELA SBA	2016 SBA ELA	2016 WA ELA	2017 SBA ELA	2017 WA ELA		10 th Math SBA	2016 SBA Math	2016 WA Math	2017 SBA Math	2017 WA Math
Level 4	31.4	33	38	35		Level 4	27.9	26	43	33
Level 3	41.7	39	42	39		Level 3	45.9	34	37	35
Basic	4	4	Not Reported	Not Reported		Basic				
Level 2	17	14	12	12		Level 2	17.1	23	18	20
Level 1	6	9	9	9		Level 1	6.3	17	2	12
Met (Diploma Cut Score)	88.3	Not Reported	85	Not Reported		Met (Diploma Cut Score)	87.2	Not Reported	90	Not Reported
Met (College Ready)	76	72	80	74		Met (College Ready)	73.9	60	80	68

10 th Biology EOC	2016 EOC	2016 WA EOC	2017 EOC	2017 WA EOC		11 th Math SBA	2016 SBA Math	2016 WA SBA Math	2017 SBA Math	2017 WA SBA Math
Level 4	34	32	40	29		Level 4	18	13	0	7
Level 3	45	36	42	36		Level 3	31	22	23	19
Basic	7	7				Basic				
Level 2	9.8	17	15	27		Level 2	32	27	46	31
Level 1	4	7	2	8		Level 1	19	38	31	43
Total Met	79	68	83	65		Total Met	49	35	23	26

Needs Assessments Implications: ELA scores continue to improve and we provided training on ELA claims to teachers on 10/6. Teachers in all disciplines are building SBA-like questions to provide students with more practice. Stem prompts are being collected into a database for future use.

There is room for growth in grade 11 math, but many of our level 2 students are 2.6/grad ready. SBAC released new interim assessments which will be used in all math classrooms to provide teachers with formative assessment data, and to allow students to practice taking the test.

This is the last year for the Biology EOC. Online testing of the Next Gen Science Standards (NGSS) will begin in grade 11 this year. Science teaching and learning is generally effective at PAHS, based on observation and positive results on state tests. Science teachers have examined the NGSS standards, and realize that depending on which third year science course a student chooses (astronomy, marine, environmental, etc.) there may occur gaps in the standards that are covered, but we are taking a wait and see approach to this first year of the new science test.

PART 3: DATA ANALYSIS

SBA & HSPE & EOC DISAGGREGATION DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <10, enter an asterisk (*).

Sub-Groups	GRADE 10 ELA				Grade 10 SBA Math				Grade 11 SBA Math				
	SBA 2016	WA 2016	SBA 2017	WA 2017	SBA 2016	WA 2016	SBA 2017	WA 2017	SBA 2016	WA 2016	SBA 2017	WA 2017	
Male	64	68	76	69	73	62	92	69	49	35	19	26	
Female	82	77	85	78	78	59	64	67	48	34	25	26	
Native	63	49	50	49	*	24	n<5	31	*	18	n<5	15	
Low Income	69.5	N/A	N/A	N/A	64.5	N/A	N/A	N/A	23.1	N/A	N/A	N/A	
Special Ed	8	25	30	23	*	10	*	14	*	4	n<5	4	
Sub-Groups	GRADE 10 WRITING						EOC BIOLOGY						
	Writing is no longer a separate test, but is incorporated into the SBA ELA test.						EOC 2016	WA 2016	EOC 2017	WA 2017			
Male							85	67	81	64			
Female							74	69	84	65			
Native							36	43	55	41			
Low Income							78	N/A					
Special Ed							37	27	53	27			
On Time or Extended Graduation Rate – Percent Credit Deficient													
	*Note: Progress will be shared in mid-year and final report.	2017			2018			2019			2020		
		SEP	FEB	JUN	SEP	FEB	JUN	SEP	FEB	JUN	SEP	FEB	JUN
All		8			7			5					
Native		22			0			0					
Special Ed		15			13			7					
Male		10			7			5					
Female		7.7			8			4					

Needs Assessments Implications: In ELA, the gender gap is narrowing. There has been a schoolwide emphasis on using SBA-like question stems in daily instruction across disciplines. SpEd teachers have focused on supporting claims with textual evidence and scores are inching up. Training on writing across the curriculum will continue.

A 28 point gender gap in grade 10 math scores is noted. The use of newly available math interim assessments during the year will allow teachers to identify struggling students earlier and target interventions before students attempt the state test. Low success rate in 11th grade Math SBA may be attributed to the fact that the students testing are those who failed to meet standard in 10th grade.

All grade 11 students this year will be given the new NGSS test. As practice items become available they will be used in classes.

