

Port Townsend High School Continuous Improvement Plan 2022-23 School Year

Building Data

Principal: Carrie Ehrhardt	Building Enrollment (2021-22): 389
District: Port Townsend School District	F/R Percentage (2021-22): 43%
On Time Graduation Rate (2022): 86.4% (preliminary)	Dual Credit Rate (2021): 42%
Discipline Rate (2021-22): 17.9% (local data)	Average Daily Attendance (21-22): 82% (Skyward)
9th Grade on Track (2022): 86% (local data/failures)	Chronic Absence Rate (21-22): 8% (Skyward)
Plan Date: 9/25/22	Board Presentation Date: 10/6/22

School Leadership Team

Name	Role	Email
Carrie Ehrhardt	Principal	cehrhardt@ptschools.org
Philip Mackey-Moseley	Dean of Students	pmackeymoseley@ptschools.org
David Kelley	Math	dkelley@ptschools.org
Brandi Hageman	Science	bhageman@ptschools.org
Rene Olson	Special Education	rolson@ptschools.org
Tom Gambill	ELA	tgambill@ptschools.org
Benjamin Dow	Social Studies	bdow@ptschools.org
Jennifer Kruse	Career and Technical Education	jkruse@ptschools.org

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.

School Motto

Together We Can!

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 organization 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,

- responsibility, and equity toward others in the local and global community
- ✓ Be prepared for the future with a solid based 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. We provide social emotional supports for our students, and value our community partnerships, which allow additional programs that support their academic, physical, social, and emotional wellness.

Graduation Data

What percentage of PTHS students graduated in four years (considered on-time graduation)?

2022 Graduation Rate: 86.4% - preliminary data

Class of 2021 Graduation Rate: 87.1%

Continued to 5th year: 5.6%

Drop-Out: 8.0%

Past Data- Class of 2020: 91.7%

Class of 2017: 81.7%; Class of 2018: 95.5%; Class of 2019: 89.2%

Class of 2021	Graduating	Percent Continuing	Percent Dropped	Students
All Students	87.1%	7.9%	5.0%	84/97
Gender				
Female	87.7%	10.5%	1.8%	50
Male	86.4%	4.5%	9.1%	47
Program and Characteristics				
	Graduating	Percent Continuing	Percent Dropped	
Non ELL	87.0%	8.0%	5.0%	
Non Migrant	87.1%	7.9%	5.0%	
Non-Foster	87.0%	8.0%	5.0%	
Non-Homeless	87.4%	7.4%	5.3%	
Non Low Income	93.0%	Suppressed	Suppressed	
Low Income	82.1%	12.5%	5.4%	
Section 504	90.0%	Suppressed	Suppressed	
Non Section 504	86.5%	9.0%	4.5%	
IEP Students	68.4%	26.3%	5.3%	
Non-IEP Students	91.5%	3.7%	4.9%	

Suppressed categories = ELL Students, Foster Care, Homeless, and Migrant Students

STUDENT DISCIPLINARY INFRACTIONS

Student Population by Ethnicity and Program 2021-2022		Student Discipline by Ethnicity and Program 2021-22 Based on 66/389 Enrolled Students	
Amer. In/Alaskan Nat.	1.8%	Amer. In/Alaskan Nat.	0 of 66
Asian	1.5%	Asian	0
Black/African American	0.8%	Black/African Amer.	0
Hispanic/Latino	9.2%	Hispanic/Latino	2 of 66 (3%)*
Two or more races	8.8%	Two or more races	6 of 66
White	77.9%	White	58 of 66 (87.8%)
Female	50.4%	Female	29 of 66 (44%)
Male	48.1%	Male	37 of 66 (56%)*
Gender X	1.5%	Gender X	0
EL Status	1.5%	EL Status	0
Foster	0.5%	Foster	0
Low Income	42.4%	Low Income	42 of 66 (63.6%)
Homeless	2.1%	Homeless	0
504	6.9%	504	2 of 66 (3%)
Special Ed.	13.3%	Special Ed.	3 of 66 (4.5%)

**Identified as focus areas for improvement in the 2019 Consolidated Program Review*

Analysis:

- Improved proportionality of Hispanic/Latino students involved in discipline infractions.
- Continued disproportionality with male and low-income students.

Action Plan:

1. PTHS will increase awareness of the unique needs of male low-income students in an effort to equalize disciplinary action.
 - Staff will participate in needed guidance with our Wellness Director to implement restorative approaches that prevent future incidents.
 - Principal and dean review this data to proactively plan for supportive interventions.
 - Individualized support plans will be created and implemented with strategies such as a 'break pass' for students who need permission to briefly leave class for self-regulation. All teachers and staff will receive the support plan information in order to provide consistent interventions and support.
2. PTHS will partner with Juvenile Services to increase proactive supports for identified individuals.
3. PTHS will partner with our Wellness Director to provide increased identification of male students who could benefit from a wrap-around approach for success.
4. PTHS will increase family outreach for students (with a focus on low-income males) who could benefit from additional supports at school, home, and in the community.

STUDENTS WHO ENROLLED IN ADVANCED PLACEMENT COURSEWORK

Student Population by Ethnicity and Program 2022-2023 388 enrolled as of 9/12/22 2021-22 data only available to date		Student Enrollment by Ethnicity and Program 2022-23 94 Students for 2022-2023	
Amer. In/Alaskan Nat.	9 (2.3%)	Amer. In/Alaskan Nat.	1 (1.1%)
Asian	14 (3.6%)	Asian	7 (7.4%)
Black/African American	15 (3.8%)	Black/African American	3 (3.2%)
Hispanic/Latino	11 (2.8%)	Hispanic/Latino	6 (6.4%)*
Two or more races	33 (8.5%)	Two or more races	0
White	331 (85.0%)	White	77 (81.9%)
Female	198 (51.0%)	Female	53 (56.3%)
Male	189 (49.0%)	Male	41 (41.0%)
Gender X	1 (0.0%)	Gender X	0
EL Status	4 (1.0%)	EL Status	0
Foster	1 (0.0%)	Foster	0
Low Income	43.4%	Low Income	36 (38.2%)*
Homeless	0.8%	Homeless	0
504	26 (6.7%)	504	22 (12.7%)
Special Ed.	51 (13.1%)	Special Ed.	1 (1.1%)*

**Identified as focus areas for improvement in the 2019 Consolidated Program Review*

Analysis:

Identified disproportionalities.

- Students who **qualify for free and reduced lunch** are less likely to enroll in AP classes.
- **White students and Asian students** are more likely to enroll in AP classes.
- **Students with disabilities** are less likely to enroll in AP classes.

Note: Proportionality with Hispanic student enrollment in AP courses have improved from the baseline of 2019 to the current year.

Action Plan:

- Recruitment materials were developed to encourage AP participation from a broader representative group of our student population. This, along with the addition of a new AP Environmental Science class, has caused a significant increase in our AP class enrollment for the 22-23 school year.
- We will continue to work on removing barriers identified by a student sample.
- We will structure increased support opportunities for students who need additional help (after school study groups).
- We will work to get all AP courses qualified as College in the High School as an option for the 23-24 school year.
- We will seek funding to pay for CitHS credits for low-income students.

