

Port Angeles School District

Port Angeles High School



Continuous School Improvement Plan 2011-12

October 24, 2011

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: VISION, MISSION, AND BELIEFS

Define your school's vision and mission and beliefs.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: STRATEGIC GOALS

Establish priority goals for improvement based on the district strategic plan.

PART 5: STRATEGIC OBJECTIVES

Establish building-level objectives to meet major goal expectations.

PART 6: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 22.

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 RESOURCE SUMMARY

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: TECHNOLOGY SUMMARY

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans pro. dev. summary.

PART 10: SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by August 31, 2011.

The final plan is due to the superintendent by September 19, 2011. Schools will report progress on January 9, 2012, April 9, 2012, and finally for the year on June 25, 2012.

PART 11: 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 September 19, 2011

PART 12: APPENDICES

VISION AND MISSION

Directions: Define your school’s vision. Vision is described as the single most important tool for leading your school. It captures your school’s collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

Vision: Port Angeles High School will be a personalized, rigorous, student-centered learning community that respects our democratic heritage and values diversity in order to create a better world.

Directions: Define your school’s mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization’s vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

Mission: Together we will develop the skills to achieve our ambitions, the enthusiasm to pursue learning, and the commitment to cultivate responsible citizenship.

Directions: Define your school’s beliefs. Beliefs are written statements that capture your school’s shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

Beliefs: All students can learn. Learning is a life-long endeavor. Teachers facilitate learning by creating conditions for rigor, relevance, relationships and responsibilities.

DATA ANALYSIS

WASL/HSPE DATA

Directions: Enter the scores on the READING and WRITING sections of the WASL/HSPE.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE Reading 10: % of students at each level									
Level 1:	6.0%	1.5%	4.2%	5.4%	4.8%	7.2%	3.0%	7.7%	5.0%
Level 2:	12.7%	7.8%	10.5%	8.9%	7.6%	20.2%	7.0%	9.6%	5.0%
Level 3:	26.8%	25.4%	24.6%	27.7%	38.6%	30.3%	34.0%	22.7%	20.0%
Level 4:	49.4%	61.8%	52.1%	52.1%	41.4%	45.1%	56.0%	55.4%	60.0%
WASL/HSPE Reading 10: % Meeting Standard:	76.2%	87.5%	80.6%	81.0%	83.5%	77.6%	90.0%	79.6%	90.0%
% Not Meeting Standard:	23.8%	12.5%	19.4%	19.0%	16.5%	22.4%	10.0%	20.4%	10.0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE Writing 10: % of students at each skill									
Conventions:	77.5%	86.9 %	86.3%	89.4%	93.1%	92.1%	93.0%	83.4%	90.0%
Content, Organization, and Style:	57.2%	83.4%	82.1%	92.9%	85.8%	91.8%	92.0%	75.7%	90.0%
WASL/HSPE Writing 10: % Meeting Standard:	65.7%	86.8%	84.4%	84.2%	88.5%	87.8%	90.0%	85.5%	90.0%
% Not Meeting Standard:	26.5%	13.2%	15.6%	15.8%	11.5%	12.2%	10.0%	14.5%	10.0%

WASL/HSPE/EOC DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL/HSPE/EOC.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE/EOC Math 10: % of students at each level									
Level 1:	24.4%	13.3%	21.8%	27.7%	29.4%	31.1%	15.0%	12.8%	10.0%
Level 2:	19.0%	26.3%	21.5%	21.7%	18.3%	22.2%	20.0%	15.2%	10.0%
Level 3:	36.7%	39.3%	30.1%	25.5%	31.0%	26.3%	40.0%	35.0%	40.0%
Level 4:	13.9%	15.7%	18.8%	16.9%	12.7%	16.5%	25.0%	34.6%	40.0%
WASL/HSPE/EOC Math 10: % Meeting Standard:	50.6%	55.6%	51.6%	46.6%	49.8%	43.1%	65.0%	69.6%	80.0%
% Not Meeting Standard:	43.4%	44.4%	48.4%	53.4%	50.2%	56.9%	35.0%	30.4%	20.0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE/EOC Science 10: % of students at each level									
Level 1:	34.3%	29.8%	27.7%	23.8%	15.7%	29.8%	10.0%	15.2%	10.0%
Level 2:	21.4%	25.1%	18.7%	19.4%	14.9%	15.5%	15.0%	15.6%	10.0%
Level 3:	33.4%	32.5%	35.6%	40.4%	42.0%	37.1%	55.0%	53.3%	60.0%
Level 4:	3.9%	4.4%	2.1%	2.5%	5.7%	6.1%	10.0%	12.8%	20.0%
WASL/HSPE/EOC Science 10: % Meeting Standard:	37.3%	36.8%	39.0%	44.4%	48.4%	43.2%	65.0%	66.1%	80.0%
% Not Meeting Standard:	55.7%	63.2%	61.0%	55.6%	51.6%	56.8%	35.0%	33.9%	20.0%

HS math EOC data will be reported on page 17.

