

2017-2018 Port Townsend High School Continuous School Improvement Plan

Principal: Carrie Ehrhardt

Date: October 1, 2017

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% 12.9%	

*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
WASL/HSPE Writing 10 % 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%	
WASL/HSPE Writing 10 % 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%	8%						
Level 2:	5%	1%	1%						
(Met Graduation) Level 2:	5%	6%	11%						
(College Ready) Level 3:	31%	51%	31%						
(College Ready) Level 4:	56%	41%	46%						
No Score:			3%						
Smarter Balanced ELA 10									
Met College Ready Standard	92%	92%	77%						
Met Graduation Standard	96%	98%	87.5%						
% Not Meeting Standard	4%	2%	12.5%						

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 a second year of after school support for 10th 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.
- Increase non-fiction reading for students outside of class.
- Focus professional development for the year on increasing Place Based projects in all classrooms.

ACTION PLAN – English Language Arts

Goals	<ul style="list-style-type: none"> • 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 a second year of after school support for 10th 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. • Increase non-fiction reading for students outside of class. • Focus professional development for the year on increasing Place Based projects in all classrooms. 			
Data Analysis	While reading scores for 10 th grade Smarter Balanced assessments look positive, there is no strand data available, showing continuous improvement in the sub-strands. However, PTHS continues to out perform the state average in both reading and writing on an annual basis.			
Strategy	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’			
Evidence of Achievement	10 th grade students will meet standard on the 2018 state exam in reading, according to the target goals set by the state.			
Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
English team review and discussion of 2017 Smarter Balanced ELA data scores (1.4.3)	October, 2017	English Dept. Chair	Principal, November, 2017	
English team review non-fiction materials and plan for increasing focus on informational text, Evaluate author selections for balance in gender and other factors (1.3.1)	November, 2017	English Dept. Chair	Principal, December, 2017	
Secure LAP funds for after school 10 th grade at risk students, monitor progress (1.4.2)	September, 2017 – June, 2018	All English Teachers	Principal, Chair monthly	
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. (1.4.3)	October 2017 – June 2018	All Teachers	Principal, monthly	

EOC Analysis Data Table – Science

Analysis Tool	2011	2012	2013	2014	2015	2016	2017		
HSPE/EOC Biology 10 % of students at each level									
Level 1:	10.3%	7%	1.8%	4.7%	1%	0%	3%		
Level 2:	24.8%	18.2%	11.0%	10.5%	17%	8%	19%		
Level 3:	47.9%	37.4%	27.5%	43.5%	26%	45%	47%		
Level 4:	15.4%	37.4%	42.2%	35.2%	52%	38%	28%		
Basic Pass:			3.7%	5.8%	4%	1%	3%		
EOC Science 10									
% Meeting Standard	63.2%	74.7%	83.7%	84.5%	82.5%	84%	78%		
% Not Meeting Standard	36.8%	25.3%	16.3%	15.2%	17.5%	16%	22%		

School Wide Science Goals and Implications for Instruction:

- Continue to refine standard alignment of Science I, biology and physics in response to EOC data and available resources
- Maintain high correlation between performance in Science I, II and physics, with performance on EOC/NGSS exam.
- Work with Marine Science Center to develop progression of place based learning around ocean acidification (B-WET grant).
- 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.
- Participate in Ambitious Science Teacher Leaders (B. Hageman)
- Continue to participate in the Olympic ESD Science Leadership Team (D. Kelley).

