



# Continuous School Improvement Plan 2022/23

## Port Angeles High School, PASD



**Principal: Tanner Zahrt**

### District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

### School Profile

Port Angeles High School is a comprehensive high school serving a current enrollment of 992 students—grades 9-12. Port Angeles High School also provides classes for students who are dual enrolled at Running Start and Seaview. There are currently 123 certified and classified staff supporting this campus. PAHS has 438 female, 540 male, and 14 other-gender students. 57% of PAHS students qualified for Free or Reduced lunch. Approximately 15% of PAHS students receive Special Education services and less than 1% of students receive ELL services.

PAHS has a robust CTE program that provides high-quality instruction with multiple CTE courses that prepare students for careers in the Trade and Technical industries. PAHS also offers multiple dual-credit courses in Science, Math, and English.

PAHS provides many elective courses, co-curricular, and athletic activities to help promote student engagement and a positive school-culture and climate. PAHS continues to develop and expand our Professional Learning Community (PLC) framework to promote collaboration and high-quality instruction.

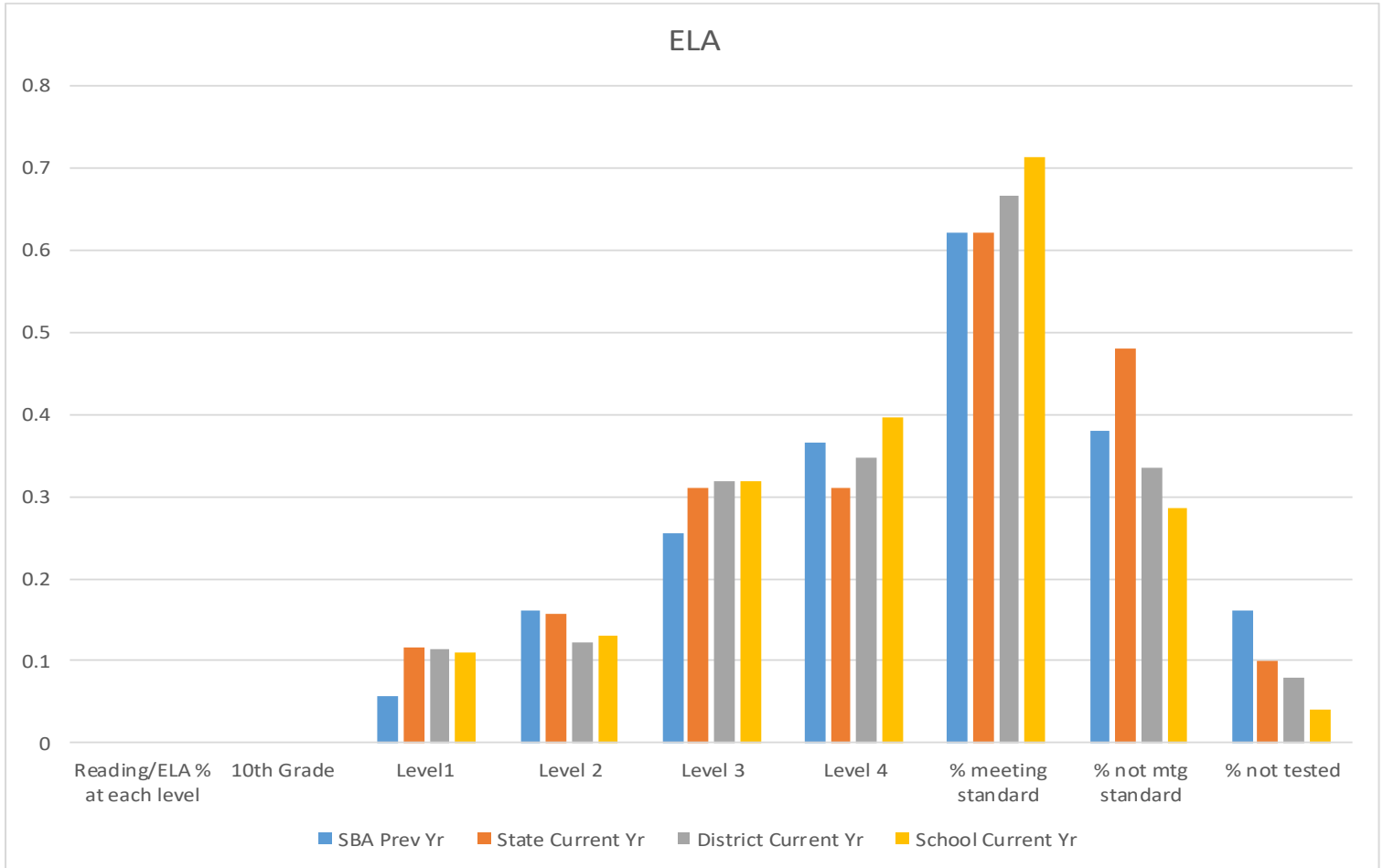
Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