WASL/HSPE READING ACHIEVEMENT PROFILE

Directions: Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 10	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2007	72.9%	79.9%	75.9%	82.6%	81.4%	74.4%
2008	70.7%	83.7%	70.4%	82.2%	75.2%	85.2%
2009	74.7%	81.7%	72.5%	77.7%	83.8%	77.3%

	Comprehension	Analysis	Critical Thinking	Literary Text	Informational Text
2010	83%	78.8%	79.5%	74.4%	80.9%
2011 Exp.	92.0%	92.0%	92.0%	92.0%	92.0%
2011	83.7%	77.4%	82.5%	79.4%	79.4%
2012 Exp.	92.0%	92.0%	92.0%	92.0%	92.0%

Instructional Implications (including reference to applicable Action Plan): We are dedicating ten of our Wednesday morning collaborative dates to a book study on *Focus* (Mike Schmoker). The book study will concentrate on What We Teach, How We Teach, and Authentic Literacy. The purpose of this concentration is for instructors to be more explicit in teaching the reading of informational text and analysis to students across all academic areas.

WASL/HSPE/EOC MATHEMATICS ACHIEVEMENT PROFILE

Directions: Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 10	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
2007	34.3%	46.5 %	60.5%	58.4 %	43.0%	56.1%	52.0%	46.2%
2008	51.9%	50.0%	49.6%	64.5%	40.8%	41.2%	40.1%	58.8%
2009	54.8%	44.7%	58.4%	37.0%	57.5%	34.2%	38.4%	63.5%
	Number Sense and Algebraic Sense		Measurement and Geometry		Probability and Statistics		Process Skills	
2010	47.0%		48.1%		52.2%		39.0%	
2011 Exp.	65.0%		65.0%		65.0%		65.0%	
2011								
2012 Exp.								

Instructional Implications (including reference to applicable Action Plan): Our strand data for Algebra I indicated a weakness when compared with state numbers in two areas. (Data and Statistics -12.8% and Course-Specific Content -6.2%) The concentration for the Algebra I instructors will be to plan lessons that are comprised of more informational text reading, and guided practice with Algebra I content. Instructors will also incorporate data and statistics into instruction, assignments, and assessments. Strand data for Geometry indicated that our two lowest areas were logical arguments and proof (66.1%), and proving and applying properties of 2-dimensional figures (66.8%). Geometry teachers will collaborate to emphasize instruction in these two key areas. This instruction will include informational reading on proofs.

WASL/HSPE/EOC SCIENCE ACHIEVEMENT PROFILE

Directions: Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 10			
	Systems	Inquiry	Application
2008 – <i>State</i>	38.9%	42.0%	51.0%
2008 – PAHS	48.3%	50.9%	49.8%
2009— <i>State</i>	41.4%	61.7%	46.6%
2009 – PAHS	49.5%	64.2%	54.2%
2010 – State	36.4%	53.0%	47.1%
2010 – <i>PAHS</i>	38.8%	59.3%	45.9%
2011 – <i>State</i>	51.2%	53.9%	47.4%
2011- PAHS	67.9%	62.7%	57.4%
2012 – Exp.	75%	70%	65%

Instructional Implications (including reference to applicable Action Plan): Science content in the ninth grade will contain more of a Biology concentration to prepare students for the end of course Biology exam in the spring. This emphasis will include more informational text reading and a focus on core science ideas. Instructors will collaborate to create Biology benchmark assessments as end of course test items are released, and then use results to guide course planning.

WASL/HSPE/EOC GENDER DISAGGREGATION DATA

Directions: Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 10 READING							GRADE 10 MATH						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	75.9 %	77.8%	79.4 %	69.6%	85.0%	77.3%	90.0%	47.2%	43.9%	52.1%	44.0%	65.0%	71/73	80/80
Female	82.8 %	84.3%	85.2 %	86.0%	96.0%	82.0%	90.0%	51.4%	49.4%	41.6%	42.3%	65.0%	76/75	80/80

GENDER	GRADE 10 WRITING							GRADE 10 SCIENCE						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp	2011	2012 Exp
Male	79.5 %	80.9%	82.1 %	82.8%	92.0%	79.4%	92.0%	36.5%	36.8%	47.6%	38.8%	65.0%	72.2%	80/80
Female	87.5 %	87.7%	93.6 %	93.1%	98.0%	91.9%	92.0%	40.6%	52.5%	49.3%	47.6%	65.0%	59.7%	80/80

ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

Directions: Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2010			2011			2010			2011		
GRADE 10	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students EOC1/EOC2	Pct. target met/exceed standard	Necessary Headcount
All students	335	77.6%	260	273	90%	246	334	43.1%	141	273	85%	232
American Indian	20	65%	13	14	90%	13	20	20%	4	14	85%	12
Asian/Pacific Islander	8	n<10		1	90%	n<10	8	n<10		1	85%	n<10
Black	9	n<10		4	90%	n<10	9	n<10		4	85%	n<10
Hispanic	10	n<10		5	90%	n<10	10	n<10		5	85%	n<10
White	282	80.5%	227	224	90%	202	282	46.8%	132	224	85%	190
Male	171	69.6%	119	124	90%	112	166	44%	73	124	85%	105
Female	164	86%	141	149	90%	134	168	42.3%	71	149	85%	127
Disabled	38	39.5%	15	24	90%	22	36	3%	1	24	85%	20
LEP	0	n<10		2	90%	n<10	0	n<10		2	85%	n<10
Low SES	121	62%	75	122	90%	110	121	28.9%	35	122	85%	104