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

Student Population by Ethnicity and Program 2021-2022		Student Enrollment by Ethnicity and Program 52 Students (13.3%) for 2021-2022	
Amer. In/Alaskan Nat.	1.8%	Amer. In/Alaskan Nat.	5.7% (3)
Asian	1.5%	Asian	0
Black/African American	0.8%	Black/African American	0
Hispanic/Latino	9.2%	Hispanic/Latino	13.4% (7)
Two or more races	8.8%	Two or more races	3.8% (2)
White	77.9%	White	77% (40)
Female	50.4%	Female	36.5% (19)
Male	48.1%	Male	63.4% (33)
EL Status	1.5%	EL Status	1.9% (1)
Foster	0.5%	Foster	3.8% (2)
Low Income	42.4%	Low Income	69.2% (36)
Homeless	2.1%	Homeless	0
504	6.9%	504	N/A
Special Ed.	13.3%	Special Ed.	N/A

Analysis and Action Plan:

Students are rarely identified for special education services at the high school level. However, due to the disproportionality in the data regarding low-income students, administration will provide a summary of these findings to the staff, and work to ensure the following:

- ✓ Intervention services for all students will be data based
- ✓ Data reviewed will be disaggregated by student groups in an effort to increase awareness (and equity) of student needs
- ✓ Staff have greater awareness of the barriers faced by low-income students in accessing support services (tutoring, etc.) and use that awareness to partner with families to find solutions.
- ✓ Teacher Professional Learning Communities (PLCs) will focus on student academic, social and emotional needs as a priority
- ✓ As part of our MTSS Tier 1 model in 22-23, teachers will be identifying two 20-minute intervention focused sessions in class each week. This goal also aligns with our CEE data.

Struggling students receive early intervention and additional help at school (29% positive response)



CAREER AND TECHNICAL EDUCATION PROPORTIONALITY

PTHS did a review of all CTE courses for disparities as part of the Consolidated Program Review process in December, 2019. The following proportionality gaps were discovered in a review of the courses:

Identified Courses	Percent Enrollment by Gender		Percent Enrollment by Income	
	Male	Female	Low-Income	Non Low-Income
Boatbuilding	59%	41%		
Photography	43%	65%		
CAD Robotics	83%	17%		
Web Design	70%	30%		
Video Prod.			18%	82%
2020-21				
Boatbuilding	58% (3)	42%		
Photography	33%	67%		
CAD Robotics	79%	21%		
Web Design				
Video Prod.			46%	54%
2021-22				
Boatbuilding	56%	44%		
Photography	47%	53%		
CAD Robotics				
Video Prod.			Not tracked**	Not tracked**
Registered 22-23				
Boatbuilding	62%	38%		
Photography	54%	46%		
CAD Robotics	71% (6+)	29%		
Video Prod.			Not yet avail.	Not yet avail.

**Free/reduced lunch data was not tracked for the 21-22 school year due to the fact that all students were given meals free of charge, and therefore we know that the small percentage of families who returned a form, does not reflect the accurate tracking needed of this data.

Analysis and Action Plan:

Data reviews show minimal change in the male-female balance between Boatbuilding, Photography, and CAD Design. It is also noted that we have a small sample size in maritime and CAD, as they are single section classes.

Our female enrollment in the overall maritime classes has grown over the past four years.

Plans to address potential disproportionalities will occur in the following ways:

- ✓ District eliminated course fees for all CTE courses
- ✓ Recruitment materials were developed and used in the spring of 2021 and 2022 to encourage CTE participation by all genders for all classes
- ✓ Recruitment materials highlight our skilled and technical science courses (maritime, woodworking, photo, and video) as a means for meeting the graduation pathway requirement
- ✓ CTE instructors received additional time to match instructional units with students' IEP's
- ✓ Special education case managers are closely collaborating with CTE teachers.

Enrollment Increase:

It is also noted that the number of students with IEP's enrolling in our CTE courses have increased. Of the 12 juniors with IEPs, 11 are enrolled in a CTE course this year (91.6%), as well as 12 of the 15 seniors (80%). This is partly based on the fact that CTE courses now offer a graduation pathway that many of our students utilize.

Course Failure Rates and Credit Recovery Data 2021-22 School Year

Student Course Failure Rates for the 2021-22 School Year			
Semester 1	Freshman/9th	Sophomore/10th	Juniors/11th
Failed 1 class	5 students	8 students	13 students
Failed 2 classes	4 students	8 students	10 students
Failed 3 classes	1 student	1 student	5 students
Failed 4 classes	0 student	1 student	3 students
Failed 5 classes	1 student	0 students	1 students
Failed 6 classes	1 students	0 student	2 students
57 students 135 classes	12 students 27 classes	18 students 31 classes	37 students 77 classes
Semester 2			
Failed 1 class	14 students	5 students	10 students
Failed 2 classes	1 students	2 students	3 students
Failed 3 classes	1 student	2 students	4 students
Failed 4 classes	0 students	2 students	2 students
Failed 5 classes	1 students	4 students	2 student
Failed 6 classes	0 students	2 students	2 student
57 students 116 classes	17 students 24 classes	17 students 55 classes	23 students 58 classes
Summer Credit Recovery Program			
Invited Students: 81	*36 students completed 37 courses, earning 21.5 credits (through 9/23/22) *16 students did not recover any credits *Courses were extended through the end of August, and into the new school year, if needed. *Incomplete courses may still be completed during the 22-23 school year		
Participating Students: 57			
Four week program, 5 days per week			
Blended in person or independent study			
Weekly tutoring drop in allowed			
Included weekly student outreach			
Ongoing progress monitoring			
Staffed by two PTHS certificated staff each session			
Breakfast & lunch provided			
Transportation provided (Blue Heron host)			

Analysis and Action Plan:

Over 200 courses remain incomplete. While OSPI waives up to four credits for graduation, the new pandemic-related policy will not be enough for all students to graduate on time.

- ✓ Counselors will meet with students one-on-one to identify strategies that will support them in recovering credits. They will share trends to inform program adjustments
- ✓ Advisors will be leveraged for additional outreach to students and their families.

School Improvement Planning Guide WAC 180-16-200 and ESSA, sec. 1111 (d)(1)(B)

<p>Partners in Consolidated Plan</p> <p>Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template</p>
<p>X Foundational: PTHS is committed to raising the level of student learning through targeted planning and using a lens of equity, giving our students equitable access to learning opportunities that foster growth through the use of 21st-century skills to become contributing citizens.</p> <p>Note: This plan is being utilized as a SIP document for Port Townsend High School. We are not a Title 1 school, and we have not been identified as needing tiered/targeted interventions by the state.</p> <p><u>Tier I Targeted Supports:</u> N/A</p> <p><u>Tier II Targeted Supports:</u> N/A</p> <p><u>Tier III Targeted Supports:</u> N/A</p>

<p>Title I, Part A: Schoolwide Program Model</p> <p>Four Required Components:</p>
<p>X 1. Comprehensive Needs Assessment</p> <p>X 2. Schoolwide Reform Strategies</p> <p>X 3. Activities for Mastery</p> <p>X 4. Coordination and Integration</p> <p>All required planning elements are included in the Port Townsend High School SIP for 2022-23.</p>

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	<p>The Building Leadership Team (Representatives of: ELA, Math, Science, Social Studies, Specialists, Special Education) will guide and review the school improvement planning with input from staff, students, and families. The main areas of focus will be literacy, science, and math, along with MTSS (Multi Tiered Systems of Support) implementation. The purpose of this review is to develop a structured school improvement plan with goals that increase the percentage of students meeting and exceeding standards on the Smarter Balanced Assessment in ELA, Math, and (WASC) Science. This plan will include goals, data analysis, strategies, evidence of achievement, and action steps for each of the focus areas. The data analysis will include SBAC data trends, discipline data, program data, including demographics, and information related to our most recent CEE Survey data, conducted in the spring of 2022. The plan will outline core instructional goals, efforts towards implementing a tiered support model</p>

