

# Port Townsend High School

## 2017-18 School Improvement Data & Goals 'At A Glance'

Key: HC = Head Count, FTE = Full Time Equivalent, F&R = Free or Reduced, AYA = Average Yearly Attendance, UAR = Unexcused Absence Rate, SPED = Special Education, OTGR = On Time Graduation Rate, EGR = Extended Graduation Rate (5<sup>th</sup> year).

### General Data:

| Year      | Oct. HC | Oct. FTE | May HC | May FTE | F&R   | AYA   | UAR                 | SPED  | OTGR       | EGR          |
|-----------|---------|----------|--------|---------|-------|-------|---------------------|-------|------------|--------------|
| 2016-2017 | 348     | 312.6    | 338    | 298.04  | 39.6% | 93.4% | Data not yet avail. | 14.8% | 81% (2017) | 86.8% (2015) |

### Staffing:

| Year  | Total Staff | Certificated | Paras | Office | Food Service/<br>Custodians | Admin. |
|-------|-------------|--------------|-------|--------|-----------------------------|--------|
| 16-17 | 40          | 24           | 5     | 4      | 2 / 3                       | 2      |
| 17-18 | 42          | 24           | 7     | 4      | 2 / 3                       | 2      |

### State Test Results:

| Year | WA ELA | PT ELA | WA Math | PT Math | WA Bio | PT Bio |
|------|--------|--------|---------|---------|--------|--------|
| 2017 | 73.6%  | 87.5%  | 25.9%   | 59%     | 71.5%  | 78.2%  |

|              | PTHS Goal   | District                |
|--------------|---|-------------------------|
| English / LA | English team review and discussion of 2017 Smarter Balanced ELA data scores   | 1.4.3                   |
|              | 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                   |
|              | Secure LAP or other funds for after school 10 <sup>th</sup> grade at risk students, monitor progress  | 1.4.2                   |
|              | 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                   |
| Science      | Data Review of EOC Biology 2017 scores  | 1.4.3                   |
|              | Science team will meet on the 3 <sup>rd</sup> Tuesday (monthly) for a working lunch, and NGSS common assessment planning, benchmark assessment data review        | 1.3.3<br>1.3.5<br>1.4.3 |
|              | Provide professional development support to K-12 science teachers on NGSS   | 1.1.6                   |
|              | Support Blue Heron School science teachers on NGSS implementation   | 1.1.6                   |
|              | Marine Science Center partnership/B-WET grant participation   | 3.3.3                   |
|              | PTHS Science Team will attend the WSTA conference   | 1.2                     |
| Math         | Math teachers review 2017 SBAC data   | 1.4.3                   |
|              | Training on Google Surveys for all math teachers  | 1.2.5<br>2.2.3          |
|              | 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<br>1.3.3          |
|              | New math teacher trained on Common Core Mathematical Practices  | 1.2.3                   |
|              |   | 1.4.3                   |

|                    |  |                |
|--------------------|--|----------------|
| Math-cont.         | Participate in district review for a new Common Core aligned math program, in grades 6-12  | 1.3.2<br>2.2.6 |
|                    | Continuously update instructional guides in all math courses for pacing and alignment  | 1.1.2<br>1.3.1 |
|                    | Implement vertical alignment within the Algebra 1 classrooms   | 1.3.5          |
| CTE                | Increased Collaboration with Skillmation for Freshman Mentor Program   | 3.1.1          |
|                    | Pursuit of Tech Prep Articulation Agreement with Skagit Valley College for PTHS Maritime Courses   | 1.4.4<br>3.3.2 |
| Other School Goals | Teachers will continue work on design and implementation of PTHS Maritime Framework and place based activities in all classes  | 1.1.3          |
|                    | Teachers will work in collaborative Instructional Department Teams, and engage in a book study that focuses on equity and growth mindset   | 1.2.4<br>1.2.5 |
|                    | Continue our building wide professional development on 'rigor'   | 1.2.1          |
|                    | Raise attendance rates at PTHS to 95%  | 1.4.1          |
|                    | Friday Salons to be expanded to include student engagement in pre and post reflection activities in ELA or content specific classrooms   | 3.1.1          |
|                    | Work with Shape Up America consultant to better align our physical education curriculum with district wellness goals   | 4.1.4          |
|                    | PTHS Budget alignment to include resource allocation for place based and maritime projects   | 5.1.2          |
|                    | 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          |
|                    | Establish a job shadow program for interested Sophomores   | 3.1.3          |
|                    | Continued Support for the Redhawk Mentors program **See note at end of document**  |                |

\*\*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.