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2007	2009	2010	2010-11	Nov 2011	Nov 11 Exp		2007	2009	2010	2010-11	Nov 2011	Nov 11 Exp
Clear & Shared Focus	50%	54%	46%	N/A		70%	Frequent Monitoring of Teaching and Learning	45%	23%	20%	N/A		70%
Effective School Leadership	57%	60%	37%	N/A		70%	Focused Professional Development	22%	27%	20%	N/A		60%
High Standards & Expectations	34%	35%	34%	N/A		60%	Curric., Instruct., and Assess. Aligned with Standards	$\frac{46\%}{39\%}$	$\frac{47\%}{39\%}$	$\frac{30\%}{34\%}$	N/A		$\frac{70\%}{60\%}$
High Levels of Collaboration and Communication	24%	28%	21%	N/A		60%	High Levels of Community & Parent Involvement	30%	36%	31%	N/A		60%
Supportive Learning Environment	49%	52%	41%	N/A		70%	Staff Willingness to Change	$\frac{95\%}{60\%}$	$\frac{88\%}{56\%}$	$\frac{87\%}{16\%}$	N/A		$\frac{90\%}{50\%}$

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2009	2010	2010-11	Nov 2011	Nov 11 Exp	Category	2009	2010	2011 Exp	Nov 2011	Nov 11 Exp
Clear & Shared Focus	47%	50%	N/A		60%	Frequent Monitoring of Teaching and Learning	39%	45%	N/A		50%
Effective School Leadership	48%	50%	N/A		60%	Focused Professional Development	❖		N/A		
High Standards & Expectations	52%	62%	N/A		60%	Curric., Instruct., and Assess. Aligned with Standards	45%	47%	N/A		60%
High Levels of Collaboration and Communication	59%	45%	N/A		70%	High Levels of Community & Parent Involvement	55%	46%	N/A		70%
Supportive Learning Environment	51%	56%	N/A		60%	Staff Willingness to Change	❖		N/A		

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness 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	2009	2010	2010-11	Nov 2011	Nov 11 Exp	Category	2009	2010	2010-11	Nov 2011	Nov 11Exp
Clear & Shared Focus	44%	46%	N/A		60%	Frequent Monitoring of Teaching and Learning	30%	35%	N/A		70%
Effective School Leadership	34%	38%	N/A		60%	Focused Professional Development			N/A		
High Standards & Expectations	51%	53%	N/A		70%	Curric., Instruct., and Assess. Aligned with Standards			N/A		
High Levels of Collaboration and Communication	36%	39%	N/A		60%	High Levels of Community & Parent Involvement	30%	31%	N/A		70%
Supportive Learning Environment	36%	39%	N/A		60%	Staff Willingness to Change			N/A		

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2010-11					Expected Results for 2011-12				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark
	9	20%	4	1st	80%	9	30%			90%
	10	45%	4	2 nd	HSPE	10	50%			90%
	11	60%	13	4 th	❖	11	70%			❖
12	55%	5	3 rd	❖	12	65%			❖	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	47%	59%	65%	9	80%	❖	80%	80%
	10	N/A	63%	HSPE	49%	10	90%	90%	HSPE	80%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	❖	❖	12	❖	❖	❖	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Bench- mark (percent of students at standard)	Classroom-Based Assessment				Science	Classroom-Based Assessment				Science
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	❖	100%	80%	56%	9	❖	100%	90%	75%
	10	77%	98%	72%	HSPE	10	90%	100%	90%	75%
	11	86%	100%	82%	❖	11	90%	100%	90%	❖
12	82%	97%	72%	❖	12	90%	100%	90%	❖	

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)													
Internal Assessment Results for 2010-11 (EOY)							Internal Assessment Results for 2011-12 (YTD)						
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		
9	2.9%	92.13%	27	3	0	19	9						
10	3.7%	90.94%	35	2	3	26	10						
11	4.2%	90.89%	13	0	1	27	11						
12	5.8%	89.21%	11	0	1	12	12						

Instructional Implications (including reference to applicable Action Plan): There was a small increase in attendance last year compared to 2009-10. We will continue to keep grades 9 and 10 on campus during lunch to better prevent 5th and 6th period truancy. We have implemented the 10/10 rule (students are kept in class the first and last 10 minutes of each class period) to reduce the number of students out of class. We will continue our auto-dial system to notify parents of unexcused absences. Administration will continue to meet with students who have exhibited poor attendance and file truancy petitions as necessary.

DEMOGRAPHIC SCHOOL DATA

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

Data Source	Information Provided By Data	Summary
Attendance Report	Percent of students present per day (2010-11).	90.80%
Unexcused Absences	Total number of absences not excused (2010-11).	4.15%
Discipline Report	Summary of discipline activity for the building (2010-11).	Drugs/Alcohol: Court Petitions: 84 Tobacco: Expulsions: 5 Weapons: Short-term Suspensions: 86 Fighting/Assaults: Long-term Suspensions: 5
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-11).	35.2%
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	Males: 51.6% Females: 48.4%
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	American Indian or Alaskan Native: 3.2% Asian or Pacific Islander: 1.3% Black: 1.3% Hispanic: 5.8% White: 79.3%
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 OSPI School Report Card	3.1%
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2010-11 OSPI School Report Card	Estimated Annual On-Time Rate 79.3% Actual Adjusted On-Time Rate 73.5%
Staff Report	Staff demographic data as reported in the 2010-11 OSPI School Report Card	Headcount: 70 Average Years of Exp: 16.4 Overall Ratio: 17.4:1 Percent ≥ Master's Degree: 70.0%