Completed on: October 19, 2022

Needs Assessed By: Tanner Zahrt, Tiffiny Blore, Cindy Crumb, Lisa Joslin, Angela Gooding, Patricia Martin, Dana Snell, Shannon Hamblin, Kyle Keith, John Henry, Adam Logan, Deziree Greenstreet.

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.



**ELA Needs Assessment/Implications:** Based on an analysis of last years SBA data, 71% of PAHS students met standard on the ELA SBA. On average, 62% of students met standard state-wide. We will strive to support PAHS students in meeting standard on the ELA SBA by continuing past interventions and implementing new interventions such as focusing on academic language as a Tier-1 instructional practice. An analysis of the spring 2022 MAP data shows that last year’s 9th graders have significant learning gaps that will need to be addressed in order for students to meet standard on the spring 2023 SBA.

## CSIP 2022/23 ELA

### SMARTIE Goal:

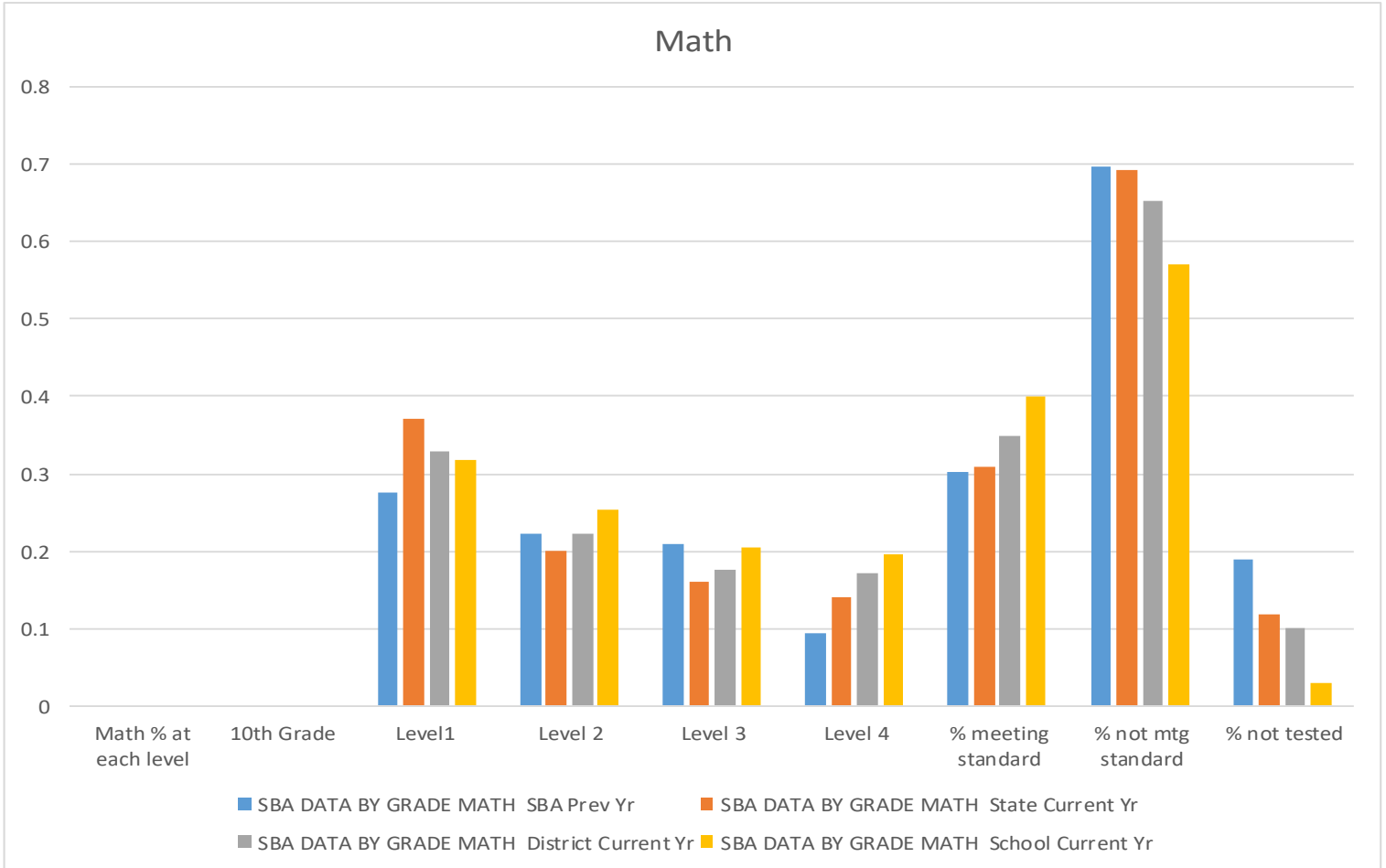
**School-Wide Goal:** by May 2023 ELA SBA, the percentage of PAHS 10th graders meeting standard will exceed the state average by 5%.

