Port Townsend High School Continuous Improvement Plan
2021-22 School Year

Building Data	
Principal: Carrie Ehrhardt	**F/R Percentage (2020):** 43.4%
District: Port Townsend School District	**Grade Span:** 9-12
Graduation Rate (2020): 91.7%	**Building Enrollment (20-21):** 385
Discipline Rate (2019-20): 1.8%	**Attendance Rate (20-21):** 81.9%
9th Grade on Track (2020): 81.8%	**Dual Credit Rate (2020):** 44.1%
Plan Date: 9/3/21	**Board Presentation Date:** 10/7/21

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
Linda Lenz		llenz@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
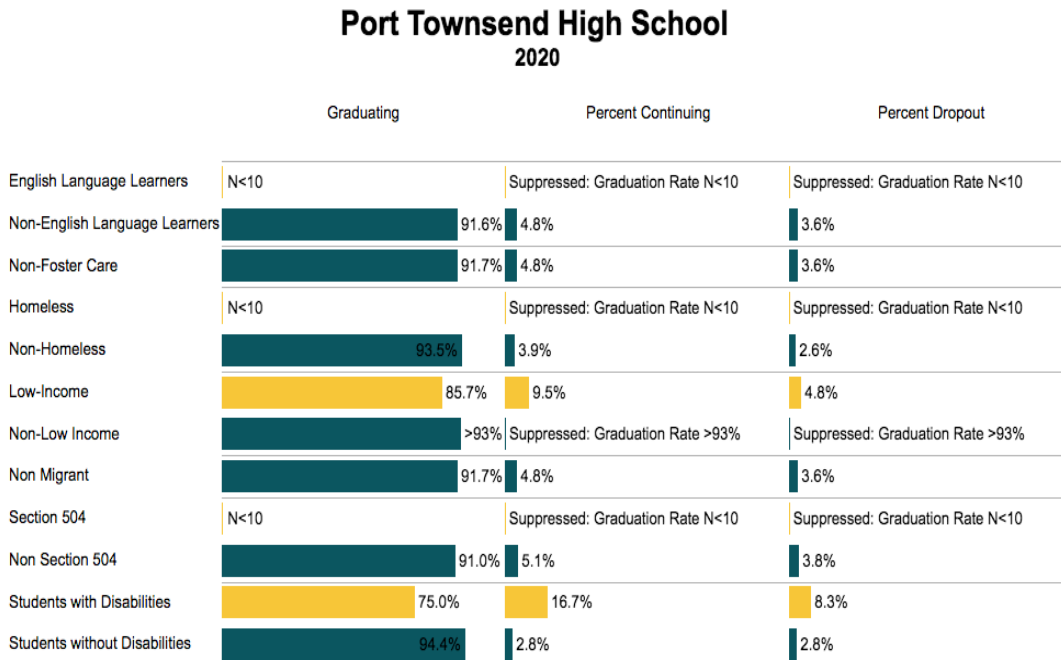
Together We Can!

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, and responsibility 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.

Graduation Data
What percentage of PTHS students graduated in four years (considered on-time graduation)? **2020 Graduation Rate: 91.7%;** Continued to 5th year: 5.1% Drop-Out: 4.2% <u>Past Data</u>- Class of 2017: 81.7%;   Class of 2018: 95.5%;   Class of 2019: 89.2%

Port Townsend High School
2020

	Graduating	Percent Continuing	Percent Dropout
English Language Learners	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Non-English Language Learners	91.6%	4.8%	3.6%
Non-Foster Care	91.7%	4.8%	3.6%
Homeless	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Non-Homeless	93.5%	3.9%	2.6%
Low-Income	85.7%	9.5%	4.8%
Non-Low Income	>93%	Suppressed: Graduation Rate >93%	Suppressed: Graduation Rate >93%
Non Migrant	91.7%	4.8%	3.6%
Section 504	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Non Section 504	91.0%	5.1%	3.8%
Students with Disabilities	75.0%	16.7%	8.3%
Students without Disabilities	94.4%	2.8%	2.8%