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Review the specific subtests for the HSPE/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 HSPE/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
<p>Port Angeles High School improved in many HSPE and EOC areas. Beginning with Reading we saw an improvement in students at Level 4 from 45.1% to 55.4% this is the best result on Level 4 Reading since 2006. In addition the students at Level 2 decreased from 20.2% to 9.6%. With the state moving from a HSPE Math test to EOC Math tests we saw positive advancements in each Level. The most notable improvement for our 10th graders was the amount of students who attained a Level 4 score. Over 34% of our 10th graders tested at Level 4 in Math, that result has never been accomplished at PAHS. Science also saw gains across the board as 66.1% of all 10th graders passed the Science HSPE. Science Level 4 scores rose to their highest historical level at 12.8%. The Level 1's were at their lowest historical level at 15.2%.</p> <p>Reading scores had some positives when the data was disaggregated. Male Reading scores were up 7.7%, as 77.3% of all male students passed the Reading HSPE. American Indian scores rose 16.8% as 81.8% of students passed the test. We also saw a 10% gain in our Low SES students as 72% of Low SES students passed the Reading HSPE last year.</p>	<p>As we review our scores there are areas for improvement. Our percentage of Level 1 readers increased to 7.7%. On the Writing HSPE the percentage of students meeting the state standard in Conventions decreased 8.7% to 83.4% and the percentage of students meeting the state standard in Content, Organization, and Style fell 16.1% to 75.7%. In Math there were two strands in Algebra I where we were significantly below the state average. In Data and Statistics our student scores fell 12.1% below the state average and in Course-Specific Content we were 6.2% below the state average. We need to improve on our Disabled population test scores. Our Reading scores for our Disabled group fell 2.5% to 37% and even though we saw a big jump in our Math scores they were still very low at 26.9% in the first year EOC and 34.6% on the second year EOC.</p>

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	2008-09				2009-10				2011-12						
High School/College Index	3				3				3						
Community & Technical College Remediation Data															
Washington Language Proficiency Test Data															
SAT	Critical Reading		554		Critical Reading		556		Critical Reading		531				
	Math		540		Math		552		Math		531				
	Writing		522		Writing		540		Writing		515				
AP Exams	Test/Class		#Takers	%Pass	Test/Class		#Takers	%Pass	Test/Class		#Takers	%Pass			
	Art Studio		1	100%	Biology		8	63%	Biology		5	60%			
	Calculus AB		16	94%	Calculus AB		11	55%	Calculus AB		19	53%			
	English Lit.		25	84%	English Literature		16	94%	English Literature		15	87%			
	U.S. History		43	58%	U.S. History		35	51%	U.S. History		43	49%			
	Eng. Language		2	50%	English Language		6	100%	English Language		8	100%			
	Politics & U.S. Gov't.		4	25%	Politics & U.S. Gov't.		10	50%	Politics & U.S. Gov't.		4	75%			
	Drawing		1	100%	French		2	50%	World History		2	50%			
					Statistics		8	100%	Statistics		1	100%			
								Spanish		1	0%				
Student Learning Plan (number of plans approved)	Student Learning Plans					Student Learning Plans					Student Learning Plans				
	Grade	Reading	Writing	Math	Science	Grade	Reading	Writing	Math	Science	Grade	Reading	Writing	Math	Science
	9	92	100	138	❖	9	72	86	108	❖	9				
	10	98	84	126	❖	10	92	100	138	❖	10				
	11	63	48	162	❖	11	92	61	202	❖	11				
12	28	14	37	❖	12	26	24	40	❖	12					

STRATEGIC GOALS FOR 2011-12

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

GOAL	
GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
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.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
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.

STRATEGIC OBJECTIVES FOR 2011-12

Directions: Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
Objective 1.1	Create a culture of trust among staff, students, and community.
Objective 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
Objective 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
Objective 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
Objective 2.2	All students will receive the necessary support to successfully matriculate through the system.

PART 5: STRATEGIC OBJECTIVES

Objective 2.3	Reinstate all day kindergarten when fiscally sustainable.
Objective 3.1	Create a more efficient and equitable resource distribution system.
Objective 3.2	Create an infrastructure that supports student learning.
Objective 4.1	Create a data-driven adaptable education system.
Objective 5.1	Leverage community resources and expertise to further the education of all students.

ACTION PLAN

Directions:

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

ACTION 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.

DATA ANALYSIS	Currently our CEE Data and WEA Data show that there is not a culture of trust among staff, students, and community.				
STRATEGY	Form Climate & Culture Task Force to analyze data regarding organizational culture and recommend actions to improve				
EVIDENCE OF ACHIEVEMENT	CEE Data improvement as indicated by the November 2011 survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Form a Climate and Culture Task Force.	August 2011	Principal	Asst. Superintendent	<input checked="" type="checkbox"/>	Completed
Report recommendations to staff from the Climate and Culture Task Force.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
From the Climate and Culture Task Force recommendations create a plan to create a culture and climate of trust.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
With all staff implement a plan to create a culture and climate of trust.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
Administer CEE survey to staff, students, and community.	November 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION 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 1.2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

DATA ANALYSIS	CEE and WEA data indicate that the decision-making process at Port Angeles High School is unclear and ambiguous.				
STRATEGY	Form Climate & Culture Task Force to analyze data regarding decision making and provide recommendations to staff to improve decision making process.				
EVIDENCE OF ACHIEVEMENT	CEE Data improvement as indicated by the November 2011 survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Form a Climate and Culture Task Force.	August 2011	Principal	Asst. Superintendent	<input checked="" type="checkbox"/>	Completed.
Report recommendations to staff from the Climate and Culture Task Force.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
From the Climate and Culture Task Force recommendations create a plan to improve the decision making process.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
With all staff implement a plan to create a transparent decision-making process so all stakeholders are well informed.	October 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	
Administer CEE survey to staff, students, and community.	November 2011	Principal	Asst. Superintendent	<input type="checkbox"/>	

ACTION 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 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.