**Student Sub-Group Goal:** by the May 2023 ELA SBA, 80% of 10th graders who scored below the standard RIT score on the 2022 Spring Reading MAP assessment, will meet proficiency on the May 2023 ELA SBA.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Increased attendance monitoring for students determined to be “at-risk” of not meeting proficiency using common benchmarks and MAP data.</li> <li>Students who have failed 9th grade English or are currently failing 10th grade English will be placed in Learning Strategies for support.</li> <li>Explicit academic language instruction on the 12 Power Words</li> </ul>	<ul style="list-style-type: none"> <li>21-22 SBA data trends</li> <li>21-22 MAP data for current 10th graders</li> <li>English Dept. common benchmark assessments</li> <li>22-23 10th grade trimester and term grades—disaggregated by sub-populations</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PLC time and collaboration framework</li> <li>District support to generate and analyze MAP assessment data</li> <li>District support for activity bus to increase student participation in afterschool tutoring</li> <li>Google Classroom</li> <li>12 Power Words Materials</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Department leaders and teachers</li> <li>Native American Interventionist</li> <li>PAHS administration</li> <li>District instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>May 2023</li> </ul>	<ul style="list-style-type: none"> <li>PAHS general funds</li> <li>Dept. funds</li> <li>LAP funds</li> <li>ESSER funds</li> <li>Title 7 funds</li> </ul>
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<div style="border: 1px solid black; height: 150px;"></div>		

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.



**MATH Needs Assessment/Implications:** Based on an analysis of last year’s SBA data, 40% of PAHS students met standard on the math SBA. On average, 31% of students met standard state-wide. We will strive to support PAHS students in meeting standard on the math SBA by continuing past interventions such as placing students in Algebra and Geometry lab and implementing new interventions such as focusing on academic language as a Tier-1 instructional practice. An analysis of the spring 2022 MAP data shows that last year’s 9th graders have significant learning gaps that will need to be addressed in order for students to meet standard on the spring 2023 SBA.

# CSIP 2022/23 MATH

## SMARTIE Goal:

**School-Wide Goal:** by May 2023 Math SBA, the percentage of PAHS 10th graders meeting standard will exceed the state average by 5%.

