

Port Angeles School District
North Olympic Peninsula Skills Center



Continuous
School Improvement Plan
2009-10

Date: October 12, 2009

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 21.

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: TITLE I SCHOOL-WIDE PLAN SUMMARY

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

PART 9: 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 10: TECHNOLOGY SUMMARY

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

PART 11: SUMMARY

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2008. **The final plan is due to the superintendent by September 22, 2008.** Schools will report progress on January 12, 2009, April 13, 2008, and finally for the year on June 19, 2009.

PART 12: 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 22, 2008.

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: To create a learning environment as close as possible to that of the professional work world, in which all students reach their highest potential in preparation for employment or the next educational step leading up the career ladder.

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: To create a learning environment in which all students reach their highest potential in preparing today for a job tomorrow and connecting students to advanced educational opportunities.

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:

- We value a safe, respectful, and caring professional environment.
- We value industry and community guided career training.
- We value teachers who are industry experts.
- We believe we affect life-long learning and positive change in both students and staff.
- We value technical and professional development.
- We value quality through continuous improvement.
- We value integrity, honesty, and accountability.

DATA ANALYSIS

PROGRAM ADVISORY COMMITTEE PARTICIPATION

Directions: Enter the total number of program advisory committee members, the average meeting attendance, and the percentage of attendance.

Program	2006-07			2007-08		
	Total Members	Average Attendance	Percentage	Total Members	Average Attendance	Percentage
Building Trades				8	7	87.5%
Culinary Arts	12	7.00	58%	6	4	66.0%
Composites Technology	4	2.00	50%	3	1	33.0%
Cosmetology	4	1.00	35%	7	4	57.0%
Medical Careers	6	5.00	83%	0	0	0.0%
Digital Media Technology	3	3.00	100%	3	1	33.0%
Information Technology	4	2.33	58%	4	2	50.0%
Automotive Technology				5	3	60.0%
Welding	8	6.66	83%	8	5	62.0%

Instructional Implications (including reference to applicable Action Plan): The 2007-08 data shows mixed results. Some of the programs had more active advisory committees while others showed less activity. The one constant with all the advisory committees is there needs to be better representation from within the consortium.

TECH PREP PROGRAM ENROLLMENT PROFILE

Directions: Enter the number of TechPrep completers, the number of college classes represented, number of college credits earned, and the average number of college credits earned.

Program	2006-07				2007-08				2008-09			
	Number of HS Completers	Number of College Classes Represented	Total College Credits Earned	Average College Credits Earned per Student	Number of HS Completers	Number of College Classes Represented	Total College Credits Earned	Average College Credits Earned per Student	Number of HS Completers	Number of College Classes Represented	Total College Credits Earned	Average College Credits Earned per Student
Building Trades					3	3	99	33.00	1	3	33	33.00
Culinary Arts	1	3	33	11.00	27	3	162	6.00	13	3	138	10.60
Composites Technology*												
Cosmetology*												
Medical Careers									3	1	30	10.00
Digital Media Technology	13	2	90	6.92	3	3	15	5.00	1	1	5	5.00
Information Technology	10	3	91	9.10	13	3	65	5.00	15	3	75	5.00
Automotive Technology*												
Welding					6	1	90	15.00	4	2	60	15.00
Total	24	8	214	8.92	52	13	431	8.29	37	13	375	10.14

Instructional Implications (including reference to applicable Action Plan): More students earned college credit in 2007-08 than in either of the two prior years. Of the six programs eligible (three are not as noted by asterisks), five consistently enroll students in TechPrep. Automotive may be approved once it is General Service Technician (GST) certified. Additional work with Edmonds Community College is necessary to approve Composites. Instructor training is key to approvals.

COOPERATIVE PARTNER ENROLLMENT PROFILE

Directions: Enter the average yearly headcount for each program from each of consortium partner.