STUDENT DISCIPINARY DATA

Student Population by Ethnicity and Program 2020-2021		Student Discipline by Ethnicity and Program Based on 366/373 Enrolled Students	
Amer. In/Alaskan Nat.	0.8%	Amer. In/Alaskan Nat.	1 of 7
Asian	1.0%	Asian	0
Black/African American	0.8%	Black/African Amer.	0
Hispanic/Latino	8.3%	Hispanic/Latino	1 of 7
Two or more races	7.3%	Two or more races	1 of 7
White	81.8%	White	5 of 7(71.4%)
Female	49.4%	Female	2 of 7 (29.6%)
Male	49.6%	Male	5 of 7 (71.4%)
Gender X	1.0%	Gender X	0
EL Status	1.0%	EL Status	0
Foster	0.0%	Foster	0
Low Income	43.4%	Low Income	5 of 7(71.4%)
Homeless	0.8%	Homeless	0 of 7
504	8.6%	504	0
Special Ed.	14.8%	Special Ed.	1 of 7(14.8%)

Action Plan:

1. PTHS will increase awareness of the unique needs of male special education students in an effort to equalize disciplinary action.
   - Staff will participate in needed guidance with our Special Education Director, along with any recommended follow up.
   - Administrative staff will review this data in an effort to increase awareness and equity for all students
   - Data will be shared with teachers.

STUDENTS WHO ENROLLED IN ADVANCED PLACEMENT COURSEWORK

Student Population by Ethnicity and Program 2020-2021		Student Enrollment by Ethnicity and Program 64 Students for 2020-2021	
Amer. In/Alaskan Nat.	0.8%	Amer. In/Alaskan Nat.	0
Asian	1.0%	Asian	3 (4.0%)
Black/African American	0.8%	Black/African American	0
Hispanic/Latino	8.3%	Hispanic/Latino	1 (1.4)
Two or more races	7.3%	Two or more races	0
White	81.8%	White	60 (93.7%)

Female	49.4%		Female	38 (59.3%)
Male	49.6%		Male	26 (40.6%)
Gender X	1.0%			0
EL Status	1.0%		EL Status	0
Foster	0.0%		Foster	0
Low Income	43.4%		Low Income	12 (18.7%)
Homeless	0.8%		Homeless	0
504	8.6%		504	2 (2.8%)
Special Ed.	14.8%		Special Ed.	0

1. 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.

Action Plan:
- Recruitment materials were developed to encourage AP participation from a broader representative group of our student population.
- We will work on removing barriers identified by a student sample.

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

Student Population by Ethnicity and Program 2020-2021			Student Enrollment by Ethnicity and Program 65 Students (16.8%) for 2020-2021	
Amer. In/Alaskan Nat.	0.8%		Amer. In/Alaskan Nat.	6 (10.8%)
Asian	1.0%		Asian	1 (1.5%)
Black/African American	0.8%		Black/African American	1 (1.5%)
Hispanic/Latino	8.3%		Hispanic/Latino	0
Two or more races	7.3%		Two or more races	3 (4.6%)
White	81.8%		White	54 (83.0%)
Female	49.4%		Female	23 (35.3%)
Male	49.6%		Male	42 (64.6%)
EL Status	1.0%		EL Status	1 (1.5%)
Foster	0.0%		Foster	0
Low Income	43.4%		Low Income	40 (61.5%)
Homeless	0.8%		Homeless	0
504	8.6%		504	N/A
Special Ed.	14.8%		Special Ed.	N/A

Reflection: 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 utilized in an effort to increase awareness (and equity)
- ✓ Student of Concern meetings will be in place again this year. Staff have greater awareness of the barriers faced by low income students in accessing support services (tutoring, etc.).

CAREER AND TECHNICAL EDUCATION

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

More male students than female students in Boatbuilding (59% vs. 41%)
Fewer male students than female students in Photography (43% vs. 65%)
More male students than female students in Robotics (83% vs. 17%)
More male students than female students in Web Design (70% vs. 30%)
Fewer low-income students took video productions (18% vs. 82%)

When the course data was reviewed for the last school year (20-21), there was minimal change in the male-female balance between Boatbuilding, Photography, and CAD Design, as detailed below. In the 20-21 school year:

More male students than female students in Boatbuilding (58% vs. 42%) – 3 students
Fewer male students than female students in Photography (33% vs. 67%)
More male students than female students in Robotics (79% vs. 21%)

Reflection: Upon review of the data, it was noted that we have a small sample size as all of these classes (except for photography) are single section classes. Additionally, our female enrollment in the overall maritime classes has grown over the past four years. With the reduction at the state level to only require .5 CTE credits (beyond the .5 Health/Careers already required by the district), students are exploring more options for other courses to fulfill their general electives requirements. Plans to address potential disproportionalities will occur in the following ways:

- ✓ Recruitment materials were developed and using in the spring of 2021 to encourage CTE participation by all genders for all classes

Additionally, we are seeing an increase in students (juniors and seniors) who have registered for video productions and photography as a means to meet the Graduation Pathway requirement (2 CTE courses from the same program). This will be a continued data point for study as we review for any shifting of the student enrollment.

