2019-2020 Port Townsend High School
Continuous School Improvement Plan

Principal: Carrie Ehrhardt Date: October 1, 2019

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
- Be self-sufficient and self-reliant, courageous and resilient, collaborative, and a community connected/engaged citizen
- 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% *96.4%	100%
% Not Meeting Standard	17.6%	16%	9.6%	13.3%	9.9%	9.2%		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%	5%	5%				
Level 2:	5%	1%	1%	5%	2%				
(Met Graduation) Level 2:	5%	6%	11%	8%	8%				
(College Ready) Level 3:	31%	51%	31%	30%	25%				
(College Ready) Level 4:	56%	41%	46%	52%	60%				
No Score:			3%	<1%	0				
Smarter Balanced ELA 10									
Met College Ready Standard	92%	92%	77%	82%	85%				
Met Graduation Standard	96%	98%	87.5%	90%	93%				
% Not Meeting Standard	4%	2%	12.5%	10%	7%				

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.
- 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	• 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. • 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	Reading scores for 10th grade Smarter Balanced assessments look positive, as PTHS continues to out perform the state average in both reading and writing on an annual basis.
Strategy	Continue to support a school-wide focus on reading authentic text in all content areas. Incorporate materials that will continue to enhance instruction on Common Core 'informational text'
Evidence of Achievement	10th grade students will participate in the SBAC and meet standard on the 2020 state exam in reading and writing (ELA) areas.

Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
English team review and discussion of 2019 Smarter Balanced ELA data scores and AP exam scores **(1.4.3)**	October, 2019	English Dept. Chair	Principal, November, 2019	
Support new ELA teacher in book selection for English 9 and AP English program (**1.4.3**)	September, 2019	English Dept. Chair Principal	Principal, November 2019	
Continue 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, 2019	English Dept. Chair	Principal, December, 2019	
Use levy funds for after school 10th grade at risk students, monitor progress **(1.4.2)**	October, 2019 – May, 2020	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 2019 – June 2020	All Teachers	Principal, monthly	

WASL/HSPE Science Achievement – Profile Trends for PTHS

Grade 10	Systems		Inquiry		Application	
	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

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%

WCAS Washington Comprehensive Assessment of Science Data Analysis Table

Analysis Tool	2018	2019							
WCAS 11 % of students at each level									
Level 1:	13%	10%							
Level 2:	19%	10%							
Level 3:	48%	49%							
Level 4:	20%	31%							
Basic Pass:	N/A	N/A							
WCAS Science 11									
% Meeting Standard	68%	80%							
% Not Meeting Standard	32%	20%							

School Wide Science Goals and Implications for Instruction:

- Continue to refine standard alignment of intro to chemistry, biology and physics in response to WSAC data and available resources
- Maintain high correlation between performance in courses, with performance on WSAC exam.
- Continue work with Marine Science Center to develop progression of place based learning around ocean acidification (B-WET grant).
- Offer 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 Science Fellows and WA Science Teacher Association (B. Hageman)

ACTION PLAN - SCIENCE

Goals	• Fully implement Next Generation Science Standards in all science classes • 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 • Offer support to 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 continue progression of PBL around ocean acidification. • Offer and provide support opportunities to other K-12 science teachers in Next Generation Science Standards training and curriculum implementation within existing science coursework K-8.
Data Analysis	Review of WSAC scores show that PTHS remains inline with the state performance averages.
Strategy	WSAC strand data will be reviewed and compared to state data. Data gathered from common assessments of science practices will be compared to look for improvement following modification of instruction.
Evidence of Achievement	11th grade students will meet standard on the 2020 WSAC Exam (11^{th}) in science. Passage rate should demonstrate high correlation between performance in intro. to chemistry, biology and physics classes.

Action	Start Date/ End Date	Person Responsible	Reviewed By/When	Completed/ Comments
Data Review of WCAS 2019 scores and AP biology scores **(1.4.3)**	Oct. 2019	Science Dept. Chair & science teachers	Principal, October, 2019	
Science team will meet on the 3rd 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. 2019 – May, 2020	PTHS Science teachers	Science Dept. Chair, ongoing monthly, and in May, 2020	
Provide professional development support to K-12 science teachers on NGSS **(1.1.6)**	As scheduled	Brandi Hageman	Admin. Team	
Offer Blue Heron School science teachers help on NGSS implementation through vertical teaming 6-12 **(1.1.6)**	As scheduled	Principal, BH Principal	Principal, Oct., 2019 & May 2020	
Marine Science Center partnership/B-WET grant participation **(3.3.3)**	August, 2019 - June, 2020	Brandi Hageman David Kelley	Principal, Chair-monthly	
PTHS Science Team will attend the NSTA conference **(1.2)**	December, 2019	Brandi Hageman	Principal, Dec. 2019	
Organize and participate in Climate Summit – cross collaboration project between grade levels and schools (5th, 9th, 10th) (**1.2.1, 1.3.4**)	June 2020	Brandi Hageman David Kelley Judy Cowling	Principal, June 2020	