Program	2007-08						2008-09					
	Cape Flat- tery	Crescent	Port Ange- les	Sequim	Quillayute Valley	Peninsula College	Cape Flat- tery	Crescent	Port Ange- les	Sequim	Quillayute Valley	Peninsula College
Automotive Technology	0	0	0	13.50	38.22	0	0	0	0	12	43	0
Building Trades	0	0	6.11	9.78	0	6	0	0	5	10	0	2
CNC	0	0	0	0	0	0	0	0	0	0	0	0
Composites Technology	0	1.00	9.00	1.00	0	1.00	0	.5	9	1	0	2
Collision Repair	0	0	0	0	0	0	0	0	17	0	0	0
Cosmetology	0	1.00	18.5	10.6	0	0	0	0	4	5	0	0
Culinary Arts	0	0	26.7	7.45	0	0	0	0	34	9	1	2
Digital Media Technology	0	0	10.67	1.00	0	0	0	.5	6	2	0	0
Information Technology	0	0	16.39	2.69	1.00	0	0	0	11	1	1	0
Medical Careers	0	0	0	2.00	0	0	0	0	17	0	0	0
Natural Resources	0	0	0	0	0	0	0	0	1	0	28	0
Welding	0	2	11.11	2.29	0	0	0	0	6	1	0	0

Instructional Implications (including reference to applicable Action Plan): Fewer students overall are enrolling from Port Angeles and Sequim. Quillayute Valley’s enrollment has increased. Sequim’s enrollment over prior years has increased (earlier data not displayed).

OVERALL MONTHLY ENROLLMENT PROFILE

Directions: Enter the average annual full-time equivalent for each month as reported to OSPI.

Year	Month										
	September	October	November	December	January	February	March	April	May	Summer	Annual Average FTE
2008-09	152.29	145.54	145.63	144.87	146.98	147.55	151.79	146.62	138.03	4.56	151.51
2007-08	132.30	141.80	144.45	153.90	155.65	159.18	148.18	140.51	141.06	9.47	155.81
2006-07	118.20	117.20	116.40	118.60	114.90	111.50	119.20	118.90	119.10		117.11
2005-06	112.20	113.90	108.30	103.10	108.50	153.50	155.50	150.50	145.10		127.84
2004-05	135.80	136.90	131.30	135.90	132.50	165.40	170.40	163.40	161.40		148.11
2003-04	119.00	121.80	120.60	119.60	122.40	180.00	163.20	164.00	152.80		140.38
2002-03					79.00	126.40	135.00	130.40	124.40		119.04

Program Implications (including reference to applicable Action Plan): Enrollment increased in 2007-08 due to stronger academic year registrations and inclusion of summer enrollment. Conversion of Sequim automotive and Port Angeles collision repair and medical careers are responsible for boosting enrollment in 2007-08 and 2008-09 respectively.

MONTHLY ATTENDANCE PROFILE

Directions: Enter the number of days possible, days present, days excused, days unexcused, and the percentage attended each month.

2008-09	Month									
	September	October	November	December	January	February	March	April	May	June
Days Possible	6362.5	6707.0	5166.5	3945.4	5334.0	5273.0	5424.0	5162.0	5373.0	3369.0
Days Present	6084.5	6255.9	4789.0	3591.8	5054.5	4928.0	4901.5	5993.5	4851.5	2853.0
Days Excused	109.0	253.7	187.4	151.4	130.5	194.50	265.0	256.0	228.5	125.0
Days Unexcused	169.0	197.4	190.1	202.2	249.0	150.50	251.5	312.5	293.0	391.0
Percentage Attended	95.63%	93.27%	92.69%	91.04%	93.05	93.46	90.48	89.05	90.29	84.63

2007-08	Month									
	September	October	November	December	January	February	March	April	May	June
Days Possible	5,530.7	7,046.3	6,645.7	5,967.9	7,591.5	6,566.6	6,052.5	6,002.1	5,812.0	2,612.0
Days Present	5,060.5	6,373.2	5,864.5	5,474.2	6,540.6	5,775.6	5,442.8	5,423.3	5,164.0	2,397.5
Days Excused	138.0	201.0	274.0	156.0	187.0	393.45	334.7	290.9	297.5	93
Days Unexcused	332.3	472.2	507.2	337.8	863.9	397.5	275.0	288.0	350.5	121.5
Percentage Attended	91.50%	90.45%	88.25%	91.73%	86.16%	87.95%	89.93%	90.36%	88.85%	91.79%

PROGRAM ENROLLMENT GENDER BALANCE DATA

Directions: Enter the average number of students of the gender enrolled in each program each year.