**Student Sub-Group Goal:** by May 2023 Math SBA, 80% of 10th graders who scored below the standard RIT score on the 2022 Spring math MAP assessment as 9th graders will meet proficiency on the May ELA SBA.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Increased attendance monitoring for students determined to be “at-risk” of not meeting proficiency not meeting proficiency using common benchmarks and MAP data.</li> <li>“At-risk” students placed in Algebra and Geometry Lab for increased support.</li> <li>Explicit academic language instruction on the 12 Power Words.</li> </ul>	<ul style="list-style-type: none"> <li>21-22 SBA data trends</li> <li>22-23 MAP data for current 10th graders</li> <li>Math Dept. common benchmark assessments</li> <li>22-23 10th grade trimester and term grades—disaggregated by sub-populations</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PLC time and collaboration framework</li> <li>District support to generate and analyze MAP assessment data</li> <li>District support for activity bus to increase student participation in afterschool tutoring</li> <li>Google Classroom</li> <li>12 Power Words Materials</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Department Leaders and teachers</li> <li>Native American Interventionist</li> <li>PAHS Administration</li> <li>District instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>May 2023</li> </ul>	<ul style="list-style-type: none"> <li>PAHS general funds</li> <li>Dept. funds</li> <li>LAP funds</li> <li>ESSER funds</li> <li>Title 7 funds</li> </ul>

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

# CSIP 2022/23 STUDENT WELLBEING

## PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

School Name

Port Angeles High School

Port Angeles High School

### Where do students feel most safe?



Grade

Ethnicity

Student Well Being Graph

School Name

All

State Average

### Where do students feel most safe?



**SWB Needs Assessment/Implications:** Based on an analysis of the Fall 2022 CEE Wellness survey, our students report feeling the least safe in the bathrooms at PAHS. An analysis of the past five years of CEE surveys demonstrates that bathroom safety and behavior has been a consistent issue at PAHS. In order to feel safe and welcome at PAHS, students must feel safe in areas not directly supervised by adults. Students who are often referred for issues in the bathroom, are often struggling in multiple areas so focusing on this area will connect students to multiple supports. An analysis of behavior referral data reveals that students who engage in risky behavior bathroom, often struggle with peer-to-peer and adult-to-student issues. We believe that by focusing on this area, we will meet the SEL needs of our most in-need students.

## CSIP 2022/2 STUDENT WELLBEING

### SMARTIE GOAL:

**School-Wide Goal:** The mean score for students responding to the safety question on the CEE survey for PAHS bathrooms will increase from 3.2 to 3.5 as measured by the 2023 spring CEE survey.

**Student Sub-Group Goal:** The mean score for 10th grade students responding to the safety question on the CEE survey for PAHS bathrooms will increase from 3.0 to 3.3 as measured by the spring 2023 CEE survey.