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2016				Results for 2017			
District Reading, Math and Science Winter Benchmark (percent of students at standard)		Reading	Math Alg/Geom	Science		Reading	Math Alg/Geom	Science
	Grade	Benchmark	Benchmark	Benchmark	Grade	Benchmark	Benchmark	Benchmark
	9	❖	❖	❖	9			
	10	73.25	❖	❖	10			
District Writing Benchmark Fall, Winter, Spring (percent of students at standard)		Writing				Writing		
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
	9	58.05	❖	62.3	9			
	10	41.54	56.79	❖	10			
Classroom-Based Assessments (percent of students at standard)		Classroom-Based Assessment				Classroom-Based Assessment		
	Grade	Social Studies	The Arts	Health/Fitness	Grade	Social Studies	The Arts	Health/Fitness
	9	❖	78	100/94	9			
	10	78.8	92	❖	10			
	11	81.01	96	❖	11			
	12	92.51	98	❖	12			

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data (end-of-year data)													
Internal Assessment Results for 2016-17 (EOY)						Internal Assessment Results for 2017-18 (EOY)							
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
						59							
9	300	278	26			14	9						
10	289	269	7			13	10						
11	275	244	12			29	11						
12	262	244	2			3	12						
(*Trimester Reports will provide Year-to-Date data.)													

Summary of Student Support Services							
Grade	Special Education			Homeless EOY Number of Homeless Students	504		Student Assistance Team (SAT)
9							
10							
11							
12							

PART 2: DATA ANALYSIS

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary
Attendance Report	Percent of students present per day (2016-17).	9th - 91.41%...10th - 90.6%...11th - 89.45%...12th - 86.81%
Unexcused Absences	Total number of absences not excused (2016-17).	4,709
Discipline Report	Summary of discipline activity for the building (2016-17).	Drugs/Alcohol: Court Petitions: 59 Tobacco: Expulsions: 1 Weapons: Short-term Suspensions: 55 Fighting/Assaults: Long-term Suspensions: 1
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2016-17).	
Gender Report	Number of male and female students as reported by the 2016-17 OSPI School Report Card	Males: 575 Females: 583
Ethnicity Report	Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card	American Indian or Alaskan Native: 3.0% Asian or Pacific Islander: 1.8% Black: .7% Hispanic: 7.9% White: 76.6% Two or More Races: 9.8%
Staff Report	Staff demographic data as reported in the 2016-17 OSPI School Report Card	Headcount: 66 Average Years of Exp: 17 Overall Ratio: 1/17.5 Percent ≥ a Master’s Degree: 65.2

PART 2: DATA ANALYSIS

STUDENT ATHLETIC AND ACTIVITY PARTICIPATION

STUDENT ATHLETIC AND ACTIVITY PARTICIPATION			
Athletics	Number of Students	Activity	Number of Students
Fall	Males 109 – Females 134	Fall	
Winter		Winter	
Spring		Spring	
			Orchestra 147
			Choir 89
			Band124

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Review the specific subtests for the SBA/EOC, and any other relevant assessment data you may have collected at your site. Remember how important it is to review past trends or changes over time. In reference to the SBA/EOC, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<ul style="list-style-type: none">• All sub-groups outperformed the state score average on the English/Language Arts Smarter Balanced Assessment.• 10th Grade males outperformed the state score average on the SBA Math test by 23%.• All sub-groups outperformed the state score average on the Biology end of course exam by significant margins.	A wide gender gap in performance on the Grade 10 Math SBA appeared last year, demonstrating a significant shift compared to the previous year's results.

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 1: Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

Objective 1.1: Create a culture of trust among staff, students, and community.

Schoolwide Reform Strategies Port Angeles High Goal 1	<i>Double down on student engagement.</i> Increase emphasis on proven practices that lead to increased engagement: advisory, PBIS, student recognition & awards, principal advisory visits, grade distribution report analysis & F-list follow-up.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Utilize Wed AM collaborative time to plan implementation of 7-period schedule to meet College and Career-Ready Grad Requirements (Core 24), increase student choice in course selection, and flexibility in providing remediation for failing grades during the school day.	September - June	Department Chairs	Administrative Team	<input type="checkbox"/>	
Following 6-week progress reports, advisory teachers will confer with students and parents of students with failing grades. Following semester grades, counselors & administrators will contact students with failing grades to begin credit recovery for eligible courses.	September – April	Advisory Teachers Counselors Administrative Team	Principal	<input type="checkbox"/>	
Study grade distribution in departments after each grading period to identify patterns and develop interventions.	September - April	Department Chairs	Administrative Team	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan GOAL 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

Objective 2.2: All students receive necessary support to successfully matriculate through the system in ELA.