When looking at the video productions data from previous years, there was not the same discrepancy as noted in the 2019-2020 review. The school provides the video equipment needed for the class to each participant. Thus, it was not surprising when the discrepancy (fewer low income students took video productions 18% vs. 82%) did not hold true for this past year. Additionally, there were no other income disparities within any of the other CTE classes.

With the school moving to mostly remote learning for the 20-21 school year, the district's CTE budget did provide additional cameras and computer technology/software for our media CTE programs. The challenge was that due to supply issues and staff to ready and deploy the machines, much of the technology was not made available to our media students until December.
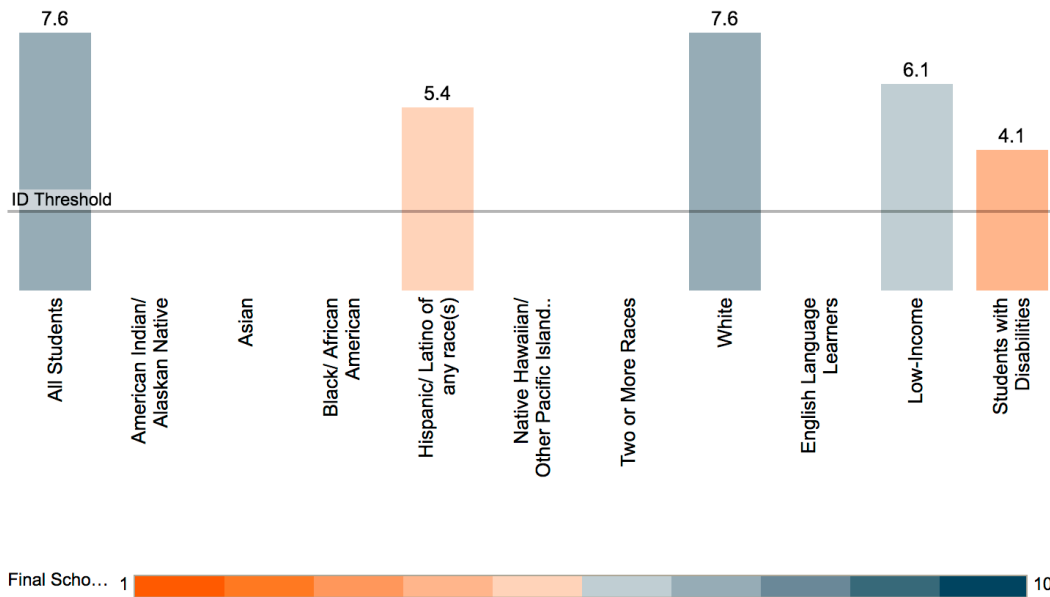
Course Failure Rates and Credit Recovery Data 2020-21 School Year

| Student Course Failure Rates for the 2020-21 School Year			
Semester 1	**Freshman/9th**	**Sophomore/10th**	**Juniors/11th**
Failed 1 class	9 students	13 students	3 students
Failed 2 classes	3 students	2 students	6 students
Failed 3 classes	6 students	6 students	3 students
Failed 4 classes	1 student	4 students	5 students
Failed 5 classes	1 student	0 students	2 students
Failed 6 classes	2 students	1 student	0 students
66 students	22 students	26 students	19 students
163 classes	54 classes	55 classes	54 classes
Semester 2			
Failed 1 class	6 students	6 students	11 students
Failed 2 classes	5 students	3 students	2 students
Failed 3 classes	1 student	4 students	4 students
Failed 4 classes	2 students	2 students	2 students
Failed 5 classes	0 students	0 student	1 student
Failed 6 classes	0 students	2 students	1 student
52 students	14 students	17 students	21 students
116 classes	27 classes	44 classes	46 classes
Summer Credit Recovery Program			
Invited Students: 85	*31 students completed 33 courses, earning 18.5 credits		
Participating Students: 49			
Eight week program, 3 days per week	*16 students did not recover any credits		
Blended in person or independent study	*A few courses were extended through the end of August		
Weekly tutoring drop in on Wednesdays			
Included weekly student outreach	*Incomplete courses may be extended, or completed during the 21-22 school year		
Ongoing progress monitoring			
Skillmation Tutoring Assistance	*2 students earned their diploma in August!		
Staffed by two PTHS certificated staff			
Breakfast & lunch provided			