	<p>(MTSS and PBIS), a data-based decision-making model, through implementation of best practices. In addition to data, the school district has adopted a place based curriculum theme to unify learning along a student’s entire career. Using a place based approach, and focused on the unique elements of our community (maritime, arts, agriculture, coastal, and environmental) curricular themes are embedded and utilized as a way to enhance academic content, and enrich each student’s sense of self, as both a learner, and a citizen in their local and global community.</p>																																				
Do	<p>Each spring PTHS staff, students and families participate in a Center for Educational Effectiveness Survey. This process was suspended in the spring of 2020, but was brought back for us in the spring of 2022. Additionally, from November to December, 2019 the high school administration and leadership teams completed and gathered demographic and program data for the purpose of reviewing and evaluate programs in preparation for the upcoming Consolidated Program Review. We continue to use that data as a baseline to measure progress against, until our next CPR review.</p>																																				
Study	<p>The fall and spring SBAC data during the 21-22 year data analysis suggested PTHS showed continued strength in the percentage of students who met or exceeded standards on the ELA SBAC assessment, but we experienced a decreased in the percentage of students who met or exceeded standards in math. Science achievement scores also remain strong. We have also identified performance gaps in the following areas:</p> <p><u>Math and Science</u></p> <p>Male students performed lower than female students Low income students performed lower than non-low income students Hispanic/Latino students performed lower in math and science</p> <table border="1" data-bbox="526 1220 1507 1581"> <thead> <tr> <th>SBAC 2022</th> <th>ELA (10th)</th> <th>Math (10th)</th> <th>Science (11th)</th> </tr> </thead> <tbody> <tr> <td>PTHS</td> <td>70.6%</td> <td>41.2%</td> <td>67.9%</td> </tr> <tr> <td>WA State</td> <td>62.2%</td> <td>30.8%</td> <td>38.5%</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>PTHS Female</td> <td>76.3%</td> <td>50.0%</td> <td>70.4%</td> </tr> <tr> <td>PTHS Male</td> <td>64.4%</td> <td>31.1%</td> <td>64.3%</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>Hispanic/Latino</td> <td>53.8%</td> <td>15.4%</td> <td>25.0%</td> </tr> <tr> <td>White</td> <td>74.2%</td> <td>43.5%</td> <td>72.4%</td> </tr> </tbody> </table> <p>We will be studying our spring data to evaluate needed shifts or supports. In support of strengthening our student’s math skills, a 6-12 vertical math team has been created and will meet at least quarterly this year. The team will be guided collaboratively by both the middle and high school principal.</p> <p>Based on the review of our previous data and within the development of this plan, PTHS staff will utilize structured professional conversations</p>	SBAC 2022	ELA (10 th)	Math (10 th)	Science (11 th)	PTHS	70.6%	41.2%	67.9%	WA State	62.2%	30.8%	38.5%					PTHS Female	76.3%	50.0%	70.4%	PTHS Male	64.4%	31.1%	64.3%					Hispanic/Latino	53.8%	15.4%	25.0%	White	74.2%	43.5%	72.4%
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	<p>throughout the year to:</p> <ul style="list-style-type: none"> • determine the strengths and challenges within our instructional practices that are reflective in the student results • participate in training and implementation of our third year of MTSS through our work with collaborative teams, and a professional MTSS training coach (Lori Lynass of Sound Supports) • participate in district professional development opportunities that increase instructional practice and effectiveness • continue our district work on equity, and equitable practices • strengthen our MTSS tier 1 practices, including PBIS • support vertical math team (grades 6-12) meetings
Adjust	<p>The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:</p> <ul style="list-style-type: none"> • The building leadership team will serve at the high school’s MTSS team for the 22-23 year • The building leadership team will meet each month to continuously review progress toward the MTSS goals • PLC Collaborative Teams will utilize a monthly meeting throughout the year to review student data to monitor progress on goals, make adjustments to instructional practice, as part of our tier 1 academic supports • Collaborative teams will also focus on review of student writing, as this is a district level MTSS goal for the year. • Our Student Success team will also meet every other month to determine appropriate supports for at-risk students by reviewing teacher/classroom data such as: <ul style="list-style-type: none"> • Attendance • Class performance • Discipline • Care Team referrals
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	<p>“Multi-Tiered Systems of Supports (MTSS) is a service delivery framework focused on prevention and problem solving for all students. An integrated MTSS connects all academic and non-academic interventions.”-OSPI District and building leaders have focused professional development sessions planned for district-wide implementation for academic and behavioral supports.</p>

	<p>PTHS has had two years of MTSS training provided by Sound Supports. Our trainer is Lori Lynass, Ed.D.</p> <p>PTHS will engage in a third year of MTSS work during the 2022-23 school year. The focus will be to ensure we have solid 'tier 1' structures in place, and work on our tier 2 processes. Additionally, our work extends into PBIS (Positive Behavior Interventions and Supports). The Dean of Students will have an increased focus on monitoring attendance regularly and do outreach to families/students in need, on a more regular basis. Our new Wellness Director will be pivotal as we increase our knowledge of equity practices, restorative circles, and work together to increase outreach and supports for students. A full list of our MTSS goals is available at the end of this document, in Appendix A.</p>
Do	<p>Student progress will be evaluated through the six-week grading cycle (for a total of six times per year). In addition we are planning for SBAC assessments (spring), as well as academic progress evaluation through the Student Success and CARE team process. Writing progress will be tracked in the monthly team meetings (district MTSS goal).</p> <p>High school staff will participate in our district-wide professional development program. Our continued focus on MTSS will include interventions and closing the academic gap, and implementing our newly designed behavior/discipline protocol. The district's focus on equity will be continued, and data collected is evaluated by race/ethnicity, income status, and disability status. Additionally, our high school has worked to embrace an inclusionary model, and all three of our special education programs on campus has a majority of their students enrolled in general education classes for the majority of the school day.</p>
Study	<p>PLC grade level teams will review the data, discuss interventions and support strategies, and utilize other assessment data to "red flag" students in need of intervention. For the 2022-23 year each teacher is including a 20-minute twice a week intervention model into general education class time. Our MTSS coach, Lori Lynass, will guide a Tiered Fidelity Inventory review at PTHS this year and that data will be shared and used for planning.</p>
Adjust	<p>The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:</p> <ul style="list-style-type: none"> • The building leadership team will meet monthly to continuously review progress toward the goals, school improvement survey data, student climate information, etc. • PLC Collaborative Teams (ELA, Math, Science, Social Studies, and grade levels) will meet monthly throughout the year to review student achievement data, to monitor progress on goals, make adjustments to instructional practice, review progress implementation of MTSS and PBIS goals (appendix A). Within this

	<p>time, the team will also focus on writing based on the district's goal.</p> <ul style="list-style-type: none"> • The Student Support teams will meet at least every other month to determine appropriate supports for at-risk students by reviewing school wide data such as: <ul style="list-style-type: none"> • Attendance • Discipline • Classroom grades in core classes • Care Team referrals <p>The high school may to use district allotted ESSER funds to provide additional paid time for the Student Support Teams to meet more frequently (in 20-21 the teams met weekly) if possible/needed.</p> <ul style="list-style-type: none"> • The Dean of Students will regularly track and review attendance data and provide related outreach to families.
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COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	<p>PTHS provides opportunities for collaborative team members to meet as a professional learning community for the purpose of monitoring students' learning progress within subject area, and across grade levels. Teams monitor effectiveness of strategies being implemented and will use data to inform modifications. Data cycles within units of instruction include standards-based objectives and criteria for mastery. All teachers have identified priority standards that they will utilize for instruction during the school year. Priority standards are communicated to parents through the class syllabi. Grade level PLC's are also planning to increase parent outreach regarding the three items that were identified by parents as their areas of greatest need in our Educational Effectiveness Survey:</p> <ul style="list-style-type: none"> *Stronger collaboration with their child's teacher(s) *Teachers to send home classroom expectations *Desire to know how to help their child at home <p>A table with the EES data and goals for both parents and students is in Appendix B, at the end of this document.</p>
Do	<p>PTHS teachers are organized into both subject-area and grade level collaborative teams.</p> <p>Collaboration will occur between the general education teachers, school counselors, and special education teachers/paraeducators in an effort to design interventions for students who are not meeting grade level academic and behavioral expectations. The principal both participates and oversees the work.</p> <p>In addition to the in-class intervention time for all students, they may also directly benefit through the development of high quality intervention</p>