DATA ANALYSIS	As indicated by graduate survey data and student participation data 80% of graduates participate in extracurricular activities and only 30% of non-graduates participate in extracurricular activities.				
STRATEGY	Identify, recruit, and place students who do not participate in extracurricular activities into school connected extracurricular activities.				
EVIDENCE OF ACHIEVEMENT	100% of all students participating in extracurricular activities and graduating on time.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Develop a master list of options and provide to all students during registration	August 2011	Assistant Principal	Principal	<input checked="" type="checkbox"/>	Completed
In advisory, teachers will promote and record participation, in extra-curricular activities.	September 2011	All Staff	Principal	<input type="checkbox"/>	In progress
Compile master list of students involved in extra-curricular activities and students who need to be connected.	September 2011	Assistant Principal	Principal	<input type="checkbox"/>	In progress
Advertise club and activity options through administration, counselors, and an activity fair.	September 2011-June 2012	All Staff	Principal	<input type="checkbox"/>	In progress
Update PAHS website to include all clubs and activities with club and activity information and contact information.	October 2011-June 2012	Communications Specialist	Principal	<input type="checkbox"/>	

ACTION PLAN

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

DATA ANALYSIS	In 2011, 79.6% of students tested met standard in reading, up from 77.6% in 2010.				
STRATEGY	School-wide focus on authentic literacy, CQI, and professional learning communities.				
EVIDENCE OF ACHIEVEMENT	90% of 10 th grade students will meet standard on the 2012 HSPE in reading.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Book Study <i>Focus</i> (Schmoker) to develop a common understanding of authentic literacy	Sept 2011	Asst. Principal	Principal	<input type="checkbox"/>	
Monitor and maintain school-wide CQI reading calendar.	Sept 2011-June 2012	English Dept. Chair	Principal	<input type="checkbox"/>	
Use results of mini-assessments and benchmark tests to modify and improve instruction.	Oct 2011-April 2012	English Dept. Chair	Principal	<input type="checkbox"/>	
Develop and use informational text reading stems in areas of social studies, science, and CTE to support reading comprehension and critical thinking.	Oct. 2011 – Mar. 2012	Social Studies, Science, and CTE staff Assistant Principal	Principal Department Chair	<input type="checkbox"/>	
Provide effective feedback to students during formative assessment.	Sept 2011-June 2012	All staff	Principal	<input type="checkbox"/>	In Progress

ACTION PLAN

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

DATA ANALYSIS	In 2011, 85.5% of students tested met standard in writing, down from 87.8% in 2010.				
STRATEGY	School-wide focus on authentic literacy, CQI, and professional learning communities.				
EVIDENCE OF ACHIEVEMENT	90% of 10 th grade students will meet standard on the 2012 HSPE in writing.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Book Study <i>Focus</i> (Schmoker) to develop a common understanding of authentic literacy	Sept 2011-June 2012	Asst. Principal	Principal	<input type="checkbox"/>	
Monitor and maintain school-wide writing foci.	Sept 2011-June 2012	English Dept. Chair	Principal	<input type="checkbox"/>	
Use results of mini-assessments and benchmark tests to modify and improve instruction.	Oct 2011-April 2012	English Dept. Chair	Principal	<input type="checkbox"/>	
Continue writing conventions instruction using Daily Oral Language in 9th grade and 10th grade English classes.	Sept 2011 –June 2012	English Teachers	Principal Dept. Chair	<input type="checkbox"/>	
Provide effective feedback to students during formative assessment.	Sept 2011-June 2012	All Staff	Principal	<input type="checkbox"/>	In progress
Provide effective feedback to teachers during observations or evaluation conferences.	Sept 2011- June 2012	Principals and Assistant Principals	Principal	<input type="checkbox"/>	In progress

ACTION PLAN

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

DATA ANALYSIS	Math; 68.1% of 9 th graders in Algebra I and 62.7% of 10 th graders in Geometry met standard on the EOC test.				
STRATEGY	Concentrate on HSPE Math process skills using Math courses, Advisory, and LAP, as additional support.				
EVIDENCE OF ACHIEVEMENT	75% of 9 th graders and 70% of 10 th graders will meet state standard on the EOC tests in June.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Place identified 9 th and 10 th grade students in LAP Math courses to focus on EOC-based skills and processes	Aug 2011- Sept 2011	Principal, Counselors, Math Dept Chair	Principal	<input checked="" type="checkbox"/>	Students placed in additional Math support classes.
Monthly Wednesday morning collaboration time dedicated to the review of student work by course.	Sept 2011- June 2012	Math Dept. Chair	Principal	<input type="checkbox"/>	
Create re-teaching plans for consolidation of concepts using teacher planning time.	Sept 2011 – June 2012	Math Dept. Chair	Principal	<input type="checkbox"/>	
Integrate the research based classroom instructional strategies from Chapter 3 and 6 in the book <i>Focus</i> .	Sept 2011- June 2012	Principal	Principal	<input type="checkbox"/>	
Provide effective feedback to students during formative assessment.	Sept 2011-June 2012	All Staff	Principal	<input type="checkbox"/>	In progress.
Provide effective feedback to teachers during observations or evaluation conferences.	Sept 2011- June 2012	Principal and Assistant Principals	Principal	<input type="checkbox"/>	In progress.