GENDER	BUILDING TRADES							CULINARY ARTS						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Male		7.0	11.0	19.0	21.5	20.0	15		13.5	26.0	14.0	16.0	21.0	24.9
Female		0.0	0.0	1.0	2.0	1.5	0		9.0	20.0	14.0	18.5	32.0	22.7

GENDER	COMPOSITES TECHNOLOGY							COSMETOLOGY						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Male		0.0	13.5	17.0	15.0	10.0	11.5		1.0	0.5	1.5	2.0	1.0	1.0
Female		0.0	1.0	0.5	1.0	1.0	1.3		7.0	38.0	30.5	42.5	54.5	20.0

GENDER	MEDICAL CAREERS							DIGITAL MEDIA TECHNOLOGY						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Male		0.0	0.0	0.0	0.0	0.5	6		10.0	14.5	5.0	17.0	10.0	5.8
Female		0.0	7.0	3.0	3.5	4.0	25.5		22.5	8.5	18.5	11.0	8.5	3.8

GENDER	INFORMATION TECHNOLOGY							WELDING						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Male		9.0	17.0	18.5	24.5	25.5	24.3		6.5	14.5	11.0	19.0	21.5	17.1
Female		0.5	3.0	0.0	0.5	4.0	0		0.0	0.5	0.0	1.5	0.5	.67

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	2002	2004	2005	2007	2009 Exp.		2002	2004	2005	2007	2009 Exp.
Clear & Shared Focus	❖		48%	34%	70%	Frequent Monitoring of Teaching and Learning			50%	52%	60%
Effective School Leadership	❖		59%	38%	60%	Focused Professional Development			30%	26%	70%
High Standards & Expectations	❖		44%	30%	45%	Curric., Instruct., and Assess. Aligned with Standards			22%	$\frac{n/a}{n/a}$	$\frac{n/a}{n/a}$
High Levels of Collaboration and Communication	❖		37%	30%	70%	High Levels of Community & Parent Involvement			34%	30%	50%
Supportive Learning Environment	❖		46%	46%	60%	Staff Willingness to Change			48%	39%	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 *students* that indicated support for the following categories:

Category	2004	2005	2007	2009 Exp.	Category	2004	2005	2007	2009 Exp.
Clear & Shared Focus	❖	❖	70%	70%	Frequent Monitoring of Teaching and Learning	❖	❖	55%	60%
Effective School Leadership	❖	❖	21%	35%	Focused Professional Development	❖	❖	n/a	n/a
High Standards & Expectations	❖	❖	76%	80%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	n/a	n/a
High Levels of Collaboration and Communication	❖	❖	54%	60%	High Levels of Community & Parent Involvement	❖	❖	38%	50%
Supportive Learning Environment	❖	❖	58%	65%	Staff Willingness to Change	❖	❖	n/a	n/a

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 (2008-09).	89.69%
Unexcused Absences	Total number of absences not excused (2008-09).	3945
Discipline Report	Summary of discipline activity for the building (2008-09).	Drugs/Alcohol: 00 Court Petitions: 00 Tobacco: 00 Expulsions: 00 Weapons: 00 Short-term Suspensions: 04 Fighting/Assaults: 01 Long-term Suspensions: 00
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2007-08).	25.3%
Gender Report	Number of male and female students as reported by the 2007-08 OSPI School Report Card	Males: 60.3% Females: 39.7%
Ethnicity Report	Percent of students by ethnic groups as reported by the 2007-08 OSPI School Report Card	American Indian or Alaskan Native: 05.5% Asian or Pacific Islander: 01.5% Black: 03.0% Hispanic: 04.5% White: 82.9%
Drop-Out Rate	Percent of students listed as drop-outs in the 2007-08 OSPI School Report Card	n/a
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2007-08 OSPI School Report Card	n/a
Staff Report	Staff demographic data	Headcount: 05 Average Years of Exp: 00.0 Overall Ratio: 00.0:0 Percent ≥ a Master’s Degree: 0.0%

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Review the specific subtests for the WASL, 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 WASL, 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"> • Teacher expertise in subject matter • Multiple options for students • Dedicated personnel • Culinary Arts catering • Co-location with incubating businesses • On-line course access 	<ul style="list-style-type: none"> • Lack of consistency of implementing building objectives • Lack of communication between office staff and instructors • Improve gender balance in non-traditional programs • Better align programs between sending high schools and the Skills Center • Improve transportation to and from the Skills Center

PART 4: STRATEGIC GOALS

STRATEGIC GOALS FOR 2008-09

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

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
GOAL 2	Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.
GOAL 3	Parents and community partners support and enhance the education of children.