	<p>through tutoring, which is planned for three to four days per week, after school. The tutoring is provided through our partnership with Skillmation. Staff will also be utilizing a weekly social-emotional learning period (7th period advisory) for students. This will not only improve their readiness to learn, but will be an opportunity to support the emotional needs of students during this time. The program selected is called School-Connect. It was chosen for both its SEL structure, and a fourth year component focused on college and career readiness. Additional advisory sessions support other school efforts i.e. completion of high school and beyond planning, student 'school culture and safety' surveys, equity lessons and assemblies, etc. A new component for 22-23 is the addition of grade level advisory support teachers. Each grade 9-11 has two identified teachers, and one at the 12th grade. Teachers will hold monthly class meetings, provide activities to help build class and school culture, as well as serve as an advocate for the student.</p>
Study	<p>PTHS has traditionally had strong systems in place for student supports, including subject area intervention services after school, as well as tutors within our after school extended learning program. Data will be reviewed and gathered throughout the year as programs evolve. The challenge to date has been getting participation from students who are in most need of the support.</p>
Adjust	<p>During professional meeting time, collaborative teams will review intervention programs that support our students. Data will be analyzed and discussed to determine the impact of modified instructional practices and intervention strategies over time.</p>
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	<p>The PTHS plan includes a combination of grant funds, building based and district professional development funds, ESSER, and LAP funds. Our activities include an assessment plan, high quality tutoring for students, social/emotional support, and meaningful staff professional development.</p>
Do	<p>ESSER dollars provides the funds for the MTSS coaching, through Sound Supports.</p> <p>A combination of district levy and Title II funds will be used to pay for meaningful professional development that will benefit all students, and teachers.</p> <p>ESSER funds and LAP dollars will be used to support students needing tutoring and credit recovery.</p> <p>Partnership collaboration funds also support a student health clinic on campus, including three days of funded mental health therapy. The district also hired a full time Student Assistance Professional for the high school in April, 2022. Both of these positions are integral in providing social-</p>

	emotional and mental health supports for students.
Study	We understand that a significant number of students have still not recovered from the learning loss experienced during the school moving to remote/zoom instruction, due to covid. The staff will maintain a proactive approach to outreach and student support.
Adjust	When PLC data indicates that gaps persist in our special education or EL population, the leadership teams will reconvene to ensure that interventions are targeted to support students most in need. Collaboration with the ELL teacher (district wide staff member) will be utilized as needed.

REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX

Program	Amount Allowable	How the Intents & Purposes of the Program will be Met
Basic Ed	\$3,465,824	Providing all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. This includes: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, and staff development.
Title II	\$13,000	Preparing and training teachers, with a focus curriculum cohesion, as well as coaching in order to ensure alignment to critical standards
ESSER Funds	\$60,000	To provide training and coaching to teachers in MTSS and to support staff positions in our after school tutoring program. To provide all children significant opportunity to receive the support needed to close educational achievement gaps, via utilization of Odysseyware online courses for credit recovery. To provide for grade level class advisors.
Local Levy Funds (PTHS Building Budget)	\$8,000	Used to support place-based learning, which provides a foundation for all curriculum Used to support funds for teacher professional development

PTHS Building/Department Goals for 2022-2023 School Year

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

<p>SCHOOLWIDE GOALS</p> <p>CARRIE EHRHARDT, TEAM LEADER</p> <p>PHILIP MACKEY-MOSELEY, ATTENDANCE TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Engage in the third year of a building wide MTSS process through partnership with Sound Supports, and a focus on PBIS 2. Support all Advanced Placement classes to build additional strategies for continuing to diversify, and support the student AP population. 3. Focus on strategies for addressing the areas of improvement needed in our Center for Educational Effectiveness data 4. Student Success PLC teams meet each month to review class performance and writing performance/improvement strategies for students 5. Support teachers in the implementation of increasing student choice in the classroom and twice weekly intervention periods for all core classes (CEE) 6. Provide class advisors in grades 9-12 to support school and class culture (CEE) 7. Increase school culture supports in 7th period as well as structure for regular grade checks (CEE) 8. Use Remind, Skyward and other tools for improved communication between teacher and parents/guardians (CEE) 9. Teachers communicate supports for homework, how to help students at home on a quarterly basis (CEE) 10. Consistently implement MTSS and PBIS processes throughout school 11. Track and support students through credit recovery and the after school support program. 12. BLT teacher leaders will serve in an MTSS support role. 13. Raise the regular daily attendance rate to over 90% through a variety of strategies: <ul style="list-style-type: none"> • Weekly attendance tracking – tardies and truancy prompt follow up • School-wide positive and encouraging attendance messaging • Prompt follow up on students with absence trends • Regular and ongoing parent outreach by teachers and Dean of Students • Attendance benchmarks to be established to guide attendance work <ul style="list-style-type: none"> ○ Teachers ○ Dean of Students ○ Juvenile Services attendance engagement supports
<p>ENGLISH AND HUMANITIES</p> <p>TOM GAMBILL AND BEN DOW, TEAM LEADERS</p>	<ol style="list-style-type: none"> 1. Maintain a writing focus on both explaining and persuading in English as well as social studies and science classes, as a means to support the Priority Standards we've identified from the Common Core State Standards for this school year 2. To ensure strong media literacy, students will learn about fact-checking, spotting misinformation/disinformation, verifying reliable resources, and will examine their own media environments critically. They will learn to

	<p>check their confirmation bias and question their influences. Students will be able to use their learning to inform others</p> <ol style="list-style-type: none"> 3. To strengthen writing practices, students will write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 4. Students will successfully present information, findings, and supporting evidence clearly, concisely and logically, such that listeners can follow the line of reasoning. 5. Support colleagues in achieving the district wide MTSS writing goals.
<p>SCIENCE</p> <p>BRANDI HAGEMAN, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Science team will meet jointly with the math department for high school teacher collaboration. Meetings will occur the week before the Building Leadership Team meets. 2. Reimplementation of the Marine Science Center partnership participation for 22-23 3. Professional Development Department Opportunity: <ul style="list-style-type: none"> o Send science department to the WSTA Conference, Wenatchee, October 2022 4. Organize and lead the Climate Conference, a cross collaboration project between grades 9th-12th, June 2023 5. Participate in the OpenSciEd grant through OSPI – piloting of phenomena based units with Ambitious Science Teaching principles (biology, chemistry and possibly physics)
<p>MATHEMATICS</p> <p>DAVID KELLEY, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Math team will jointly meet with the science department for high school teacher collaboration 2. Supplement high school math curriculum for algebra, geometry, and algebra 2 to support students in meeting state math standards 3. Vertical teaming with Blue Heron (and OCEAN) math teachers 4. Stronger collaboration with special education teachers to support students with IEPs for math, in algebra 1 and geometry classes 5. Consider strategies for male and Hispanic/Latino students in supporting success in math (increased SBAC performance)
<p>CAREER & TECHNICAL EDUCATION</p> <p>JENNIFER KRUSE, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Increase opportunities for Port Townsend employers to participate in a general CTE advisory program. 2. Complete a mobile kitchen truck project and create community partnerships which support high quality mobile food service experiences for our culinary arts students 3. Continue building a partnership with Jefferson Healthcare to explore creation of a medical careers program/pathway (CNA or beyond) 4. Continue structure of self-reflection opportunities for student to improve their quality of work, and to increase student choice in project completion 5. Increase community support for our satellite maritime program 6. Support our new maritime instructor in success at PTHS