ACTION PLAN

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

DATA ANALYSIS	On the Science HSPE 66.1% of 10 th graders met standard.				
STRATEGY	Concentrate on the HSPE Science strands of Systems, Inquiry, and Application to raise passage rates, with an integration of the <i>Focus</i> to guide instruction.				
EVIDENCE OF ACHIEVEMENT	75% of 10 th graders will meet the state standard on the Science HSPE.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Integrate the research based classroom instructional strategies from Chapter 3 and 6 in the book <i>Focus</i> .	Sept 2011- June 2012	Principal	Principal	<input type="checkbox"/>	In progress.
Usage of up to date resources with the new Miller-Levine Science pilot.	Sept 2011- June 2012	H. Biology Instructor	Principal	<input type="checkbox"/>	In progress.
Using benchmark assessments to guide instruction.	Sept 2011-June 2012	Science Instructors	Principal	<input type="checkbox"/>	
Laboratory activities in every Science course.	Sept 2011- June 2012	Science Instructors	Principal	<input type="checkbox"/>	In progress.
Provide effective feedback to students during formative assessment.	Sept 2011-June 2012	All Staff	Principal	<input type="checkbox"/>	In progress.
Provide effective feedback to teachers during observations or evaluation conferences.	Sept 2011- June 2012	Principals and Assistant Principals	Principal	<input type="checkbox"/>	In progress.

ACTION PLAN

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

DATA ANALYSIS	The estimated on-time graduation rate is 79.3% and the actual adjusted on-time graduation rate is 73.5%.				
STRATEGY	Provide additional time from teachers to support students who require more time to meet the state and district graduation requirements.				
EVIDENCE OF ACHIEVEMENT	For the class of 2012 and beyond, have 90% or more of each class meet the actual adjusted on-time graduation rate.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
The 9 th grade English class sizes have been reduced so that all students in the class of 2015 can receive adequate support to succeed in this critical class	August 2011	Eng Dept Chair	Principal	<input checked="" type="checkbox"/>	Completed.
Assign additional support time during Advisory and during Saturday School for students to receive supplementary instruction and time to make up work.	Sept. 2011- June 2012	Eng Dept Chair	Principal	<input type="checkbox"/>	In progress.
Conduct test talks with identified 10 th , 11 th , and 12 th grade students.	Jan 2012-Mar 2012	English 10, 11, 12 Teachers	Principal	<input type="checkbox"/>	In progress.

ACTION PLAN

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

DATA ANALYSIS	The estimated on-time graduation rate is 79.3% and the actual adjusted on-time graduation rate is 73.5%.				
STRATEGY	Provide additional time from teachers to support students who require more time to meet the state and district graduation requirements.				
EVIDENCE OF ACHIEVEMENT	For the class of 2012 and beyond, have 90% or more of each class meet the actual adjusted on-time graduation rate.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
The 9 th grade English class sizes have been reduced so that all students in the class of 2015 can receive adequate support to succeed in this critical class	August 2011	Eng Dept Chair	Principal	<input type="checkbox"/>	Completed.
Assign additional support time during Advisory and during Saturday School for students to receive supplementary instruction and time to make up work.	Sept. 2011- June 2012	Eng Dept Chair	Principal	<input type="checkbox"/>	In progress.
Provide COE and SCP support to students who have not passed the HSPE and who do not complete the SCP in a timely manner.	Sept 2011- June 2012	COE Teacher	Principal	<input type="checkbox"/>	In progress.
Conduct test talks with identified 10 th , 11 th , and 12 th grade students.	Jan 2012-Mar 2012	English 10, 11, 12 Teachers	Principal	<input type="checkbox"/>	In progress.

ACTION PLAN

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

DATA ANALYSIS	The estimated on-time graduation rate is 79.3% and the actual adjusted on-time graduation rate is 73.5%.				
STRATEGY	Provide additional time from teachers to support students who require more time to meet the state and district graduation requirements.				
EVIDENCE OF ACHIEVEMENT	For the class of 2012 and beyond, have 90% or more of each class meet the actual adjusted on-time graduation rate.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Provide Math support and credit recovery for credit deficient students in Algebra I and Geometry	Sept 2011 – June 2012	Math Dept. Chair	Principal	<input type="checkbox"/>	
Provide Math Saturday School for exam retakes to improve student’s knowledge of math concepts.	Sept 2011- June 2012	Math Dept. Chair	Principal	<input type="checkbox"/>	
Provide additional Math support for struggling Math students in all Math courses in Advisory classes with Math teachers.	Sept 2011- June 2012	Math Dept. Chair	Principal	<input type="checkbox"/>	