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK

Note: The WSIF has not been updated by the state for 2020. So, last year's data (as presented below) remains in our report as a baseline. Once new data is posted, we will update the frameworks for our school.

Port Townsend High School

2017-2019
Overall Framework Score by Student Group

7.6 (All Students)	

Port Townsend High School

Overall Framework Score by Student Group
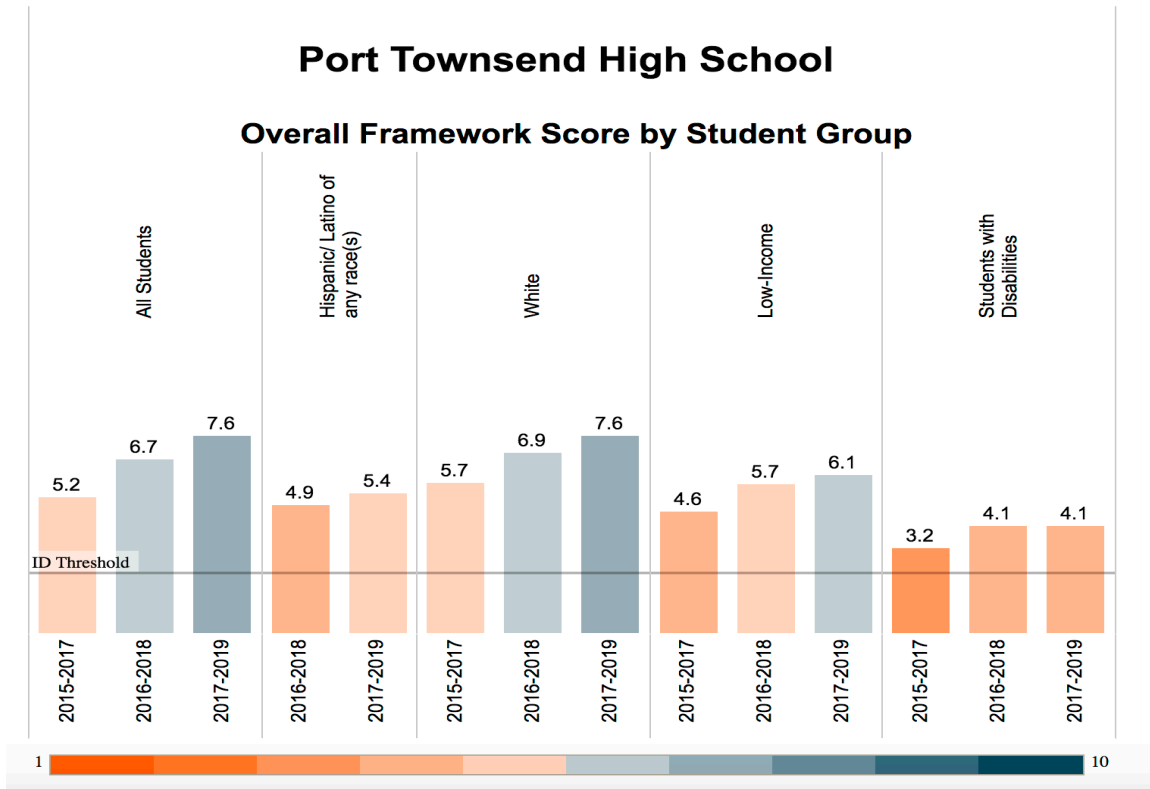
The WSIF combines nine indicators to identify how schools can improve the education of all students. Categories include: ELA & Math Proficiency Rate, ELA & Math Median, Graduation Rate, EL Progress Rate, Attendance Rate, Ninth Grade on Track Rate, and Dual Credit Rate.