<p>SPECIAL EDUCATION</p> <p>RENE OLSON, TEAM LEADER</p>	<ol style="list-style-type: none"> 1. Utilize collaboration opportunities for scheduling paraprofessionals to meet the needs of shared students, between our programs/caseloads 2. Focus paraeducator resources for our ninth grade students as a priority to support ninth graders on track for graduation benchmark 3. Utilize the support of general education teachers to support IEP students with the understanding and achievement of their (science and social studies) coursework. 4. Improve teacher understanding for using a trauma informed approach in their work; professional learning on culturally responsive teaching and the brain. 5. Rene Olson to team teach in 3rd period algebra with the general education teacher and to provide increased supports to IEP students in their general education algebra class.
<p>SPECIALISTS</p>	<ol style="list-style-type: none"> 1. Prepare world language students for the Avant STAMP 4S exam, which helps them to qualify for competency credit and the Seal of Biliteracy 2. Provide Spanish class curricular activities and extracurricular sessions for bilingual students not enrolled in class. 3. Have a curricular focus in PE that helps students develop a strong sense of self-worth, an understanding of fitness related knowledge, and gain an appreciation of life-long fitness and it's heal enhancing benefits for physical and mental well-being. 4. Increase the art curriculum to include building skills in spfx makeup

The following appendices represent the work completed by PTHS certificated staff, and inform the goals being used in the annual SIP for the current year.

Appendix A:

MTSS Goals Planning 2022-23 Port Townsend High School

The high school building leadership team/principal's cabinet, will serve as the MTSS leadership team for the year. A portion of our monthly meeting will focus on our successes, challenges, and next steps in our MTSS/PBIS planning process.

MTSS Tier 1 Universal Features in place

1. Annual introduction for students to MTSS expectations – two sessions in 7th period advisory, at the start of the school year along with a mid-year review
2. Teacher introduction of self at their classroom door/commitment statement
Schoolwide Expectations for Students and Staff – taught and posted
*in all school settings
*in the classroom
*in the restroom
2. Redhawk Values – taught and posted
3. Student Recognition System – weekly recognition of students by staff members
4. Academic Expectations – high quality instruction for all students in all classes
*district focus on writing for 22-23
*Monthly grade level teams discuss students and plan to address needs
5. Library is open daily before school, giving students access for study, printing papers, computer use

MTSS Tier 1 Supports in place

1. After school homework support and tutoring, 4 times per week, staffed by teachers
*student attendance is tracked
2. After school support also serves as a credit recovery program, using Odysseyware, or teacher provided course completion materials
*data is kept on students attending for credit recovery
*completed courses are posted to the student transcript
3. School Care Team process in place for teachers, counselor, dean, and parent/guardian to gather and plan for student needs, or to collectively address areas of concern

MTSS Goals for 2022-23:

1. Plan for in-class intervention time, in all courses, and implement (2x/20 min. each week)
2. Plan for improved communication with parents about student progress/student struggle, and implement (CEE parent feedback)
*document parent outreach/contacts, record feedback
*document parent outreach for after school support for students in need
3. Increase student choice in classes
*student choice is a high leverage strategy

- *teacher identifies one project per semester that they will implement choice, and give a feedback report to the team
- 4. Each teacher will select and implement an MTSS high level strategy in all classes
- *strengthen relationships (4 at the door +1 more; consistent connections)
- *5:1 feedback (5 positives for every one correction)
- *increase opportunities for students to respond, in various ways
- 5. Explore incorporation of an evidence based academic Tier 2 strategy for the 2023-24 school year.

Tier 1 Universal PBIS Features in place:

1. Annual introduction for students to PBIS expectations – two sessions in 7th period advisory, at the start of the school year along with a mid-year review
2. Behavioral expectations for school wide settings, in the classroom, and in the restroom are posted, taught, and reviewed through 7th period advisory classes, and in the classrooms
3. SEL lessons (School Connect) are taught throughout the year in 7th period advisory
4. Protocol for responding to Minor Behaviors/Self Check Before Approaching
4. Updated discipline philosophy statement, discipline flowchart (minor/staff managed vs. major/office managed), and discipline violation matrix (with behaviors defined) are in place, staff trained
5. Weekly student recognition system specifies the desired/recognized behaviors, and is publically announced by student choice
6. Community circle process using Redhawk Values is taught as a 7th period advisory session

PBIS Goals for 2022-23:

1. Consistently utilize criteria for responding to minor behaviors/self check before approaching protocol
2. Work to strengthen positive and restorative discipline approaches
3. Consistent use of our updated discipline system
4. Student behavior and data tracking in Skyward and through EduClimber
5. Create means for student to student recognition as part of the Redhawk Values weekly recognition drawing.
6. Learn and implement a check in/check out process for identified students – this is a PBIS strategy identified in our Culture of Wellness document.

Supports for a Positive School Culture (MTSS/PBIS)

- *Redhawk Mentors
- *First Friday activities by grade level to build community and collaboration in the class
- *Student Google survey on school culture and safety – 3 times per year
- *Class Advisory teachers – grade level leaders supporting students and activities
- *Increase teacher and staff presence at school events
- *increase teacher and staff participation in ‘the fun’ – assemblies, etc.

PTHS CEE Goals for 2022-23

Focus: The Student Experience

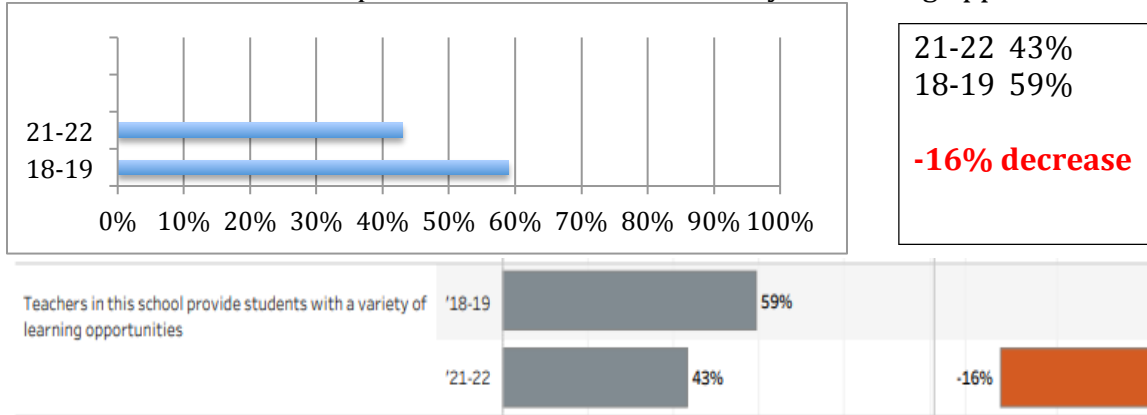
Educational Effectiveness Survey Results 2021-22 School Year

These items were identified based on our district’s focus for the 22-23 school year.