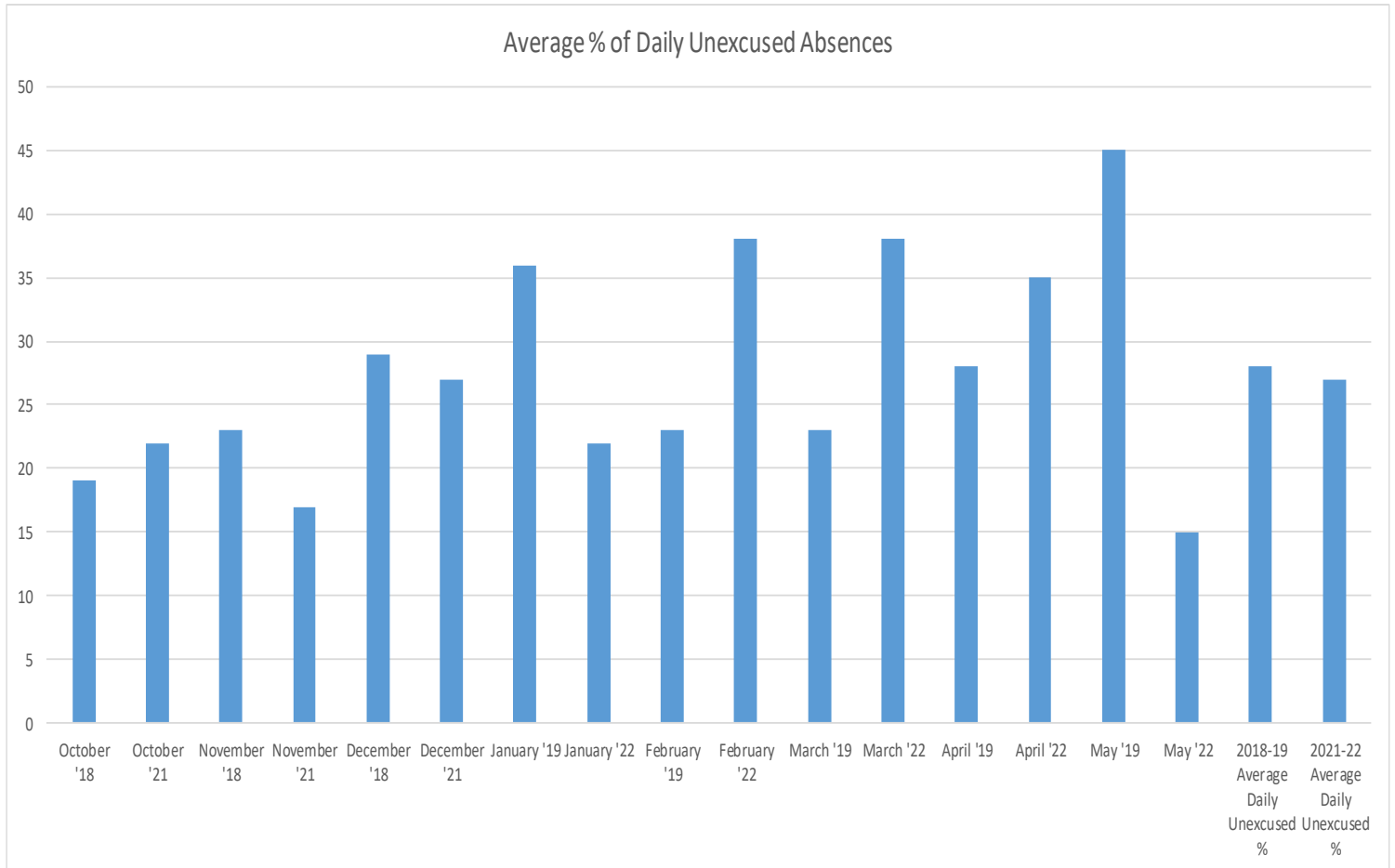
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Increased interventions such as: Student-led education projects, vape-detectors, behavior remediation curriculum, and tiered interventions such as Restorative Circles, staff-mentors, and restricted passing.</li> <li>Staff mentors for “at-risk” students</li> <li>Explicit SEL instruction connected to school-wide Character Challenge</li> <li>Seek student input from Principal's Advisory Council.</li> </ul>	<ul style="list-style-type: none"> <li>Vape detector notification trends</li> <li>Homeroom “at-risk” reports</li> <li>SWIS drill-down reports</li> <li>CEE Wellness Survey</li> </ul>	<ul style="list-style-type: none"> <li>Vape detectors</li> <li>Restorative Justice training materials</li> <li>Vaping education posters</li> <li>Behavior remediation curriculum</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>Family Navigator</li> <li>Campus Supervisor</li> <li>Native American Interventionist</li> </ul>	<ul style="list-style-type: none"> <li>May 2023</li> </ul>	<ul style="list-style-type: none"> <li>PAHS General Funds</li> <li>LAP Funds</li> <li>ESSER Funds</li> </ul>

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

**PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3**

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations



**F & CE Needs Assessment/Implications:** Based on an analysis of the CEE Wellness survey; many of our students, especially 9th and 10 graders, report a diminished sense of belonging at PAHS. A lack of belonging and connection to peers and the adults on campus is typically connected to school avoidance and inconsistent attendance. Therefore, our metric for this goal will be our average unexcused absence rate.