Further exploration of the data shows where the greatest needs lie, and provides valuable guidance for the team as we focus on each of the nine targeted areas, for specific student groups. In Measures by Student Group, our focus is drawn to several indicators, some of which include for our most recent assessment:

- ✓ Regular Attendance Rate for all student groups
- ✓ ELA and Math Proficiency Rate for our students with disabilities
- ✓ Math Proficiency Rate for multiple student groups

Port Townsend High School

2017-2019
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	88.5%					75.0%	81.7%		35.5%		90.6%
Math Proficiency Rate	48.3%					22.7%	38.0%		10.3%		51.4%
ELA Median SGP											
Math Median SGP											
Graduation Rate	88.1%					85.0%	83.1%		78.6%		89.8%
EL Progress Rate*											
Regular Attendance Rate	77.3%		85.7%		73.9%	63.9%	71.0%		74.2%	82.1%	78.4%
Ninth Grade On Track Rate	82.0%					71.4%	75.8%		88.4%		82.1%
Dual Credit Rate	44.7%		53.6%		18.2%	39.8%	38.9%		12.9%	40.7%	45.0%

*The EL Progress measure only applies to students who are English Learners

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

Partners in Consolidated Plan
Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

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.
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.

Tier I Targeted Supports: N/A
Tier II Targeted Supports: N/A
Tier III Targeted Supports: N/A

Title I, Part A : Schoolwide Program Model
Four Required Components:

X 1. Comprehensive Needs Assessment
X 2. Schoolwide Reform Strategies
X 3. Activities for Mastery
X 4. Coordination and Integration

All required planning elements are included in the Port Townsend High School SIP for 2021-22.

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

☐ Based on a Needs Assessment
☐ Data driven
☐ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
☐ Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure *all* of the following elements are included:

School Improvement Plan; WAC-180-16-220,

Plan Requirements:

☒ Annual Board approval
☒ Proof the plan is data driven, promotes a
   positive impact on student learning and offers a
continuous improvement process to
    monitor, adjust and update the SIP

☒ The ways in which the model is based on a self-
   review of the school's program
☒ The characteristics of successful schools
☒ Equity factors for all students
☒ The use of technology to facilitate instruction
☒ Parent, family, and community involvement,
   as they relate to a positive impact on student
   learning

ESSA: Sec.1111(d)(1)(B),

Plan Requirements:

☐ Indicators of student performance against State-
    determined long-term goals
☐ Exposition of evidence-based interventions
☐ Proof of a school-level needs assessment
☐ Identification of resource inequities, which may
    include a review of local educational agency and
    school level budgeting, to be addressed through
    the implementation of such comprehensive
    support and improvement
☐ Approval by the school, local educational agency
    and State educational agency

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	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 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 CEE Survey data. *Note: Both the SBAC and CEE surveys were suspended in spring 2020, and are being re-implemented for the 2021-22 school year. The plan will outline core instructional goals, efforts towards implementing a tiered support model (MTSS), 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.
Do	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 is expected to be 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. We are challenged with adapting our place-based projects to be implemented with current health restrictions, but are confident in our ability to, improve upon and enhance our work with collaboration from community partners.
Study	The data analysis suggested PTHS showed continued strength in the percentage of students who met or exceeded standards on the ELA SBAC assessment, but slightly decreased in the percentage of students who met or exceeded standards in math. Science achievement scores also remain strong. We will be studying our fall and spring data to evaluate what shifts occur, with a two year testing break. Based on the review of our previous data and within the development of this plan, PTHS staff will utilize structured professional conversations throughout the year to: • determine the strengths and challenges within our instructional practices that are reflective in the student results • participate in training and implementation of our second 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 The district maintains an annual report to the board on our progress around place based learning. During this past year, the data was affected due to the school closure resulting from Covid. While projects were not as robust as they had previously been, all teachers are planning on getting their PBL work back into their curriculum. Major projects like the Senior Symposium are being planned for the spring of 2022.

Adjust	The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:
	• The building leadership team will meet each month to continuously review progress toward the goals
	• Collaborative Teams (ELA, Math, Science, Social Studies and/or grade level) will utilize an every-other month meeting throughout the year to review student data (including STAR data) to monitor progress on goals, make adjustments to instructional practice, including implementation of MTSS.
	• The Students of Concern Teams will also meet every other month to determine appropriate supports for at-risk students by reviewing teacher/classroom data such as:
	    • Attendance
	    • Class performance
	    • Discipline
	    • Care Team referrals
	We may be allowed to use additional ESSER funds to increase the team time, bringing it closer to what we had in the 20-21 school year.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	"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 The Port Townsend School District is in the beginning stages of exploration with this framework and district leaders have focused professional development sessions planned for district-wide implementation. PTHS had received a grant through OSPI to train our teachers on inclusionary practices as the basis for our MTSS model implementation. The training was held monthly from October, 2020 through April, 2021 and was provided by Sound Supports. Our trainer is Lori Lynass, Ed.D. PTHS will engage in a second year of MTSS work during the 2021-22 school year. The Dean of Students will monitor attendance regularly and do

	outreach to families in need.
Do	Student progress will be evaluated through the six-week grading cycle (for a total of six times per year). In addition, there will be universal screening for academic progress using the STAR assessment (3 times a year) and we are planning for SBAC assessments (fall and spring), as well as academic progress evaluation through the Students of Concern and CARE team process. High school staff will participate in our district-wide professional development program. Our continued focus on MTSS will include high yield interventions and closing the academic gap, grading practices, and equity. Additionally, our high school has embraced the inclusionary model, and all three of our special education programs on campus has most of their students enrolled in general education classes for the majority of the school day.
Study	Collaborative subject area and grade level teams will review the results of STAR universal screening data, and assessment data to "red flag" students in need of intervention.

Adjust	The following groups will meet throughout the year to reflect on the implementation of the intended plan and student outcomes:
	• The building leadership team will meet monthly to continuously review progress toward the goals, school improvement survey data (as available), staff climate information, etc.
	• Collaborative Teams (ELA, Math, Science, Social Studies, and grade levels) will every other month throughout the year to review student achievement data, to monitor progress on goals, make adjustments to instructional practice, including implementation of MTSS.
	• The Students of Concern teams will meet every other month to determine appropriate supports for at-risk students by reviewing schoolwide data such as:
	    • Attendance
	    • Care Team referrals
	The high school intends to use district allotted ESSER funds to provide additional paid time for the SoC Teams to meet more frequently (in 20-21 the teams met weekly).

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	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.
Do	PTHS teachers are organized into both subject-area and grade level collaborative teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time. Collaboration will occur between the general education teachers, school counselors, and special education teachers/paras in an effort to design effective and rigorous interventions for students not meeting grade level academic and behavioral expectations. The principal both participates and oversees the work. Students directly benefit by these teams through the development of high quality & rigorously monitored after school intervention through tutoring, which is planned for three to four days per week, after school. Staff will also be utilizing a weekly social-emotional learning period for students on campus. 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 it's SEL structure, and a fourth year component focused on college and career readiness.
Study	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 with the plan is that it is uncertain if/when we will return to in-person education during the school year. These types of shifts will drastically change our delivery models.
Adjust	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.
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	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.
Do	ESSER funds will support the provision of universal screening tools through STAR assessments, which are used by the classroom teachers in grades 9

	and 10, and special education teachers in grades 9-12 in order to best target needs in in their student population. ESSER is also providing the funds for the MTSS coaching, through Sound Supports. 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. ESSER funds and LAP dollars will be used to support students needing tutoring and credit recovery.
Study	When state testing resumes this spring 2022, correlation test will be applied to SBAC scores to ensure that STAR scores align with expectations for students meeting standard. STAR data will be used in the initial screening efforts to identify students with specific math and reading needs, and to help identify students who are falling behind in their learning due to the school closures in spring 2020, and a year of mostly hybrid instruction for students in the 20-21 year.
Adjust	If STAR data and qualitative data indicate that gaps persist in our special education or EL population, the leadership teams will re-convene to ensure that interventions are targeted to support students most in need.