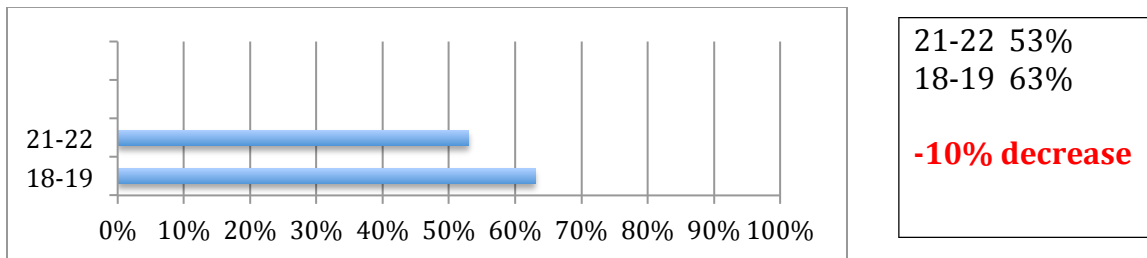
What Parents Want/Need:

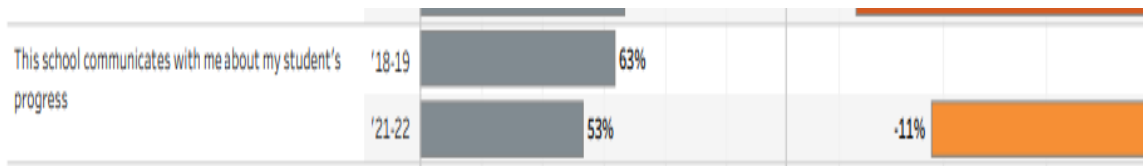
Statement targeted for improvement:	Positive Response %
Teachers in this school provide students with a variety of learning opportunities	43%
The school communicates with me about my student’s progress	53%
Struggling students receive early intervention and additional help at school	29%

1. Teachers in this school provide students with a variety of learning opportunities.

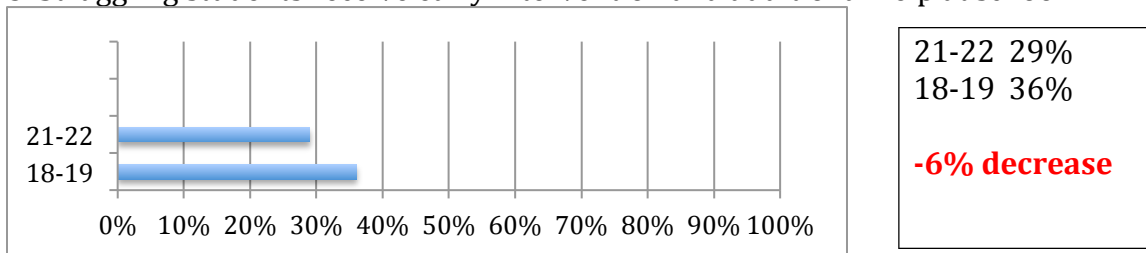


2. The school communicates with me about my student’s progress.





3. Struggling students receive early intervention and additional help at school.



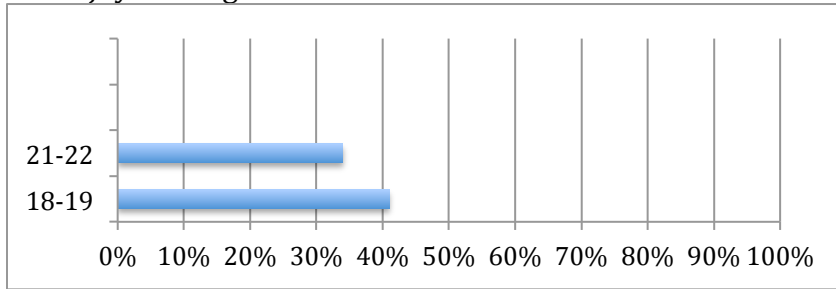
PLAN:

- *Regular classroom communication home (i.e. Skyward or Remind)
- *Outreach for students who are struggling
- *Parent outreach to encourage after school tutoring/homework help
- *Postcard communications

What Students Want/Need:

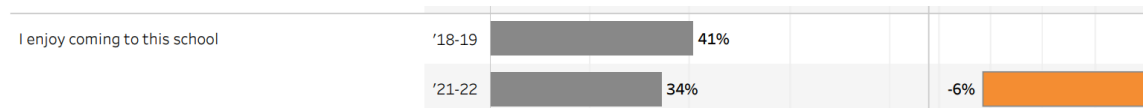
Statement targeted for improvement:	Positive Response %
I enjoy coming to school.	34%
I feel safe at this school.	75%
Work I do in this school feels useful and interesting to me.	26%
What we do in school will help me succeed in life.	42%
My teachers expect all students to succeed no matter who they are.	68%
My teachers help me learn in more ways that just talking in front of class.	52%
My teachers provide lessons and activities that challenge me to learn	63%