ACTION PLAN

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

DATA ANALYSIS	The estimated on-time graduation rate is 79.3% and the actual adjusted on-time graduation rate is 73.5%.				
STRATEGY	Provide additional time from teachers to support students who require more time to meet the state and district graduation requirements.				
EVIDENCE OF ACHIEVEMENT	For the class of 2012 and beyond, have 90% or more of each class meet the actual adjusted on-time graduation rate.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Students who struggle on Science assessments will be required to retake tests and late work will be accepted.	Sept 2011- Jun 2012	Science Teachers	Principal	<input type="checkbox"/>	In progress.
Science students who struggle will be compelled to join and participate in the Science Club which allows them to have a more hands-on Science experience.	Sept 2011- June 2012	Science Teachers	Principal	<input type="checkbox"/>	In progress.
Science teacher will require students who are not performing at standard in classes to attend Science teacher Advisory classes for supplementary instruction.	Sept 2011- June 2012	Science Teachers	Principal	<input type="checkbox"/>	In progress.

ACTION PLAN

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 5.1: Leverage community resources and expertise to further the education of all students.

DATA ANALYSIS	The district-wide Free and Reduced lunch level is 50.5% and 34.4% of the 2011 graduation class were accepted to a 4-yr University or College.				
STRATEGY	Provide additional resources through community expertise to further the education of all students.				
EVIDENCE OF ACHIEVEMENT	Fifty percent of all graduates will be accepted to a 4-yr University or College.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments	
Invite outside guest speakers to classrooms such as; Olympic National Park, Fish and Wildlife, Comparative Religions, UW geologists, and Health Science Speakers.	Sept 2011-June 2012	All Staff	Principal	<input type="checkbox"/>	
Hold a College Fair and College Information Night.	Sept 2011- Nov 2011	Counseling	Principal	<input type="checkbox"/>	
Continue our relationship with our Japanese Sister School and include our Foreign Exchange students in a variety of activities.	Sept 2011- June 2012	Counseling and Mrs. Moreau	Principal	<input type="checkbox"/>	
Hold our yearly Business Exposition in the Student Center.	Mar 2012	Mr. Uranich	Asst Principal	<input type="checkbox"/>	

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.

READING AND WRITING

To increase our Reading and Writing scores overall we have *reduced class size in our regular ninth grade English classes*. English teachers will also be more intentional in their use of *Daily Oral Language, Writing Conventions Instruction, and Vocabulary Instruction*. The English department will continue with a *collaborative review of student work* and support the areas of Social Studies, Science, and CTE to adopt *informational text reading* during class. Our school-wide instructional focus is an adoption of *effective feedback strategies to students* and *researched based classroom based instructional strategies*. To guide our instructional work we are using a school-wide book study on the book Focus. An area we will work to provide *tutorial* for students is in the *Advisory* classroom and through *Academic Saturday School*. Teachers have been provided a list of all credit deficient students and ninth grade students with two or more F's from Stevens Middle School. From those lists teachers have been instructed to require those students to attend their *Advisory classes when an academic review* is being provided. Also, there will be *COE and SCP support* for Seniors who struggle to pass their HSPE exams or complete their SCP.

MATH

In Algebra I and Geometry students have already been identified and placed into *double period Algebra I and Geometry classes*. We saw some success in this last year as 30% of students who were enrolled in these classes passed the EOC. The students identified for these courses failed the MSP and failed their Math course as Stevens Middle School. Math teachers will continue their *collaborative review of student work* in their student review teams. To improve on the data and statistics strand in Algebra I teachers *will increase their amount of instruction on data and statistics in Algebra I classes*. Math teachers will provide *extra Math assistance to students in Advisory classes* and *credit recovery will be offered to credit deficient students in Algebra I and Geometry during Advisory*. The Math department will also continue with providing *Saturday School review and retakes* for students who need to retake Math tests. Math instructors are also going to adopt and *implement the research based instructional strategies* out of the book Focus and provide *effective feedback* to students.

SCIENCE

The Science department is using the Focus book as part of the school-wide clear and shared focus. Members will provide *effective feedback to students* and use *research based classroom based instructional strategies* from Focus. Science teachers will continue to *review common student work in student work teams* on collaborative Wednesday mornings. Science teachers will require students to *retake tests and accept late work* as necessary to improve student understanding of the subject matter. The Science department is also compelling all Science students to join the *Science club* to gain a more hands on experience and a deeper comprehension of classroom material. Students who are struggling in Science will also be required to attend *extra tutoring sessions during their Science teacher's Advisory class*.

ALL SUBJECTS

We will continue to use our Americorps tutors during, advisory, lunch, after school and during classes where extra academic assistance is needed. In addition, we are working to connect all kids to at least one extra-curricular, or co-curricular activity, or club.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$3,500	AP Course Training/AP Chemistry	Chemistry Teacher	<input type="checkbox"/>
\$2,500	AP Course Training/AP Biology and AP World History	Science and Social Studies Teachers	<input type="checkbox"/>
\$2,500	AP and Pre-AP Course Training Math	Math Teachers	<input type="checkbox"/>
\$2,132	Conference Requests By Staff	Teachers and Counselors	<input type="checkbox"/>

