

# 2016-2017 Port Townsend High School Continuous School Improvement Plan

Principal: Carrie Ehrhardt

Date: October 14, 2016

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## Vision Statement:

Port Townsend High School is an academically-rigorous learning community that values individuality, respects diversity, inspires all students to become life-long learners, and prepares them to engage in their local and global communities.

## Mission Statement:

Port Townsend High School staff, parents, students and community create a safe, respectful environment where all students are challenged to become learners, achievers and responsible citizens.

## Desired Learning Outcomes:

Upon graduation from Port Townsend High School, students will:

- Think logically, analytically, and creatively to form reasoned judgments and become effective problem solvers and decision makers
- Have a solid foundation of subject area knowledge across disciplines
- Acquire skills in writing, reading, computation, technology, communication, research and organizational skills
- Develop and reflect inter-personal skills that lead to tolerance, respect, integrity, and responsibility toward others in the local and global community
- Be prepared for the future with a solid base of employment skills and work ethics
- Take an active role in their community

At PTHS, we are committed to making education our first priority. We are focused on high quality instructional practices and provide a learning environment that is emotionally and physically safe and that reinforces responsibility, accountability and communication between students, parents and staff.

Motto: Together We Can!

### HSPE Analysis Data Table – Reading – Historical Data

Analysis Tool	2008	2009	2010	2011	2012	2013	2014 Goal	2014	2015 Goal
WASL/HSPE Reading 10 % of students at each level									
Level 1:	3.1%	2.3%	1.1%	4.2%	6.3%	0.9%	0%	1.8%	0%
Level 2:	10.2%	8.4%	8.5%	7.5%	3.6%	3.7%	0%	2.9%	0%
Level 3:	22.7%	34.4%	19.1%	15.8%	18.9%	24.8%	20%	19.8%	20%
Level 4:	59.4%	48.1%	64.9%	70.8%	71.2%	66.1%	80%	59.4%	80%
Basic Pass:						0.0%		7.9%	
WASL/HSPE Reading 10 % Meeting Standard	82.4%	84.0%	90.4%	86.7%	90.1%	90.8%	100%	87.1%	100%
% Not Meeting Standard	17.6%	16%	9.6%	13.3%	9.9%	9.2%		*96.4%	

\*excluding homeschool, WAAS portfolio

### WASL/HSPE Reading Achievement – Data Strands for PTHS – Historical Data

Grade 10	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
2008	77.0%	86.9%	73.0%	83.6%	82.0%	83.6%
2009	75.4%	79.5%	74.6%	81.1%	86.1%	83.6%

**WASL/HSPE Reading Achievement – Data Strands for PTHS- Historical Data (continued)**

Grade 10	Comprehension	Analysis	Critical Thinking	Literary Text	Informational Text
2010	92%	86.4%	88.6%	87.5%	83.0%
2011	86.4%	86.4%	87.3%	85.6%	86.4%
2012	89.4%	89.4%	90.4%	89.4%	93.3%
2013	77.7%	91.3%	92.2%	92.2%	91.3%
2014 Goal	95%	95%	95%	95%	95%
2014	90.1%	83.2%	81.2%	85.1%	86.1%
2015 Goal	95%	95%	95%	95%	95%


**HSPE Analysis Data Table – Writing – Historical Data**

Analysis Tool	2008	2009	2010	2011	2012	2013	2014 Goal	2014	2015 Goal
<b>WASL/HSPE Writing 10</b> % of students at each level									
Level 1:	3.1%	0.0%	0.0%	4.3%	1.8%	4.6%	0%	0.09%	0%
Level 2:	9.4%	3.8%	0.0%	11.1%	5.4%	1.8%	0%	1.8%	0%
Level 3:	15.6%	34.1%	34.7%	24.8%	27.9%	22.9%	20%	18.8%	20%
Level 4:	66.4%	54.5%	60.0%	55.6%	64.9%	66.1%	80%	66.3%	80%
Basic Pass:						1.8%		4.9%	
<b>WASL/HSPE Writing 10</b> % Meeting Standard	82.4%	90.9%	97.9%	80.3%	92.8%	90.8%	100%	90.0% *96.9%	100%
% Not Meeting Standard	17.6%	9.1%	2.1%	19.7%	7.2%	9.2%		10.0%	