1. I enjoy coming to school.

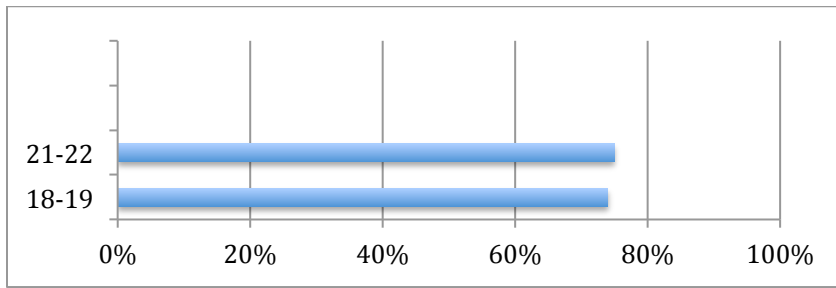


21-22 34%
18-19 41%

-7% decrease

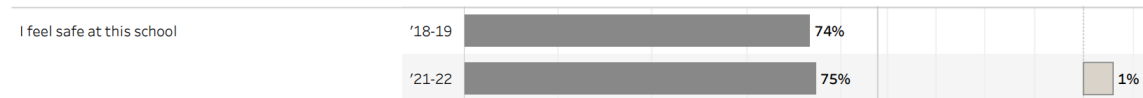


2. I feel safe at this school.

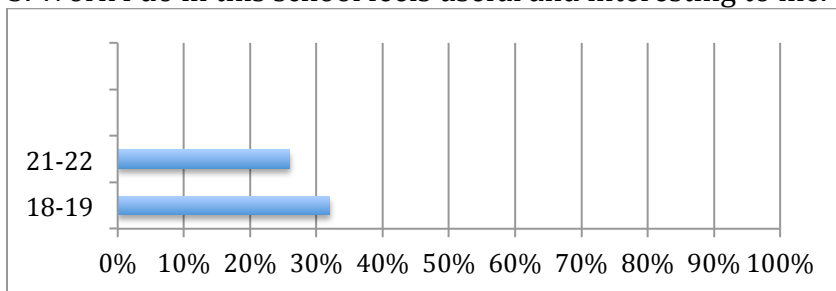


21-22 75%
18-19 74%

+1% increase

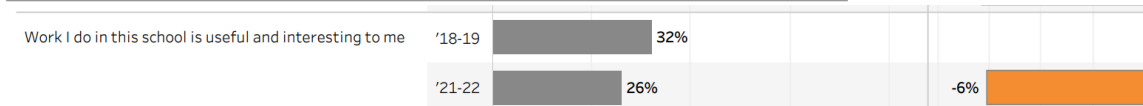


3. Work I do in this school feels useful and interesting to me.

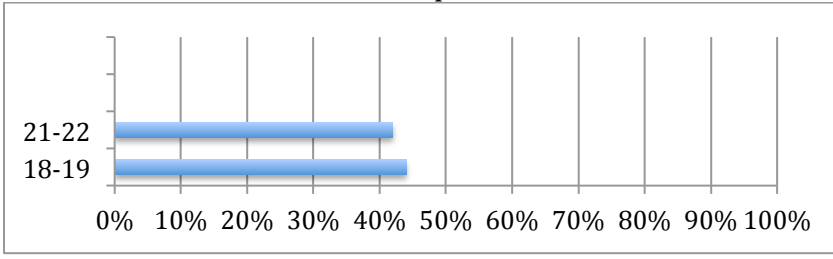


21-22 26%
18-19 32%

-6% decrease



4. What we do in school will help me succeed in life.

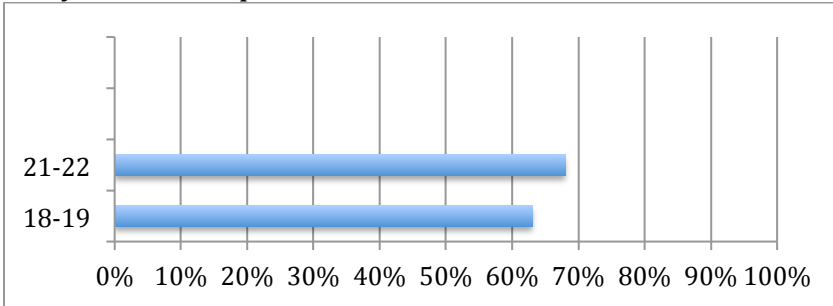


21-22 42%
18-19 44%

-2% decrease

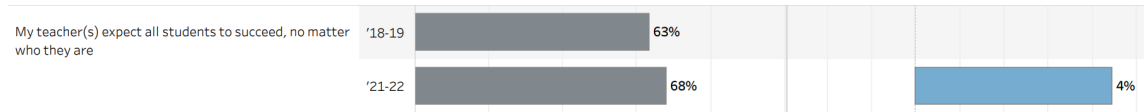


5. My teachers expect all students to succeed no matter who they are.

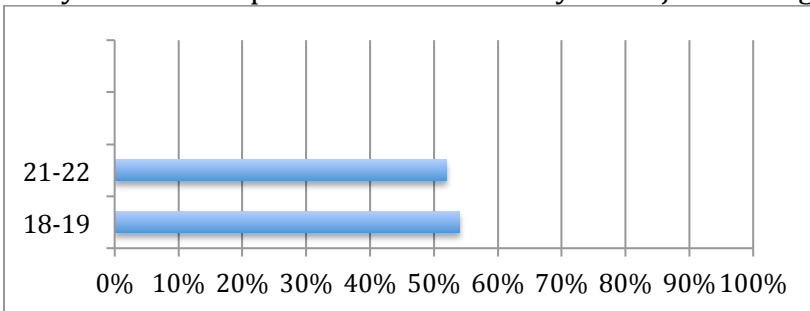


21-22 68%
18-19 63%

+5% increase

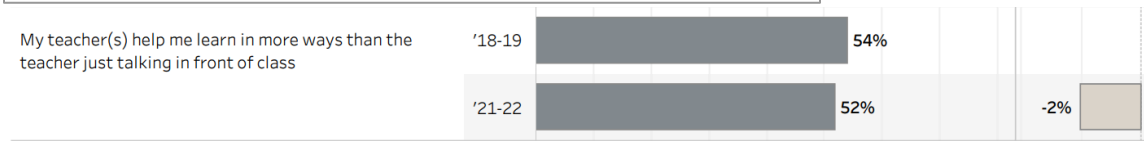


6. My teachers help me learn in more ways than just talking in front of class.

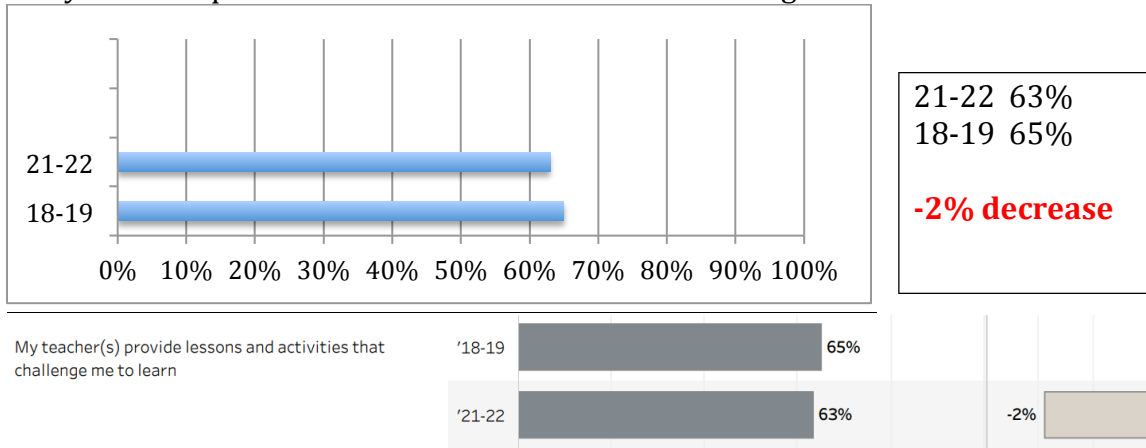


21-22 52%
18-19 54%

-2% decrease



7. My teachers provide lessons and activities that challenge me to learn.



STUDENTS – what they want/need:

A more supportive learning environment

To enjoy school

Classwork that is interesting to them

An opportunity to have some choice in what/how they learn

Have a sense of belonging and support

Communication from their teachers on how they are doing in class

To get extra help from the teacher/reteach

PLAN:

*MTSS processes implemented consistently by everyone

-including the district wide writing in the content areas work

*Return to assemblies, activities, and more opportunities for fun

-Class Advisors in place for this year

*Provide more choice in classroom activities (high leverage practice)

*Provide classroom time for targeted in-class interventions

-twice a week for 20 minutes each is the goal

-reteach in a different way when they don't understand

*Increase teacher feedback to students on their progress/strengths

-individual feedback from classroom teachers

-Skyward progress reporting grade checks built into 7th period

*SEL Supports

-advisory lessons, SAP (Jessica Garcia), mental health 3 days per week (Andrea Knudson)

Appendix C:

PTHS Student School Culture and Safety Survey, Spring 2022

Questions	Percent YES/positive responses		
	Class of 2023	Class of 2024	Class of 2025
I am comfortable talking to the staff (i.e. teachers, principal, counselor) at my school.	72%	90%	66%
If I need to talk to a staff member (i.e. teachers, principal) he/she/they make time to speak with me.	83%	92%	85%
My teacher(s) listen to my ideas and or concerns.	80%	92%	75%
I know who I can go to in the school if I need help.	77%	88%	72%
In general, the adults in the school make me feel cared about and respected.	70%	86%	60%
There is at least one adult in the school who knows and cares about me.	80%	86%	71%
There is an adult at the school who I would feel comfortable going to if I needed help.	70%	79%	65%
Most students are respectful of others at our school.	72%	88%	65%
I feel safe at school.	90%	89%	79%
I have learned and reviewed the school wide expectations through advisory and other classes.	88%	92%	87%
Number of students participating in survey	60	72	79