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	$2,865,913	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.
Learning Assistance Program	$2,000	To provide all children significant opportunity to receive the support needed to close educational achievement gaps, via utilization of the STAR assessment for universal screening two to three times this year.
Title II	$12,000	Preparing and training teachers, with a focus curriculum cohesion, as well as coaching in order to ensure alignment to critical standards
ESSER Funds	$40,000	To provide training and coaching to teachers in MTSS and Family Connection activities

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 Goals "At A Glance" for 2021-2022 School Year
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

SCHOOLWIDE GOALS

CARRIE EHRHARDT, TEAM LEADER

PHILIP MACKEY-MOSELEY, ATTENDANCE TEAM LEADER | 1. Engage in the second year of a building wide MTSS process through partnership with Sound Supports, and a focus on PBIS (4.3.4)
2. Complete a building-wide of review for all Advanced Placement classes to build additional strategies for diversifying the student AP population.
3. Support student well-being through implementation of School-Connect program in 7th period (4.5.2)
4. Student of Concern teams meet each month to review class performance and attendance for all students (1.3.5 and 4.5.2)
5. Support teachers in the reimplementation of place based projects and opportunities (1.1)
6. Raise the attendance rate to over 90% through a variety of strategies (1.4.1):
• Daily attendance tracking
• School-wide positive and encouraging attendance messaging
• Prompt follow up on students with absence trends
• Regular and ongoing parent outreach |
| ENGLISH AND HUMANITIES

TOM GAMBILL AND BEN DOW, TEAM LEADERS | 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 (1.3.2, 1.4.3)
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 check their confirmation bias and question their influences. Students will be able to use their learning to inform others (2.4.2)
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. (1.4.3)
4. Students will successfully present information, findings, and supporting evidence clearly, concisely and logically, such that |

	listeners can follow the line of reasoning. (1.4.3)
SCIENCE BRANDI HAGEMAN, TEAM LEADER	1. Science team will meet jointly with the math department for high school teacher collaboration (1.3.3, 1.3.5, and 1.4.3) 2. Reimplementation of the Marine Science Center partnership participation for 21-22 (3.3.3) 3. Professional Development Department Opportunities (1.2.3): • WSAS Symposium COVID-19: Science and Society, September 2021 • NSTA Conference, Portland, October 2021 4. Organize and lead the Climate Summit, a cross collaboration project between grade levels and schools (9th, 10th), June 2022 (1.2.1, 1.3.4) 5. Participate in the OpenSciEd grant through OSPI – piloting of phenomena based units with Ambitious Science Teaching principles (1.4.3)
MATHEMATICS DAVID KELLEY & LINDA LENZ TEAM LEADERS	1. Math team will jointly meet with the science department for high school teacher collaboration (1.3.3, 1.3.5, 1.4.3) 2. Ongoing participation in Carnegie math training and implementing updated curriculum. Implement with fidelity, including all components for algebra, geometry, and algebra 2 (1.2.1) 3. Vertical teaming with Blue Heron (and OCEAN) math teacher regarding Carnegie math curriculum implementation (1.3.5) 4. Stronger collaboration with special education teachers to support IEP math students in algebra 1 and geometry classes (1.2.3, 1.4.3, 2.4.3)
CAREER & TECHNICAL EDUCATION JENNIFER KRUSE, TEAM LEADER	1. Increase opportunities for Job Shadow and Work Based Learning experiences and credits (1.2.3) 2. Revitalize Skillmation partnership for monthly classroom mentoring in the 9th grade classes (3.3.3) 3. Integrate technology practices that were beneficial from 20-21 into the current curriculum (1.1.4) 4. Continue structure of self-reflection opportunities for student to improve their quality of work (1.3.4) 5. Explore potential for a viable Marine Trades program as part of our WST Satellite program partnership (1.1, 3.3) 6. Engage our Advisory Council and stakeholders in the CLNA (Comprehensive Local Needs Assessment) process (3.3).
SPECIAL EDUCATION	1. Enhance our collaboration opportunities for scheduling paraprofessionals to meet the needs of shared students, between our programs/caseloads (1.2.5)

RENE OLSON, TEAM LEADER	2. Increase our technology skills to meet the needs of our students and remain relevant to support the general education course work (2.4.1) 3. Use resources in our English/social studies courses on the topics of race and justice, as a focus in 21-22 (4.4.1)
SPECIALISTS	1. Connect the physical education program with local agricultural opportunities at PTHS and Salish Coast to improve health and wellness for students. 2. Strengthen the Redhawk Mentor program through increased intentional and purposeful interactions within the student body (4.4.1) 3. Develop a partnership with the Wearable Art Swatch Team as a means to facilitate and engage students in preparation for the Wearable Art Show (3.1.1) 4. Strengthen opportunities for students who are fluent in a language other than English to earn credit (1.3.4)