\$9,632

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Port Angeles High School				Grades (Example: Elem / MS / HS): HS		
School Improvement Goal: In order for students to achieve at high levels, students and staff must have access to and knowledge of educational technology.						
Technology and Learning Strategy: Over the course of three years, PAHS students and staff will increase their knowledge and use of technology.						
Rationale (Research): The integration of technology into the curriculum is an innovative and important improvement to teaching and learning. With the evolution of education and society being toward technology, this integration is a must. Integral to education in the 21 st Century is the use of technology in instructional practice.						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2007-2008	Increase Student Access to Computer Work Stations	SIT, Building Tech. Team	HW-40 Work Stations SW – MS Office	Integration of Technology into Content	40 Computers @1,000 - \$40,000 Building Tech Funds Tech Levy	Number of Students Using Computers Daily
	Establish Wireless Connectivity on Campus	IT	HW – Access Points	Wireless Access Training	25 Access Points @ \$500 - \$12,500	Survey of Building Use
	Continue Digital Learning Commons	SIT, Building Tech.	HW – DLC Access	Training for Teachers and Students		
	Students access secure accounts on server for HS & Beyond Plan and Sr. Culminating Project.	Bldg. Tech Team IT	TS – Server Access	Use of Server and Security		Number of Student Accounts Established
Year 2: 2008-2009	Expand Library Media	Librarian, Building Tech. Team	SW	Training for Teachers and Students		
	Add Student Lab Access	Building Team SIT, IT	SW HW		60 Computers @1,000 - \$60,000 Building Tech Funds Tech Levy	Number of Students Using Computers Daily
	Upgrade Computers in Library	Building Tech Team IT	HW SW		Allocation of \$10,000	
Year 3: 2009-2010	Increase Student Access to Computers	Building Team SIT, IT	SW HW		60 Computers @1,000 - \$60,000 Building Tech Funds, Tech Levy	Number Students Use Computers Daily

SIP Team Leader Completing This Form: Scott Harker, Jeff Clark, MaryAnn Unger Date: 11/16/06

Other SIP Team Participants: Steve Pazan, Scott Brodhun

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). In the table below, list your reading, math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, newspaper, annual school performance report, school board, etc.

We are pleased with our improvement in the graduation rate, our Math End of Course exam rates and our Science HSPE rates. Also, our English HSPE scores have maintained a high standard. However, we are not at 100% of all students reaching these targets and our objectives have been constructed so we can continue to work toward that goal. School-wide we are concentrating on what we teach, how we teach, and authentic literacy across all curricular areas. To support this effort we are collaborating with the book *Focus*, by Mike Schmoker, to explicitly review each of those topics. Some of the research-based instructional strategies teachers reviewed in *Focus* are, *Think Pair Share*, *Five Minute Time Limit*, and *the Interactive Lecture*.

We had some success in our Algebra I and Geometry double period classes, so we will continue with those for students who are identified as struggling. Based on test data on the Algebra I end of course exam we are adding more instruction in the strand of data and statistics curriculum. Based on the 2011 reading and writing HSPE test results we are re-emphasizing Daily Oral Language activity and becoming more explicit in the teaching of writing conventions. Our Science 9 and Science 10 curriculum is in a transitional year as the district Science committee is working to align Science curriculum with the Biology EOC.

Students who are connected to school do better in their classes. In support of students and the strategic plan we have set a goal to connect every student at Port Angeles High School to either an extra-curricular activity, co-curricular activity, or a school club. Our Advisory classes have become more interest-based this year and more academic focused. Teachers will require students who are struggling in class to attend extra tutorial review sessions by their instructors during Advisory classes. In addition we will continue our Saturday Academic School. We have two Americorps Tutors on staff and they will be used to assist students during advisory, lunch, after school and in classes where students need extra assistance. Port Angeles High School has adopted the ten, ten rule, this rule keeps students in classes during the first and last ten minutes of class unless there is an emergency.

In order to help students develop a vision of life after high school, we will hold our College Information Night on September 29 and our College Fair in November. Students will also hear from working professionals, with guest speakers such as those from the Olympic National Park, Fish and Wildlife, UW Geologists, and the Health Sciences.

Reading Objectives	90% of 10 th grade students meet state standard on the HSPE reading test.	60% or more of 10 th grade students score a Level 4 on the HSPE reading test.	No more than 5% of 10 th grade students score a Level 1 on the HSPE reading test.
Writing Objectives	90% of 10 th grade students meet state standard on the HSPE writing test.	90% of 10 th grade students meet state standard in conventions strand.	90% of 10 th grade students meet state standard in content, org. and style strand.
Math Objectives	80% of 10 th grade students meet state standard on EOC tests.	40% of 10 th grade students meet state standard on EOC tests.	80% of students meet state standard in Algebra I strand of Data and Statistics.
Science Objectives	80% of 10 th grade students meet state standard on EOC Biology test.	20% or more of 10 th grade students score a Level 4 on the HSPE reading test.	No more than 10% of 10 th grade students score a Level 1 on the HSPE reading test.

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
Parent	Michelle Ahrens	
Parent	Leslie Perrizo	
Parent	Brenda Lovik	
Community Member	TBA	
Student		
Student	Elizabeth Helwick	
Student	Joshua Basden	
Classified Staff	Bev Eisele	
Classified Staff		
Certificated Staff	Dana Snell	
Certificated Staff	John Mitchell	
Certificated Staff	Bernie Brabant	
Certificated Staff		
Certificated Staff		
Administration	Garry Cameron	
School Board President	Cindy Kelly	<i>Board Approved Date:</i> _____

PART 13: APPENDICES