Appendix D: PTHS 7th Period Schedule Plan 2022-23

SEPTEMBER		FEBRUARY	
Wed. 9/7	SEL Expectations	Wed. 2/1	School Connect 10 & 11
Fri. 9/16	SEL Expectations Fire Drill walk thru 3:00	Fri. 2/10	SEL Review/Comm. Circle Exercise
Wed. 9/21	School Connect 1 & 2	Wed. 2/15	Black History Assembly
Fri. 9/30	School Culture Survey, ASB Pre-Homecoming	Fri. 2/24	HS&B Planning Activity 3
OCTOBER		MARCH	
Wed. 10/5	School Connect 3 & 4, or Financial Aid Advising Day	Wed. 3/1	School Connect 12 & 13
Fri. 10/7**	ASB HC Assembly	Fri. 3/10*	PR4 – Study/Skyward ✓
Thur. 10/13*	PR1 – Study/Skyward ✓	Wed. 3/15	School Connect 14 & 15
Wed. 10/19	ALICE Student Training	Fri. 3/24	School Culture Survey, ASB Spirit Assembly
Fri. 10/28	HS&B Planning Activity 1	Fri. 3/31	School Connect 16 & 17
NOVEMBER		APRIL	
Wed. 11/2	EQUITY LESSON	Wed. 4/12	School Connect 18 & 19
Fri. 11/4	ASB Veteran's Assembly	Fri. 4/21	CEE Student Survey
Thur. 11/10	School Connect 5 & 6	Wed. 4/26*	PR5 – Study/Skyward ✓
Wed. 11/16	School Connect 7 & 8		
Wed. 11/23*	PR2 – Study/Skyward ✓	MAY	
		Fri. 5/5	Cinco de Mayo Assembly
		Wed. 5/10	HS&B Planning Activity 4
Fri. 12/2	School Culture Survey, School Connect lesson 9	Wed. 5/24*	School Connect 20 PR6 – Skyward ✓
Wed. 12/7	EQUITY LESSON	Wed. 5/31	PTHS BBQ Lunch and ASB Field Activities
Fri. 12/16*	PreS1 Study/Skyward ✓		
JANUARY		October 5 will be Financial Aid Advising Day	
Fri. 1/6	ALICE Refresh Activity	**October 7 HC assembly – Indigenous People Land Acknowledgement introduction	
Wed. 1/11	MLK Assembly	ALICE training for students- 10/19 & 1/6	
Fri. 1/20	HS&B Planning Activity 2	Counselors will plan and lead HS&B sessions	
Wed. 1/25*	S1 – Study/Skyward ✓	Wellness Director Darrell Thomas will plan and lead or support the student equity lessons	
		School Culture survey will be designed and administered by Carrie, via Google	
		*Supt. Advisory Council dates for the year are: 10/13, 11/23, 12/16, 1/25, 3/10, 4/26, and 5/24	
PTHS Focus for 2022-23: The STUDENT EXPERIENCE			

Appendix E:

PTHS Professional Development Calendar 2022-2023

PTHS Building Directed activities are in black

District training afternoons are in red

Teacher PLC Teams Collaboration Hour in blue

August: Wednesday, 8/31/22 – MTSS Kick –Off Training with Lori Lynass

September:

Thursday, 9/1/22 – PTHS “Back to School” Teacher day, 8:30am -3:30pm

Wednesday, 9/7/22 – PTHS Building Activities – Update/Finalize SIP by Department

Monday, 9/12/22 – PTHS Staff Meeting 3:20 – 4:20 pm

Monday, 9/19/22 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm

Wednesday, 9/21/22 - District Training 1:30 – 3:00

Monday, 9/26/22 – Teacher PLCTeams Collaboration hour from 3:20 – 4:30 p.m.

October:

Monday, 10/3/22 – PTHS Staff Meeting 3:20 – 4:20 pm

Wednesday, 10/5/22 – District Training 1:30 – 3:00

Friday, 10/14/22 – District TRI Training/State Professional Day, 8:00 am – 3:00 pm

Monday, 10/17/22 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm

Wednesday, 10/19/22 – PTHS Building Activities – MTSS Training with Lori Lynass

Monday, 10/24/22 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

November:

Wednesday, 11/2/22 – District Training 1:30 – 3:00

Monday, 11/7/22 – PTHS Staff Meeting 3:20 – 4:20 pm

Monday, 11/14/22 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm

Wednesday, 11/16/22 – PTHS Building Activities – Teacher Conference prep

Monday, 11/21/22 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

December:

Wednesday, 12/7/22 – District Training 1:30 – 3:00

Monday, 12/12/22 – PTHS Staff Meeting 3:20 – 4:20 pm

Monday, 12/19/22 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

January:

Monday, 1/9/23 – PTHS Staff Meeting 3:20 – 4:20 pm

Wednesday, 1/11/23 – District Training 1:30 – 3:00

Monday, 1/23/23 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm

Wednesday, 1/25/23 – PTHS Building Activities – Second Semester Teacher Planning

Monday, 1/30/23 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

February:

Wednesday, 2/1/23 – PTHS Building Activities – Semester Grading (submit by midnight)

Monday, 2/6/23 – PTHS Staff Meeting 3:20 – 4:20 pm
Monday, 2/13/22 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm

February (cont.):

Wednesday, 2/15/23 – District Training 1:30 – 3:00
Monday, 2/27/23 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

March:

Wednesday, 3/1/23 – PTHS Building Activities - MTSS Training with Lori Lynass
Monday, 3/6/23 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm
Monday, 3/20/23 – PTHS Staff Meeting 3:20 – 4:20 pm
Wednesday, 3/15/23 – District Training 1:30 – 3:00
Monday, 3/27/23 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.

April:

Monday, 4/10/23 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm
Wednesday, 4/12/23 – PTHS Building Activities - MTSS Training with Lori Lynass
Monday, 4/17/23 – PTHS Staff Meeting 3:20 – 4:20 pm
Monday, 4/24/23 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.
Wednesday, 4/26/23 – District Training 1:30 – 3:00

May:

Monday, 5/8/23 – BLT/Principal’s Cabinet Meeting 3:20 – 4:30 pm
Wednesday, 5/10/23 – PTHS Building Based Activities – SIP Evaluation by Department
Monday, 5/15/23 – PTHS Staff Meeting 3:20 – 4:20 pm
Monday, 5/22/23 – Teacher PLC Teams Collaboration hour from 3:20 – 4:30 p.m.
Wednesday, 5/24/23 – PTHS Building Activities – Planning for 2023-24 school year
Wednesday, 5/31/23 – District Training 1:30 – 3:00

June:

Monday, 6/5/23 – PTHS Staff Meeting 3:20 – 4:20 pm

Notes:

- *SIP (School Improvement Plans) planning and evaluation activities are led by Carrie and the BLT Principal’s Cabinet/department chairs.
- *MTSS trainings are co-planned with Carrie and Lori Lynass, with input from the MTSS teacher leaders and BLT members.
- *PLC Teacher Collaboration (monthly) will be led by the BLT Principal’s Cabinet/department chairs at their respective grade levels, in coordination with the school counselors. Teacher collaboration time will focus on:
 - * MTSS district goals/student data sharing and evaluation on writing
 - *Student Support process – eduCLIMBER data review and discussion on individual students
 - *A PLC team member should take meeting/discussion notes in eduCLIMBER during each session

Teacher PLC Collaboration Teams for 2022-23

Freshman Team – Jen Kruse, Lead and David Kelley Co-Lead

Virginia Grade, Amos Freeman*, Phil Mackey-Moseley (support staff)

Sophomore Team – Brandi Hageman, Lead and Tom Gambill, Co-Lead

Ben Dow*, Linda Lenz, Kiley Gard (support staff)

Junior/Senior Team – Ben Dow*, Lead and Julianne Dow, Co-Lead

Chris Pierson, Tim Behrenfeld, Amos Freeman*, Kirsten Bledsoe (support staff)

Staff to select team (or rotation schedule): Rene Olson, Reed Aubin, Michele Soderstrom, Logan Stegner, Brenna Bemis, Darlene Marmol, David Egeler, Karl Jordan

MTSS Year 3 Work

1. Review and Strengthening of Tier 1:

Academic Tier 1-

- High quality core instruction for all students
- Focus on writing in all classes (district MTSS focus)
- Regular outreach to all parents
- After schools supports available for all students

PBIS Tier 1-

- Social Emotional Supports:
 - Mental Health Therapist 3 days per week
 - Full time Student Assistance Professional
 - School Connect SEL lessons in all advisory classes
 - 'First Friday' teambuilding day for grades 9-12 on September 9
 - Connection of school culture and success – SEL lessons
- Behavioral Supports:
 - PBIS School wide and Classroom Norms
 - Behavior Matrix, and discipline flowchart protocols
 - Responding to minor and major behaviors protocols
 - Restorative practices – continue to practice circles with students
 - Equity lens for behavioral response
 - MTSS high level strategies and 5:1 feedback models

2. Examine options for work in Tier 2 for the 2023-24 school year

Academic Tier 2-

- Targeted academic interventions during the school day
- Researched based programs and curriculum
- Taught within a class period (elective credit option?)