STRATEGIC OBJECTIVES FOR 2008-09

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 3.3	Annually through inter-district cooperation, expanded opportunities for student, community and economic development will be provided through enhanced North Olympic Peninsula Skills Center program offerings.

ACTION PLAN

NOPSC GOAL 3.3.1: Increase Staff Participation and Commitment

Objective: Raise expectations and ownership for all instructional staff.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Train staff on conducting effective student led conferences; schedule and hold parent/teacher conferences.	Director, Hester Hill	Oct. 2009	Nov. 2009	I-728	Conference survey data
Increase staff participation, to improve staff ownership in student policies and procedures such as the leadership and employability form.	Director, Staff	Sep. 2009	Aug. 2010	District	At least 70% on CEE EES survey data
Implement meaningful, personalized professional development opportunities for all staff.	Director, Staff	Sep. 2009	Aug. 2010	Perkins	CEE EES survey data
Conduct student focused staff meetings with student instruction as the main focus.	Director, Staff	Sep. 2009	June 2010	N/A	Minutes

ACTION PLAN

NOPSC GOAL 3.3.2: Raise Expectations and Standards for All Students

Objective: All students will be enrolled in more challenging and relevant technical programs.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Attend follow-up CORD Applied Math training to ensure certification currency.	Instructors	Oct. 2009 and May 2010	Oct. 2008 and May 2010	Perkins	Program Syllabi

Objective: Identify realistic and real world-like activities for students.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Incorporate leadership standards and activities into all programs.	Consultant, Instructors	Sep. 2008	June 2009	Perkins	Students participate in community activities
Include more real world experiences in a lab setting.	Director, Instructors	Sep. 2008	Jan. 2009	Perkins	Skills packet/portfolio

ACTION PLAN

NOPSC GOAL 3.3.3: Increase the Number of Program Offerings

Objective: Increase student enrollment at the Skills Center through a wider variety of program offerings.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Offer Skills Center programs at comprehensive high schools to increase the number of program offerings for consortium students as appropriate.	Administrative Council, Director	Sep. 2009	Dec. 2009	State Allocation	Increased program offerings at comprehensive high schools by 1 programs
Offer a credit retrieval program through an Academic Learning Lab at the Skills Center for credit deficient students.	Director	Sep. 2008	Apr. 2009	Barrier Reduction, I-728	20 students served through the DLC
Increase partnership programs in concert with Peninsula College as appropriate (e.g., Early Childhood Education).	Director, PC Dean, TechPrep Director	Sep. 2009	June 2010	State Allocation	Increased enrollment in partnership programs
Offer additional Skills Center programs (Marine Technology/Tourism and Hospitality) for consortium students	Administrative Council, Director, Instructors	Sep. 2009	Sep. 2010	State Allocation	Increased program offerings by 1 program

ACTION PLAN

NOPSC GOAL 3.3.4: Strengthen relationships with business, labor, and post-secondary institutions

Objective: Expand opportunities for additional career experiences for all students.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Gather and create baseline data on the number of program completers who are employed, enter the military service, and/or further their education	Consultant, Staff	Aug. 2008	Nov. 2008	Perkins, State Allocation	Number of program completers
Increase the number of students registering for TechPrep.	Staff, TechPrep Director	Sep. 2008	June 2009	TechPrep	Number of students registered
Gather and create baseline data on the number of job shadows and internships available for students.	Incubator Staff, Staff, Work-based learning coordinator	Sep. 2008	Jan. 2009	Perkins, State Allocation	Number of job shadows and internships

Objective: Expand and enhance program advisory membership from outside the host district.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Increase program advisory membership and participation from consortium members for the purpose of improving program quality	Administrative Council, Director	Sep. 2008	Dec. 2008	State Allocation	Diverse membership from consortium members