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					See EOC Year 1 and Year 2 exam data sheets		See EOC Year 1 and Year 2 exam data sheets	
Level 1:	25.8%	26.5%	31.2%	20%		15%		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%			38%			
Level 4:	25%	37.7%	40%	83.1%	90%	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%		33%		
Level 4:	25%	51.1%		60%	8.3%	90%	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		Gr. 10 &11							
Level 1:	12%	27%	30%						
Level 2:	21%	11%	20%						
(Met Graduation) Level 2:	15%	17%	8%						
(College Ready) Level 3:	25%	20%	23%						
(College Ready) Level 4:	19%	25%	19%						
No Score:	18%	0%	<1%						
Smarter Balanced Math									
Met College Ready Standard	44%	45%	42%						
Met Graduation Standard	59%	62%	50%						
% Not Meeting Standard	41%	38%	50%						

ACTION PLAN – MATHEMATICS

Goals	• 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	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 gives the SB math exam, during spring of the 10 grade year, with content covering algebra, geometry and Alg. 2 Additionally, starting in 2020 students have multiple pathways to access standard proficiency, without participating in the SBAC.
Strategy	Instructional shifts due to teacher changes had required the department to revisit and realign with sound instructional practices, while supporting new staff in the Common Core and curriculum alignment/pacing protocols. Additionally, the district has purchased a new math curriculum for grades 6-12, which will be rolled in at the high school level over two years (19-20 and 20-21).
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 2019 SBAC data and AP Calculus scores **(1.4.3)**	August, 2019	Math Dept. Chair and Teachers	Principal, Oct. 2019	
Participate in offered training and implement the new math curriculum (**1.2.1**)	August 2019-May 2020	All math teachers, select Sped teachers	Principal, monthly	
Collaborate with special education teacher to team teach algebra 1, and support IEP math students in algebra and geometry classes **(1.2.3, 1.4.3 and 2.4.3)**	Sept. 2019 –June 2020	David Kelley, Logan Stegner, Judy Cowling, Rene Olson	Principal, monthly	
Collaborate with algebra 1 math teacher at Blue Heron to insure implementation fidelity (**1.3.5**)	Sept., 2019 – June, 2020	Dept. chair and math teachers	Principal	
Support online Calculus students through 7th period instructional seminar (**1.4.3**)	Sept., 2019 – June, 2020	Amos Freeman	Principal	

ACTION PLAN – Other Areas

Goal	• 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, 2019-May, 2020	Principal, MDS Staff	Principal February, 2020	
Teachers will work in collaborative Instructional Department Teams, and engage in a book study that focuses on place based project design and evaluation **(1.2.4 and 1.2.5)**	October, 2019-April, 2020	Everyone!	Principal and Chairs 4/2020	This is a repeat goal from last year!
Work to improve communication with parents on how to support their child's performance in classes, and homework completion **(EES)**	October, 2019-May, 2020	Principal and Teacher Leaders	Principal ongoing	
Raise attendance rates at PTHS to 95%, including tracking/outreach of special education student absences **(1.4.1)**	Sept., 2019-June, 2020	Dean of Students, Teachers	Principal, monthly	
Work on implementing maritime/PBL projects cross-curricular, cross-grade level and cross-school **(1.1.4)**	Oct 2019-May 2020	All Teachers	Principal-quarterly	

Work with Shape Up America consultant to support new teacher in our physical education curriculum and district wellness goals **(4.1.4)**	Aug.-Dec. 2019	Logan Stegner and Principal	Principal-ongoing	
PTHS Budget alignment to include resource allocation for place based and maritime projects **(5.1.2)**	Sept. 2019 – June 2020	Everyone!	Principal-ongoing	
Work with music consultant to support HS music teacher in strengthening instructional practices, as well as increased collaboration among music teachers in the district **(1.2.5)**	October 2019 – February 2020	Principal and Daniel Ferland	Principal, February 2020	
Expand Skillmation mentor program for interested Sophomores **(3.1.3)**	October 2019-June 2020	Teacher Jen Kruse	Principal- at semester	Continued from previous year
Continued Support for the Redhawk Mentors program **(4.4.1)** **See note at end of document**	August 2019-May 2020	Teacher Leaders, Lysa Falge and Patrick Gaffney	Principal-ongoing	
Increased Collaboration with Skillmation for Freshman Mentor Program through Mentor WA training funded through CTE, and shifting program to reflect the feedback from mentors in June 2019 **(3.1.1)**	Sept 2019	Principal	Principal-quarterly	Continued from previous year due to number of new mentors needed for incoming freshman
Partner with West Sound Tech to strengthen partnership and support success as maritime satellite campus in PT. **(1.4.4 and 3.3.3)**	September, 2019 - June 2020	Carrie Ehrhardt and Kelley Watson	Principal/CTE Director	
Increase experiences for students in exploring post-high school opportunities (**1.4**)	September, 2019 - June 2020	Kiley Gard and Julianne Dow	Principal	
Collaborate with special education program to offer a transition activity/work experience for students working in the Redhawk Brew (**1.4**)	September, 2019 - June 2020	Carrie Ehrhardt and Rene Olson	Principal	
Continue work to expand PTHS collaborative partnerships in the community (**3.3**)	Ongoing	Carrie Ehrhardt	Principal	

**The Redhawk Mentor program is in its fourth 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
1-1 Mentor Experience – Sophomore year – was developed and implemented in the 2018-19 school year, with little student participation. For 2019-20 we are partnering with Local 2020 and /Stronger Towns in the hopes of strengthening this component.
Student Internship Experience – Junior Year – not yet developed, is still 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. Kelley Watson will continue work on this project. There were a limited number of maritime apprenticeship experiences, during the summer of 2019.