WASL/HSPE Science Achievement – Profile Trends for PTHS

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

ACTION PLAN - SCIENCE

Goals	<ul style="list-style-type: none"> • Fully implement Next Generation Science Standards • Use curricular supports and collaboration with English, Special Education and Math departments to improve student ability to read and understand informational text technical writing in all science classes • Connect with Blue Heron School on Next Generation Science Standards and STEM initiative. • 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 • Work with Marine Science Center to develop progression of PBL around ocean acidification. • Provide support opportunities to other K-12 science teachers in Next Generation Science Standards training and curriculum implementation within existing science coursework K-8.
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Data Analysis	Review of EOC scores show that PTHS remains inline with the state performance averages.			
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 2018 EOC/Next Generation Science Exam (11 th) in science, according to the target goals set by the state. Passage rate should demonstrate high correlation between performance in Science 1, biology and physics.			
Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Data Review of EOC Biology 2017 scores (1.4.3)	Sept. 2017	Science Dept. Chair	Principal, October, 2017	
Science team will meet on the 3 rd Tuesday (monthly) for a working lunch, and NGSS common assessment planning, benchmark assessment data review (1.3.3, 1.3.5, and 1.4.3)	Sept. 2017 – May, 2018	PTHS Science teachers	Science Dept. Chair, Ongoing monthly, and in May, 2018	
Provide professional development support to K-12 science teachers on NGSS (1.1.6)	As scheduled	Brandi Hageman	Admin. Team	
Support Blue Heron School science teachers on NGSS implementation (1.1.6)	As scheduled	Principal, BH Principal	Principal, May 2018	
Marine Science Center partnership/B-WET grant participation (3.3.3)	August, 2017 - June, 2018	Brandi Hageman David Kelley	Principal, Chair- monthly	
PTHS Science Team will attend the WSTA conference (1.2)	October, 2017	Brandi Hageman	Principal, Oct. 2017	

HSPE/EOC Analysis Data Tables – Math

Analysis Tool	2008	2009	2010	2011 Goal	2011	2012 Goal	2012	2013 Goal
WASL/HSPE/EOC Math 10 % of students at each level								
Level 1:	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%
Level 2:	15.9%	17.4%	22.6%	25%		20%		15%
Level 3:	25.0%	28.0%	28.0%	35%		40%		50%
Level 4:	23.5%	20.5%	16.1%	20%		25%		25%
WASL/HSPE/EOC Math 10 % Meeting Standard	48.9%	52.5%	44.1%	55%		65%		75%
% Not Meeting Standard	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 Algebra	2013 Goal	2013	2014 Goal	2014	2015 Goal	2015			
End of Course Algebra % 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 Geometry	2013 Goal	2013	2013 Correction	2014 Goal	2014	2015 Goal	2015		
End of Course Geometry % of students at each level					12 tested students				
Level 1:	10%	2.2%		0%	25.1%				
Level 2:	15%	15.6%		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:		0%	2.2%						
% Meeting Standard	75%	91.6%	93.8%		41.7%		89%		
% Not Meeting Standard	25%	8.4%	6.2%		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%
PT 2014	37.5%	25.0%	31.3%	25.0%	31.3%
WA 2014	31.9%	30.0%	29.7%	39.0%	35.1%

End of Course Math Achievement - Profile Trends for PTHS

Geometry Strands	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%
PT 2014	68.8%	48.3%	50.0%	50.0%
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%
PT 2017	Smarter Balanced Math Exam (11th grade scores for federal accountability purposes)	60%
WA 2017		25.9%

Smarter Balanced Math - Data Table

Analysis Tool	2017	2018	2019	2020	2021	2022	2023	2024	2025
Smarter Balanced Math 11									
Level 1:	12%								
Level 2:	21%								
(Met Graduation) Level 2:	15%								
(College Ready) Level 3:	25%								
(College Ready) Level 4:	19%								
No Score:	18%								
Smarter Balanced Math									
Met College Ready Standard	44%								
Met Graduation Standard	59%								
% Not Meeting Standard	41%								

ACTION PLAN – MATHEMATICS

Goals	<ul style="list-style-type: none"> • Increase student achievement mathematics, for all subject/courses • Prepare students for the SBAC math exam, in the spring of the 10th grade year 			
Data Analysis	<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. Starting in 2018, the state will give the SB math exam, during spring of the 10 grade year, with content covering algebra, geometry and Alg. 2</p>			
Strategy	<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. Additionally, a new math teacher was hired for 2017. 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. Retired PTHS teacher and former school improvement specialist Dave Thielk has been placed on a contract for services to support us in this work, again for the 2017-18 school year.</p>			
Evidence of Achievement	Teacher feedback and student performance on in class assessments, which were previously aligned to the Common Core standards.			
Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Math teachers review 2017 SBAC data (1.4.3)	Sept., 2017	Math Dept. Chair and Teachers	Principal, Oct. 2017	
Training on Google Surveys for all math teachers (1.2.5 and 2.2.3)	October 2017	Dave Thielk, math Consultant	Principal, Oct. 2017	
Teachers utilize lessons involving the Google Surveys as a way to complete formative assessments during instruction, with a focus on TI calculator functions (1.2.5 and 1.3.3)	Nov. 2017-May 2018	HS Math Team	Math Dept. share with principal monthly	
New math teacher trained on Common Core Mathematical Practices (1.2.3 and 1.4.3)	Oct. –Nov. 2017	Teacher and math consultant	Principal, November 2017	
Participate in district review for a new Common Core aligned math program 6-12 (1.3.2, 2.2.6)	Oct, 2017 – May, 2018	Principal Carrie Ehrhardt	Principal, Monthly	