ACTION PLAN

NOPSC GOAL 3.3.5: Gather consistent student demographics for program improvement

Objective: Make relevant student data available to stakeholders.	Person Responsible	Start Date	Completion Date	Funding Source	Indicators
Action Steps to Support Buildings or Programs					
Gather/report data on student discipline.	Director, Secretary	Sep. 2008	Aug. 2009	State Allocation	Decreased student discipline
Gather/report data on student excused and unexcused absences	Attendance secretary, Director	Sep. 2008	Aug. 2009	State Allocation	Decreased student unexcused absences
Create and administer student satisfaction survey.	Director, Instructors	Sep. 2008	June 2009	State Allocation	Completed student satisfaction survey
Gather student academic data through Compass.	Academic Support Teacher	Jan. 2009	June 2009	Barrier Reduction	Student test scores

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.

The Skills Center has incorporated Applied Math into three programs—Building Trades, Culinary Arts, and Information Technology—to provide students an opportunity to reinforce math skills and provide remediation. The Skills Center has also started an Academic Learning Lab supported by a Digital Learning Commons partnership for credit deficient students. The Skills Center will also be seeking academic credit in 2008-09 for Digital Media.

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"/>
\$5,000	Applied Math Training	Building Trades, Culinary Arts, and Information Technology Instructors will attend the week-long training in the Tri-Cities to become Applied Math certified. Source: Perkins	<input type="checkbox"/>
\$500	Leadership Workshop	All NOPSC instructors will attend a day-long training on incorporating leadership into their classes. Source: Perkins	<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
\$0			<input type="checkbox"/>
			<input type="checkbox"/>

\$000

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: North Olympic Peninsula Skills Center				Grades (Example: Elem / MS / HS): HS		
School Improvement Goal (taken from your building's School Improvement Plan): Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): Students engage in work that is relevant, timely, and rigorous.						
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	Offer ITV Classes	Tech Director/NOPSC Director	HW and SW TS	Training on teaching via ITV.	\$10,000 One time equipment update dollars	Offering classes via ITV to remote sites
	Update phone system with intercom	Tech Staff/CISCO engineer			\$0 (enable CISCO phones to function as intercoms)	Phones function as intercoms
Year 2: 2008-2009	Digital Cameras and Video equipment for Digital Media	NOPSC Director/Digital Media Staff	HW	None	\$5,000 for cameras and video equipment	
Year 3: 2009-2010	Drawing software for Composites	NOPSC Director/Composite Staff	SW TS	Staff training on drawing software	\$10,000 for software plus dollars for training	Drawing software included in Composite curriculum

SIP Team Leader Completing This Form: Jacob Jackson, Cindy Crumb **Date:** 11/16/06

Other SIP Team Participants: Steve Pazan, Scott Brodhun

SUMMARY

Directions: Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading, math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

The Skills Center offers students rigorous and relevant training for either entry-level work or to continue to post-secondary schooling. In addition, the Skills Center is offering an Academic Learning Lab to provide assistance to students who may be credit deficient.

The Skills Center has increased its communications with families through direct mailings. The Skills Center added an attendance secretary that makes daily phone calls to students who have missed class.

The Skills Center has also increased its marketing to engage staff, all school districts, and other Skills Center partners. A priority has been ensuring that its programs are connected to post-secondary through TechPrep which offers high school students college credits.

The Skills Center staff has also worked on increasing membership and participation in advisory committees. Staff have been attempting to engage labor and industry representatives from outside of the Port Angeles area. Advisory committees meet three times a year to review program needs, curriculum, and marketing strategies.

Key Objectives		

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
Director	Jacob Jackson	
Secretary	Lynnette Crouse	
General Advisory Council Chair	Jim Haguewood	
Instructor	Denise Dahll	
Instructor	Tanya Knight	
Instructor	Ann Chandler	
Instructor	Riley Stites	
Instructor	Dave Peterson	
Student		
Superintendent	Tom Anderson	
Administrative Council Chair	Dr. Gary Cohn	<i>Board Approved Date:</i> _____

APPENDICES

Directions: Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.