WASL/HSPE Writing Achievement – Data Strands for PTHS – Historical Data

Grade 10	Content, Organization, Style	Conventions	Purpose to Explain	Purpose to Persuade
2008	81.8%	91.7%	N/A	N/A
2009	82.0%	95.1%	N/A	N/A
2010	88.9%	98.9%	94.4%	91.1%
2011	79.5%	87.5%	80.4%	78.6%
2012	88.8%	94.4%	89.7%	95.5%
2013	93.1%	91.1%	93.1%	87.1%
2014 Goal	95%	95%	95%	95%
2014	92.9%	94.9%	90.8%	90.8%
2015 Goal	95%	95%	95%	95%

Beginning in 2015, Washington State replaced the High School Proficiency Exam with the Smarter Balanced Comprehensive Exam for reading and writing. The State Board of Education set the score bands for graduation and college readiness:

Washington Smarter Balanced Assessment Minimum Graduation Score English Language Arts	 Graduation Minimum Score - 2548			
	2299-2492  Level 1	2493-2582  Level 2	2583-2681  College Ready Level 3	2682-2795  College Ready Level 4

## Smarter Balanced English Language Arts - Data Table

Analysis Tool	2015	2016	2017	2018	2019	2020	2021	2022	2023
Smarter Balanced ELA 10									
Level 1:	3%	1%							
Level 2:	5%	1%							
(Met Graduation) Level 2:	5%	6%							
(College Ready) Level 3:	31%	51%							
(College Ready) Level 4:	56%	41%							
Basic Pass:									
Smarter Balanced ELA 10									
Met College Ready Standard	92%	92%							
Met Graduation Standard	96%	98%							
% Not Meeting Standard	4%	2%							

### School Wide Reading and Writing Goals and Implications for Instruction:

- Reach 100% mastery on the smarter Balanced English Language Arts exam.
- Revisit instructional practices that strengthen both literary and information text standards in all academic classrooms.
- Provide after school support for 10<sup>th</sup> graders identified as at risk for not meeting standard on state assessments, into a combined session, which is team taught by basic and special education faculty.
- Continue to implement new non-fiction reads that support the transition to increasing informational text, as well as meets our district's Maritime/Place Based Initiative.
- Focus professional development for the year on increasing Place Based projects in all classrooms.

## ACTION PLAN – English Language Arts

<b>Goals</b>	<ul style="list-style-type: none"> <li>• Reach 100% mastery on the smarter Balanced English Language Arts exam.</li> <li>• Revisit instructional practices that strengthen both literary and information text standards in all academic classrooms.</li> <li>• Provide after school support for 10<sup>th</sup> graders identified as at risk for not meeting standard on state assessments, into a combined session, which is team taught by basic and special education faculty.</li> <li>• Continue to implement new non-fiction reads, which support the transition to increasing informational text, as well as meets our district’s Maritime/Place Based Initiative.</li> <li>• Focus professional development for the year on increasing Place Based projects in all classrooms.</li> </ul>			
<b>Data Analysis</b>	While reading scores for 10 <sup>th</sup> grade Smarter Balanced assessments look positive, there is no strand data available, showing continuous improvement in the sub-strands. However, of the student population who tested, almost all students met standard.			
<b>Strategy</b>	Support a school-wide focus on reading authentic text in all content areas. Incorporate materials that will continue to support the transition to Common Core ‘informational text’			
<b>Evidence of Achievement</b>	10 <sup>th</sup> grade students will meet standard on the 2017 state exam in reading, according to the target goals set by the state.			
<b>Action</b>	<b>Start Date/ End Date</b>	<b>Person Responsible</b>	<b>Reviewed By/When</b>	<b>Completed/ Comments</b>
English team review and discussion of 2016 Smarter Balanced ELA data scores	October, 2016	English Dept. Chair	Principal, November, 2016	
English team review non-fiction materials and plan for increasing focus on informational text	November, 2016	English Dept. Chair	Principal, December, 2016	
Work with Supt. to secure funds for after school 10 <sup>th</sup> grade at risk students, monitor progress	September, 2016 – June, 2017	All English Teachers	Principal, Chair monthly	
Select/purchase at least one new non-fiction read which supports the district’s Maritime Initiative.	November, 2016 –January, 2016	All English Teachers	Principal, Nov. 2016	
Writing focus on both explaining and persuading in English, as well as social studies and science classes, as a means to support the Common Core State Standards.	October 2016 – June 2017	All Teachers	Principal, monthly	
Continue Place Based project work in all classes	Monthly	All English Teachers	Principal	

## EOC Analysis Data Table – Science

Analysis Tool	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>HSPE/EOC Biology 10</b> % of students at each level									
Level 1:	37.1%	34.4%	27.7%	10.3%	7%	1.8%	4.7%	1%	0%
Level 2:	22.7%	17.6%	16.0%	24.8%	18.2%	11.0%	10.5%	17%	8%
Level 3:	27.3%	32.8%	43.6%	47.9%	37.4%	27.5%	43.5%	26%	45%
Level 4:	0.8%	3.8%	7.4%	15.4%	37.4%	42.2%	35.2%	52%	38%
Basic Pass:						3.7%	5.8%	4%	1%
<b>EOC Science 10</b> % Meeting Standard	28.6%	36.6%	51.1%	63.2%	74.7%	83.7%	84.5%	82.5%	84%
% Not Meeting Standard	71.4%	63.4%	48.9%	36.8%	25.3%	16.3%	15.2%	17.5%	16%

### School Wide Science Goals and Implications for Instruction:

- Continue to refine spiral of Science I and Science II in response to EOC data and available resources
- Improve inclusion of STEM principles in instruction, through training in STEM Olympic Partnership (Hageman)
- Continue to create benchmark assessments as EOC items are released to help guide instruction
- Maintain high correlation between performance in Science I and II and performance on EOC exam.
- Work with Marine Science Center to develop progression of place based learning around ocean acidification.
- Provide professional development opportunities to other K-12 science teachers in Next Generation Science Standards training and curriculum implementation within existing science coursework K-8.
- Continue to participate in the Olympic ESD Science Leadership Team (Hageman)

## WASL/HSPE Science Achievement – Profile Trends for PTHS

Grade 10	Systems		Inquiry				Application					
	PTHS	State	PTHS	State	PTHS	State	PTHS	State				
2008	<b>27.6%</b>	38.9%	<b>34.5%</b>	42.0%	<b>39.7%</b>	51.0%	<b>39.7%</b>	51.0%				
2009	<b>43.1%</b>	41.4%	<b>39.7%</b>	61.7%	<b>35.3%</b>	46.6%	<b>35.3%</b>	46.6%				
2010	<b>43.4%</b>	36.4%	<b>62.7%</b>	53.0%	<b>54.2%</b>	47.1%	<b>54.2%</b>	47.1%				
2011	<b>68.7%</b>	51.2%	<b>66.1%</b>	53.9%	<b>40.9%</b>	47.4%	<b>40.9%</b>	47.4%				
	Systems		Inquiry		Apply		Structures		Maintenance		Evolution	
	PT	WA	PT	WA	PT	WA	PT	WA	PT	WA	PT	WA
2012	<b>60.6</b>	56.8	<b>69.7</b>	65	<b>64.6</b>	54.8	<b>59.6</b>	60.1	<b>76.8</b>	62.4	<b>77.8</b>	66.1
2013	<b>75.9</b>	68.4	<b>83.9</b>	69.9	<b>89.7</b>	74.7	<b>70.1</b>	60.3	<b>72.4</b>	56.3	<b>65.5</b>	56.8
2014	<b>77.1</b>	66.9	<b>77.1</b>	68.0	<b>75.9</b>	63.7	<b>72.3</b>	65.5	<b>61.4</b>	57.1	<b>79.5</b>	73.1
2015												

### ACTION PLAN - SCIENCE

Goals	<ul style="list-style-type: none"> <li>• Fully implement Next Generation Science Standards</li> <li>• Use curricular supports and collaboration with English, Special Education and Math departments to improve student ability to read and understand informational text in all science classes</li> <li>• Connect with Blue Heron School on Next Generation Science Standards and STEM initiative.</li> <li>• Develop common scientific practices aligned with Next Generation Science Standards to promote student growth in scientific reasoning, preparing them for college, career and life beyond high school</li> <li>• Work with Marine Science Center to develop progression of PBL around ocean acidification.</li> <li>• Provide professional development opportunities to other K-12 science teachers in Next Generation</li> </ul>
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	Science Standards training and curriculum implementation within existing science coursework K-8.				
Data Analysis	Review of EOC scores show that PTHS did outperform the state average by over 10%				
Strategy	EOC strand data will be compared to previous years to determine effectiveness of interventions. Data gathered from common assessments of science practices will be compared to look for improvement following modification of instruction.				
Evidence of Achievement	10th grades students will meet standard on the 2017 EOC in science, according to the target goals set by the state. Passage rate should demonstrate high correlation between performance in Science 1 and Science 2.				
	Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
	Data Review of EOC Biology 2016 scores	Sept. 2016	Science Dept. Chair	Principal, October, 2016	
	Science team will meet on select Tuesdays, monthly, from 3:00 – 4:30 for COE training, and NGSS common assessment planning, benchmark assessment data review.	Oct. 2016 – May, 2017	PTHS and OCEAN Science teachers	Science Dept. Chair, Ongoing, and in May, 2017	
	Provide professional development opportunities to K-12 science teachers on NGSS	As scheduled	Brandi Hageman	Admin. Team	
	Support Blue Heron School science teachers on NGSS implementation	October, 2016 February, 2017 May, 2017	Principal	Principal, May 2017	
	Marine Science Center partnership on Ocean Acidification project	Oct. 2016 - June, 2017	Brandi Hageman Lois Sherwood	Principal, Chair-monthly	

## HSPE/EOC Analysis Data Tables – Math

Analysis Tool	2008	2009	2010	2011 Goal	2011	2012 Goal	2012	2013 Goal
<b>WASL/HSPE/EOC Math 10</b> % of students at each level  Level 1: Level 2: Level 3: Level 4:	25.8%	26.5%	31.2%	20%	See EOC Year 1 and Year 2 exam data sheets	15%	See EOC Year 1 and Year 2 exam data sheets	10%
	15.9%	17.4%	22.6%	25%		20%		15%
	25.0%	28.0%	28.0%	35%		40%		50%
	23.5%	20.5%	16.1%	20%		25%		25%
<b>WASL/HSPE/EOC Math 10</b> % Meeting Standard % Not Meeting Standard	48.9%	52.5%	44.1%	55%		65%		75%
	51.1%	47.5%	55.9%	45%		35%		25%

Content specific analysis of Algebra and Geometry are continued on next page.

### End Of Course Analysis Data Tables for Algebra and Geometry

Analysis Tool <b>Algebra</b>	2013 Goal	2013	2014 Goal	2014	2015 Goal	2015			
<b>End of Course Algebra</b> % of students at each level									
Level 1:	10%	19.6%	10%	7.3%	5%	6%			
Level 2:	15%	10.1%	15%	8.4%	5%	7%			
Level 3:	20%	28.3%	35%	83.1%	90%	38%			
Level 4:	25%	37.7%	40%			48%			
Basic Pass:		1.4%		1.2%		1%			
% Meeting Standard	75%	86.1%		84.3%		87%			
% Not Meeting Standard	25%	13.9%		15.7%		13%			

Analysis Tool <b>Geometry</b>	2013 Goal	2013	<b>2013 Correction</b>	2014 Goal	2014	2015 Goal	2015		
<b>End of Course Geometry</b> % of students at each level					<b>12 tested students</b>				
Level 1:	10%	2.2%		0%	25.1%				
Level 2:	15%	<b>15.6%</b>		10%	16.6%	10%	11%		
Level 3:	20%	31.1%		30%	50%	90%	33%		
Level 4:	25%	51.1%		60%	8.3%		55%		
Basic Pass:		<b>0%</b>	<b>2.2%</b>						
% Meeting Standard	75%	91.6%	<b>93.8%</b>		41.7%		89%		
% Not Meeting Standard	25%	8.4%	<b>6.2%</b>		58.3%		11%		

## End of Course Math Achievement - Profile Trends for PTHS

Algebra EOC Strands	Numbers, Operations, Expressions, Variables	Linear Equations and Inequalities	Characteristics and Behaviors of Linear and Non Linear Functions	Data and Statistics	Course Specific Content
PT 2011	42.9%	28.6%	14.3%	42.9%	14.3%
WA 2011	37.8%	27.7%	33.0%	32.2%	35.2%
PT 2012	58.3%	33.3%	41.7%	58.3%	Not reported
WA 2012	45.3%	25.0%	26.5%	28.2%	Not reported
PT 2013	60.0%	60.0%	70.0%	40.0%	50.0%
WA 2013	35.4%	29.7%	31.1%	23.2%	34.8%
<b>PT 2014</b>	<b>37.5%</b>	<b>25.0%</b>	<b>31.3%</b>	<b>25.0%</b>	<b>31.3%</b>
WA 2014	31.9%	30.0%	29.7%	39.0%	35.1%

## End of Course Math Achievement - Profile Trends for PTHS

<b>Geometry Strands</b>	Logical Arguments and Proofs	Proving and Applying Properties of 2 Dimensional Figures	Figures in a Coordinate Plane & Measurement	Course Specific Content
PT 2011	55.9%	54.4%	72.1%	75.0%
WA 2011	56.9%	59.8%	69.6%	55.4%
PT 2012	42.3%	26.9%	53.8%	65.4%
WA 2012	63.8%	56.5%	57.5%	54.6%
PT 2013	80.0%	73.3%	68.3%	66.7%
WA 2013	67.2%	66.3%	62.4%	57.1%
<b>PT 2014</b>	<b>68.8%</b>	<b>48.3%</b>	<b>50.0%</b>	<b>50.0%</b>
WA 2014	56.3%	42.8%	37.4%	35.4%

## Smarter Balanced Math Achievement

PT 2015	Smarter Balanced Math Exam (11th grade scores for federal accountability purposes)	17.8%
WA 2015		13.7%
PT 2016	Smarter Balanced Math Exam (11th grade scores for federal accountability purposes)	63%
WA 2016		21.8%

## ACTION PLAN – MATHEMATICS

<b>Goals</b>	<ul style="list-style-type: none"> <li>• Increase student achievement mathematics, for all subject/courses</li> <li>• Prepare students for the SBAC math exam, in the spring of the 11<sup>th</sup> grade year</li> </ul>			
<b>Data Analysis</b>	<p>Since 2011-12, PTHS algebra and geometry students continued to perform at or above the state average. Through the transition to the Smarter Balanced math exam, low participation rates have proved challenging in determining the performance level of our overall student population in math.</p>			
<b>Strategy</b>	<p>Due to transitions in the PTHS math department for the 2016-17 school year, the only course being taught by the same teacher from the prior year is in geometry. These shifts are requiring the department to revisit and realign with sound instructional practices, while supporting new staff in the Common Core and curriculum alignment/pacing protocols.</p> <p>Retired PTHS teacher and former school improvement specialist Dave Thielk has been placed on a contract for services to support us in this work.</p>			
<b>Evidence of Achievement</b>	<p>Teacher feedback and student performance on in class assessments, which were previously aligned to the Common Core standards.</p>			
<b>Action</b>	<b>Start Date/ End Date</b>	<b>Person Responsible</b>	<b>Reviewed By/When</b>	<b>Completed/ Comments</b>
Math teachers to review available SBAC data	Sept., 2016	Math Dept. Chair and Teachers	Principal, Oct. 2016	
Training on Student Response System for all math teachers	October 2016	Dave Thielk, math Consultant	Principal, Oct. 2016	
Teachers utilize lessons involving the student response systems as a way to complete formative assessments during instruction	Nov. 2016-May 2017	HS Math Team	Math Dept. share with principal monthly	
New math teacher trained on Common Core Standards for math	Oct. –Nov. 2016	Teacher and math consultant	Principal, November 2016	
Update Algebra 2 instructional guide and pacing framework	Oct, 2016 – Nov. 2017	Teacher and math consultant	Principal, November 2016	

MATH, continued

Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Algebra 1 implementation of Engage New York curricular framework	Sept., 2016 – June 2017	Math Dept. Chair and Teacher	Principal, monthly	
Participation in ‘Facilitating Rich and Complex Tasks as Instructional Tools	Nov. 2016- March, 2017	HS Math Collaborative Team, consultant DT	Math Dept. Chair and Principal	



### ACTION PLAN – Other Areas

Goal	<ul style="list-style-type: none"> <li>Principal and Teachers will engage in a variety of professional opportunities to support instructional best practices, teacher growth and improvement, school culture, and alignment with the district’s strategic goals.</li> </ul>			
Strategy	Utilizing professional development and TRI time, PTHS teachers and administrators will engage in learning activities to promote increased knowledge and application of best instructional practices, aligned with district initiatives.			
Evidence of Achievement	End of year self-reflection and self-evaluation. Successful implementation of action items			
Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Teachers will continue work on design and implementation of PTHS Maritime Framework.	September, 2016- May, 2017	Principal, MDS Staff Assistant Principal	Principal February, 2017	
Teachers will work in collaborative Instructional Department Teams	November, 2016- April, 2017	Everyone!	Principal and Asst. Pr. 4/2017	
Building wide professional development on ‘rigor’.	September, 2016- March, 2017	Assistant Principal Scott Wilson	Principal ongoing	
Implementation and oversight of new Attendance Procedures to increase overall attendance by 3% (goal for 92%)	Sept., 2016-June, 2017	Principal Assistant Principal Teachers	Principal and Asst. Principal monthly	
Increased Collaboration with Skillmation and other community partnerships	Sept 2016-May 2017	Certificated Staff and Administration	Principal- quarterly	
Implement and Support the Redhawk Mentors program	Sept 2016-May 2017	Teacher Leaders and Assistant Principal	Principal- ongoing	
Improve on time graduation rates through an extended day credit recovery program (LAP)	Nov 2016 – June 2017	Teacher Leader and Principal	Principal- ongoing	
Review/collaborate with staff and Superintendent on scheduling options to meet the 24 credit requirement needs of PTHS students.	Oct. 2016 – June 2017	Principal	Principal, May 2017	