Schoolwide Reform Strategies Port Angeles High Goal 2 – ELA	Improve SBA scores in <i>ELA</i> to exceed state average scores by 10% (with an additional emphasis on <i>listening</i>).				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Students will practice on SBA interim block assessments in grades 9 & 10.	September - May	Teachers	Administrative Team	<input type="checkbox"/>	
Using formative assessment data from interim block assessments, teachers will provide additional listening exercises to build skill.	September - May	Teachers	Administrative Team	<input type="checkbox"/>	
Provide ongoing professional development utilizing Chromebooks/Google Apps for ELA instruction.	August- May	Tech Dep't	Administrative Team	<input type="checkbox"/>	
After October 6 LID day review re: how to write SBA-like stem questions, departments will create their own questions, use them with students, then collect and examine the resulting student responses.	October - May	Teachers	Administrative Team	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in Math.

Objective 2.2: All students receive necessary support to successfully matriculate through the system in Math.

Schoolwide Reform Strategies Port Angeles High Goal 3 - Math	Students not meeting standard in math will be provided instruction/interventions designed to achieve college/career-ready goals.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Algebra teachers will attend monthly professional development meetings in Gig Harbor in support of implementation of newly adopted curriculum.	August – June	Math Teachers	Administrative Team	<input type="checkbox"/>	
Place freshmen who have not met standard in math in extra lab period for algebra support.	September – June	Counselors Math Teachers	Administrative Team	<input type="checkbox"/>	
Freshmen who fail Algebra 1A repeat Alg 1A second semester.	January - June	Counselors Math Teachers	Administrative Team	<input type="checkbox"/>	
Assign sophomores who struggle in Math to an extra lab period for geometry support.	September - June	Counselors Math Teachers	Administrative Team	<input type="checkbox"/>	
Juniors who struggle in math are placed in a pilot math class – Financial Fitness with an emphasis on SAT math prep.	September – June	Counselors Math Teachers	Administrative Team	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.2: All students receive necessary support to successfully matriculate through the system.

<p>Schoolwide Reform Strategies Port Angeles High Goal 4 – Closing the Gap</p>	<p>Improve Grade 10 girls SBA math scores to exceed state scores by 10%.</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Newly available math interim assessments will be utilized as formative assessments to identify struggling students and implement remedial strategies.	September - May	Math Teachers	Administrative Team	<input type="checkbox"/>	
Math teachers will utilize Wednesday morning time to Collaborate to implement the College Preparatory Math curriculum in Algebra 1 and 2.	September - March	Math Teachers	Administrative Team	<input type="checkbox"/>	
Algebra teachers will attend monthly professional development meetings in Gig Harbor in support of implementation of newly adopted curriculum.	August – June	Math Teachers	Administrative Team	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.2: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

Schoolwide Reform Strategies Port Angeles High Goal 5 – Graduation Rate	Interventions will be provided for students who fail to meet standard on required classes/assessments.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Provide real time credit recovery/support for students who fail first semester Geometry.	Jan – June	Math Department	Administrative Team	<input type="checkbox"/>	
Create transitional math & English classes (emphasis on SAT/ACT math/ELA prep) to assist seniors in meeting math/ELA graduation requirements.	Sept – Jan	Math/English Departments	Administrative Team	<input type="checkbox"/>	
Add 6 th period credit recovery/learning strategies class to master schedule.	Sept – June	Credit Recovery Teacher	Administrative Team	<input type="checkbox"/>	
College Success Foundation advisors will work with <i>Heroes</i> and <i>Achievers</i> cohort groups to promote participation in college/technical training opportunities.	September - March	CSF Advisors	Administrative Team	<input type="checkbox"/>	

PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
All Freshmen are scheduled into Health & Fitness for Life classes.	Year-long Classes	PE Department	<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** survey

*Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of **staff** that indicated support for the following categories:*

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	38%	55%	❖	88%	
Effective School Leadership	35%	55%	❖	84%	
High Standards & Expectations	43%	55%	❖	83%	
High Levels of Collaboration and Communication	38%	55%	❖	86%	
Supportive Learning Environment	56%	65%	❖	91%	
Frequent Monitoring of Teaching and Learning	30%	45%	❖	74%	
Focused Professional Development	30%	45%	❖	77%	
Curriculum, Instruction, and Assessment Aligned with Standards	46%	60%	❖	76%	
High Levels of Community & Parent Involvement	47%	60%	❖	88%	
Staff Willingness to change	$\frac{75\%}{45\%}$	$\frac{85\%}{65\%}$	❖	$\frac{99\%}{98\%}$	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

*Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of **parents** that indicated support for the following categories:*

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	80%	85%	❖	91%	
Effective School Leadership	70%	80%	❖	87%	
Frequent Monitoring of Teaching and Learning	80%	85%	❖	90%	
High Standards & Expectations	85%	90%	❖	93%	
High Levels of Collaboration and Communication	80%	85%	❖	88%	
High Levels of Community & Parent Involvement	80%	85%	❖	90%	
Supportive Learning Environment	80%	85%	❖	91%	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

*Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of **students** that indicated support for the following categories:*

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	70%	75%	❖	83%	
Effective School Leadership	60%	70%	❖	84%	
Frequent Monitoring of Teaching and Learning	60%	70%	❖	71%	
High Standards & Expectations	80%	85%	❖	91%	
High Levels of Collaboration and Communication	60%	70%	❖	77%	
Supportive Learning Environment	60%	70%	❖	76%	

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

- Identified 8th graders (selected as exhibiting at-risk factors) were invited to participate in summer school (High School 101), earning .5 elective credit and getting a jump-start on their freshman year.
- Math credit recovery/support class continues this year for students who fail first semester math.
- After school tutorial sessions (with bus transportation) is provided two days per week.
- One section of credit recovery learning strategies added to the master schedule this year.
- Science students are able to attend periodic science guest lectures at the University of Washington under a PAEF/YMCA grant.
- Transition students are working directly with Elwha Fish Hatchery & DNR professionals under a special arrangement made by Shirley Fitzwater.
- Social Studies Department is preparing to offer a College in the High School (CHS) course in US Government and Politics (in lieu of AP US Government).

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Brief paragraph explaining your Professional Development Summary and Resource Plan.			
<p>Wednesday morning collaborative time is divided between department time and team time. Teams are organized around topics based on teacher interest (Culturally Responsive Teaching, Google Classroom, National Board Cert Cohort, Restorative Justice, etc...). Department time will include planning for the 7-period schedule. Whole group planning sessions will address planning for the 7-period day as well as how to plan instruction for longer (80-minute) periods (Wednesday and Thursday block days next year.)</p>			
Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input type="checkbox"/>
\$600	National Board “kickoff” training	English Teacher MV	<input type="checkbox"/>
\$800	Advanced Placement Summer Institute	English Teacher MV	<input type="checkbox"/>
\$1980	College Preparatory Math (CPM) Algebra II Training (Gig Harbor) Washington Science Teachers Assoc. (WSTA) Conference (Pasco)	Math Teachers JH, LP, PE, JH(120) Science Teachers AL, CT	<input type="checkbox"/>
\$400	Launching Principal Leadership Conferences 11/28-29 & 3/5-6	PE Teacher DA	<input type="checkbox"/>
			<input type="checkbox"/>

PART 9: EXECUTIVE SUMMARY

Executive Summary

Directions: Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

PAHS Building Clear and Shared Focus

As part of our ongoing efforts to constantly improve instructional programs and student success at Port Angeles High School, we develop goals each year around what we call our *building clear and shared focus*. This year, our building clear and shared focus has three themes:

1. **7-period schedule** –In order to ensure that students will be able to meet the new increased state graduation requirements, Port Angeles HS will switch to 7-period schedule beginning next year (September 2018). This year we will be working to plan for the transition.
2. **Student Engagement** –This is a carryover from last year. One way we hope to improve student engagement is to focus on improving attendance by reducing absenteeism. Research shows a clear correlation between good attendance and student achievement. We also will be investigating strategies to support students who are affected by *Adverse Childhood Experiences* (ACEs). We have begun to learn about the groundbreaking research that illustrates the connection between ACEs, poor educational outcomes, and health risks. Trauma-sensitive instructional strategies can begin to counter some of the negative effects of ACEs and help students develop resiliency.
3. **Technology** –We have begun to incorporate the use of low-cost Chromebook computers in the classroom with promising results. Teachers have received training in Google Classroom and Google Apps for Education, and students are responding enthusiastically to teachers’ efforts to incorporate an on-line component into their instructional practice. We will continue to learn and increase implementation of technology tools in the classroom.

PART 10: Sign-Off Sheet

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Jeff Clark	
Parent		
Parent		
Community Member		
Student		
Student		
Classified Staff		
Certificated Staff		
Certificated Staff		
Certificated Staff		
Assistant Superintendent	Chuck Lisk	
Superintendent	Dr. Marc Jackson	
School Board President	Dr. Joshua Jones	<i>Board Approved Date:</i> _____