MATH, continued

Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Continuously update instructional guides in all math courses for pacing and alignment (1.1.2 and 1.3.1)	Sept., 2017 – June 2018	Math Dept. Chair and Teachers	Principal, monthly	
Implement vertical alignment within the Algebra 1 classrooms (1.3.5)	Sept. 2017- June, 2018	HS Math Collaborative Team, consultant DT	Math Dept. Chair and Principal	

ACTION PLAN – Other Areas

Goal	<ul style="list-style-type: none"> 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. 			
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 and place based activities in all classes (1.1.3)	September, 2017- May, 2018	Principal, MDS Staff	Principal February, 2018	
Teachers will work in collaborative Instructional Department Teams, and engage in a book study that focuses on equity and growth mindset (1.2.4 and 1.2.5)	October, 2017- April, 2018	Everyone!	Principal and Chairs 4/2018	
Continue our building wide professional development on ‘rigor’ (1.2.1)	September, 2017- March, 2018	Principal and Teacher Leaders	Principal ongoing	
Raise attendance rates at PTHS to 95% (1.4.1)	Sept., 2017-June, 2018	Principal and Dean, Teachers	Principal, monthly	
Friday Salons to be expanded to include student engagement in pre and post reflection activities in ELA or content specific classrooms (3.1.1)	Sept 2017-May 2018	Chris Pierson and Principal	Principal- quarterly	
Work with Shape Up America consultant to better align our physical education curriculum	August 2017-May 2018	Richard Sweeney and Principal	Principal- ongoing	

with district wellness goals (4.1.4)				
PTHS Budget alignment to include resource allocation for place based and maritime projects (5.1.2)	Sept. 2017 – June 2018	Everyone!	Principal-ongoing	
Review/collaborate with BH and HS staff and Superintendent on scheduling options to meet the 24 credit requirement needs of PTHS students and overall schedule alignment between the two schools (1.1.5)	Sept. 2017 – Feb. 2018	Team Participants	Principal, May 2018	
Establish a job shadow program for interested Sophomores (3.1.3)	November 2017- June 2018	Principal Intern Kelley Watson	Principal- at semester	
Continued Support for the Redhawk Mentors program **See note at end of document**	August 2017-May 2018	Teacher Leaders and Dean of Students	Principal-ongoing	
Increased Collaboration with Skillmation for Freshman Mentor Program (3.1.1)	Sept 2017-May 2018	Jen Kruse and Principal	Principal-quarterly	
Pursuit of Tech Prep Articulation Agreement with Skagit Valley College for PTHS Maritime Courses (1.4.4 and 3.3.2)	September – October 2017	Carrie Ehrhardt, CTE Director	Principal/CTE Director	

**The Redhawk Mentor program is in its second year at PTHS. The intention was to train junior and senior level students who were interested in providing a positive introduction for our freshmen students, to the high school. Now we find ourselves expanding that concept to a more in-depth experience that could touch a student during each of their high school years as listed below:

Redhawk Mentors – Freshman year

Freshman/Community Mentor Program – Freshman year, delivered through Jennifer Kruse’s classes once a month

Job Shadow Experience – Sophomore year – being developed and implemented in the 2017-18 school year

Student Internship Experience – Junior Year – not yet developed, is in the conceptual and brainstorming stage this year

Senior Project Mentoring – Senior Year – has been established and is supervised by teacher Benjamin Dow

Senior Internship (year 1) or Apprenticeship (year 2) Experience – not yet developed.