# CSIP 2022/23 FAMILY AND COMMUNITY

## SMARTIE GOAL:

**School-Wide Goal:** Based on the review of 18-19 and 21-22 and in collaboration with PAHS stakeholders by June 2023 the average PAHS daily unexcused absence rate will remain within 5% of the combined 24% average for these two years as measured by Skyward attendance data.

**Student Sub-Group Goal:** Students within a designated “at-risk” cohort who have missed 10% or more of the school year as of 11/7 will maintain an unexcused absence rate within 15% of other PAHS students.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Weekly (Student Assistance Team) meetings to coordinate targeted interventions between counselors, administrators, and Native American interventionist that utilize Homeroom data reports.</li> <li>Increased parent and students communication/ support for families of students skipping class and avoiding school by Native American Interventionist and Campus Supervisor.</li> <li>Improved and perfect attendance incentives.</li> <li>Staff mentors for “at-risk” students</li> </ul>	<ul style="list-style-type: none"> <li>Monthly attendance reports</li> <li>Daily attendance reports</li> <li>CEE survey results</li> <li>WARNS assessments</li> <li>Homeroom “at-risk” attendance report</li> <li>Spring CEE survey</li> </ul>	<ul style="list-style-type: none"> <li>Access to PASD Family Navigator to provide resources to families</li> <li>SWIS PBIS data system</li> <li>Homeroom</li> <li>Remind 101</li> <li>CEE Survey data</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>Family Navigator</li> <li>Campus Security Officer</li> <li>Staff mentors</li> </ul>	<ul style="list-style-type: none"> <li>May 2023</li> </ul>	<ul style="list-style-type: none"> <li>PAHS General Funds</li> <li>LAP Funds</li> <li>ESSER Funds</li> </ul>
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>		

**Additional Implications:**

PAHS continues to address ongoing systemic needs with multiple strategies.

Achievement Gap: PAHS continues to work towards shrinking the achievement gap for our Native American and low-income students who typically perform below their peers on the SBA, grades, and graduation. All PAHS staff are participating in monthly professional development on Universal Design for Learning (UDL) during PLC. UDL practices support students with IEPs and 504s with best-practices that help meet the needs of students at every level. We are also focusing on implementing learning objectives/success criteria in all classrooms along with explicit academic language instruction. Leadership has developed new walk-through data-collection tools to support this work. Overtime, the plan is that these practices will benefit the above mentioned students.

SPED/504: The master schedule has been adapted to provide R1 special-education a “case management” period. This period provide time for the special education teacher to pull-out students with IEPs for extra support and progress-monitoring, while providing teachers extra time to develop highly-effective interventions.

School Culture: A diverse group of PAHS students will meet biweekly with the principal (Principal’s Advisory Council) to discuss student concerns and issues in the school. This year we have also implemented weekly courtyard activities that are sponsored by a different ASB club monthly. We are also working to promote SEL through our “Character Challenge” program that embeds SEL curriculum in the general education classroom.

SEL/Advisory: This year we have moved SEL instruction out of Advisory into the general education classroom on a rotating period schedule with “Character Challenge” instruction occurring in different periods monthly.

MTSS: PAHS has started our second year of our MTSS implementation. Last year we developed an inventory of our Tier 1 practices. This year we are developing our Tier 2 practices and interventions in coordination with our MTSS development team.

<b>ELA</b> pgs. 2&3	<b>Mid-Year Review 3/15/2023:</b> In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.
	<b>End of Year Assessment 6/23/2023:</b> How did you do? Keep it simple and concise.

<b>Math</b> pgs. 4&5	<b>Mid-Year Review 3/15/2023:</b> In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.
	<b>End of Year Assessment 6/23/2023:</b> How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

**Mid-Year Review 3/15/2023:** In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

**End of Year Assessment 6/23/2023:** How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

**Mid-Year Review 3/15/2023:** In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

**End of Year Assessment 6/23/2023:** How did you do? Keep it simple and concise.

**Preliminary Planning for Next School Year:** Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments