



Continuous School Improvement Plan 2023/24

Port Angeles High School, PASD



Principal: Jeff Lunt

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

At Port Angeles High School our focus is on family, where everyone is included and has a place. We seek to be considerate of the needs of the whole student as they work towards the goal of graduation. PAHS has high expectations for all and supports are in place to assist students in reaching those high expectations.

PAHS is a comprehensive high school serving a current enrollment of 1008 active 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 101 certified and classified staff supporting this campus. PAHS has 447 female, 549 male, and 12 other-gender students. 51% of PAHS students qualified for Free or Reduced lunch. Approximately 14% 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. Student support from our counseling team, our Native American Advocate, 9th Grade Success Foundation, College Success Foundations, as well as, other partnerships exist to aid in student success.

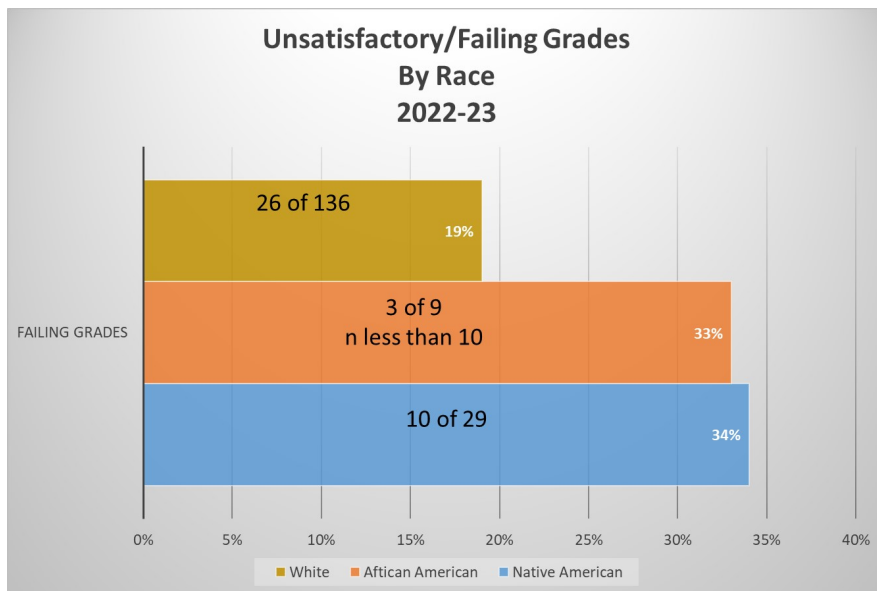
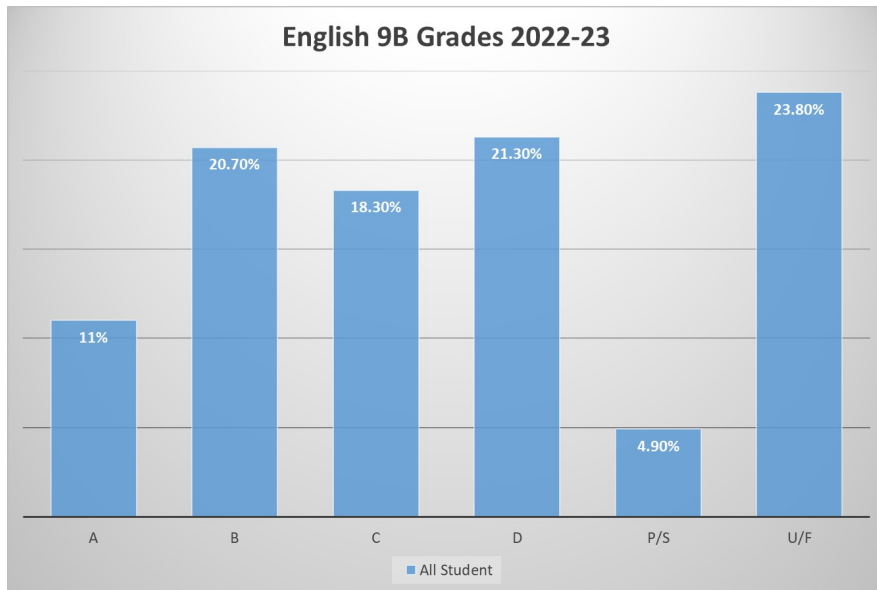
Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/28/24

Needs Assessment Completed on: 8/28, 8/31, 9/18,

Needs Assessed By: Building Principal and Assistants, Department Chairpersons, Building Staff

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.



ELA Needs Assessment/Implications: In reviewing the successful completion rate of students in grade 9 English for the 2022-23 school year, the percentage of students failing is concerning. Freshman year is a critical year in the success of our students towards graduation. While we have had success in graduating our students, we have had to make use of credit retrieval, Lincoln High School, or Seaview to get failing students to graduation. Using this English 9 data, along with the disaggregated data, English 10 teachers will be able to better focus on students needing remediation, which should decrease failure rates within this same cohort grouping. This aligns with our PLC process.

CSIP 2023/24ELA

SMARTIE Goal: Based on Spring 2023 9th grade English 9B pass/fail rates, 10th grade English 10 fail rates will decrease from 23.8% (spring 9th grade) to 15% (10th grade) for the cohort group by June 2024 based on summative grades. Progress will be monitored by triad grades.

Student Group Focus: Focus will be given to our Native American students, where 10 of 29 (34%) of 9th grade students identifying as Native American received failing grades, compared with 26 of the 136 (19%) of 9th grade students identifying as white. Our goal is to have these percentages be the same.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Use PLC to do grade comparisons within classes, identifying success rate by ethnicity (2,3) Disaggregate data to determine support needs by failing students (1, 2, 3) Use MAP data to further isolate strands needing support for all students (2, 3) Native American Educational Advocate meet with failing Native American students (2, 3, 4) 	<ul style="list-style-type: none"> 2023 English 9 Grades 21-22 MAP data for current 10th graders English Dept. common benchmark assessments 23-24 10th grade trimester and term grades—disaggregated by sub-populations 	<ul style="list-style-type: none"> Ongoing PLC time and collaboration framework District support to generate and analyze MAP assessment data District support for activity bus to increase student participation in afterschool tutoring Learning Strategies District Secondary MTSS
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> 10th grade ELA Teachers Native American Educational Advocate ELA 9/10 PLC group Learning Strategies/District Secondary MTSS Administration Freshman Success Foundation 	<ul style="list-style-type: none"> Spring 2024 	<ul style="list-style-type: none"> PAHS general funds Dept. funds LAP funds

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

- Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.—This will provide support for groups identified as underperforming.
- Commit to raising achievement levels for all students by ensuring educational equity.—Grading practices will improve through calibration.
- Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.—While a certain degree of subjectivity is always present in scoring work in English classes, the PLC process will help teachers identify practices that may create bias.
- Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.—The focus of this goal is to improve the outcome of all students and the awarding of credit in English.

CSIP 23/24 MATH

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Achievement by Grade		9th Grade Students Fall 2023		
PORT ANGELES HIGH SCHOOL Math K-12				
Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option --	Number of Students
Grade 9	<p>62nd</p>			231

Achievement by Grade		9th Grade Female Students Fall 2023		
PORT ANGELES HIGH SCHOOL Math K-12				
Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option --	Number of Students
Grade 9	<p>60th</p>			108

Achievement by Grade		9th Grade Male Students Fall 2023		
PORT ANGELES HIGH SCHOOL Math K-12				
Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option --	Number of Students
Grade 9	<p>67th</p>			122

MATH Needs Assessment/Implications: MAP assessment data will be used to help in assuring success of our 9th grade students in math. Math, historically, has been a content area in which students have struggled to demonstrate proficiency. Data analysis indicates that as of September 2023, 52% of our 9th grade students are on track to demonstrate proficiency as measured on the state SBA to be taken as 10th graders. Data comparison indicates a strong correlation between proficiency on the MAP and state SBA. We are looking at data from the MAP, our curriculum and our instruction to support success on the SBA.

CSIP 2023/24 MATH

SMARTIE Goal: Based on MAP data for the fall of 2023, the percentage of 9th grade students scoring below the 61st percentile will decrease from 48% to 33% by the spring 2024 MAP testing window. Progress will be monitored by triad grades, unit tests, common formative assessments and winter 2024 MAP assessment.

Student Group Focus—Females will be the focus of support in the 9th grade. Of the 9th grade students falling below the 61st percentile, 53% of females fell in this range, while only 42% of males fell in the same range.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Disaggregate data to determine support needs by students falling below 61 percentile (1, 2) Disaggregate data by gender to determine support needs for females (1,2) Examine Common Formative Assessments using PLC model (2, 3) Use MAP data to further isolate strand needing support (2, 3) Native American Educational Advocate meet with failing Native American students. (2, 3, 4) 	<ul style="list-style-type: none"> Fall 2023 MAP Data Winter & Spring 2024 MAP Data 23-24 10th grade trimester and term grades—disaggregated by gender 	<ul style="list-style-type: none"> District support to generate and analyze MAP assessment data Ongoing PLC time and collaboration framework District support for activity bus to increase student participation in afterschool tutoring District Secondary MTSS Freshman Success Team Math Specific Tutoring before school & lunch
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> 9th grade Algebra 1 Teachers Native American Educational Advocate Math Algebra 1 PLC group Learning Strategies/District Secondary MTSS Administration 	<ul style="list-style-type: none"> Spring 2024 	<ul style="list-style-type: none"> PAHS general funds Dept. funds LAP funds Freshman Success Grant

PASD Equity Goals (Actions)

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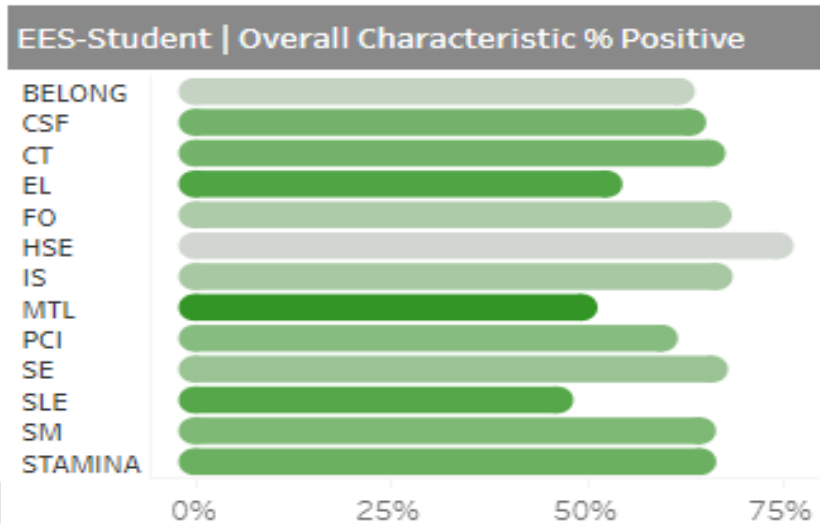
The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

- Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.—The focus on the data analysis, identifying females as underachieving, along with the PLC process will help to ensure equity.
- Commit to raising achievement levels for all students by ensuring educational equity.—Use of MAP data to inform instruction, as well as PLC process provides supports for all at purposeful levels.
- Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.—Data is derived directly from student assessment results in a completely objective way.
- Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.—Support is provided in many ways by many people/groups.

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

CEE-EES Data Spring 2023



Self-Management (Disaggregated by Building Level)

I concentrate on my school-work— 60%	I pay attention to how I feel — 60%	I work hard at school — 68%
I can calm myself when I get excited or upset— 62%	I can resist doing something when I know I shouldn't — 63%	

Stamina (Disaggregated by Building Level)

I finish whatever I begin — 60%	I am a hard worker — 74%
Setbacks don't discourage me — 59%	

SEL Needs Assessment/Implications: Looking at our CEE-EES, discipline, and academic data through the lens of Social Emotional Learning, it became evident that the area of self-management (Standard 2 of the Washington State’s SEL Standards) and Stamina (an element of Standard 3: Self-Efficacy) were areas that could be impactful. Students ability to regulate their emotions, while also motivating themselves to persevere and see themselves as capable are critical for one’s academic and behavioral success. While students may indicate they see themselves as being a hard worker at school, they do not always equate that work with overcoming setbacks and awareness of how they feel.

CSIP 2023/24 SEL

SMARTIE GOAL: Based on student response data from the spring 2023 CEE-EES survey, student responses in the characteristic of Self-Management and Stamina will improve from 64.5% positive in Self-Management and 64.6% positive in Stamina by spring of 2024. Progress will be monitored through informal assessment and surveys completed in December and March with a goal of a 10% increase.

Student Group Focus will be given to our 9th grade students as developing these skills will assist them in staying on track to graduate.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> Discipline/SEL connection part of Data Dive in August (1, 2) Integrate Self-Management and Stamina into lessons (2) Lunch groups with Counselors (1, 4) Create Google surveys to informally assess areas identified by CEE-EES Survey (3) 	<ul style="list-style-type: none"> Spring 2023 CEE-EES data Student Survey December 2023 and March 2024 Spring 2024 CEE-EES data 	<ul style="list-style-type: none"> District support to create and distribute survey Counselor run lunch groups to address issues around self-management Rider Crew’s work with students on making connections within the school
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> Counseling Department Admin Teachers 	<ul style="list-style-type: none"> Spring 2024 CEE-EES data 	<ul style="list-style-type: none"> PAHS general funds LAP funds Freshman Success Grant

PASD Equity Goals (Actions)

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The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

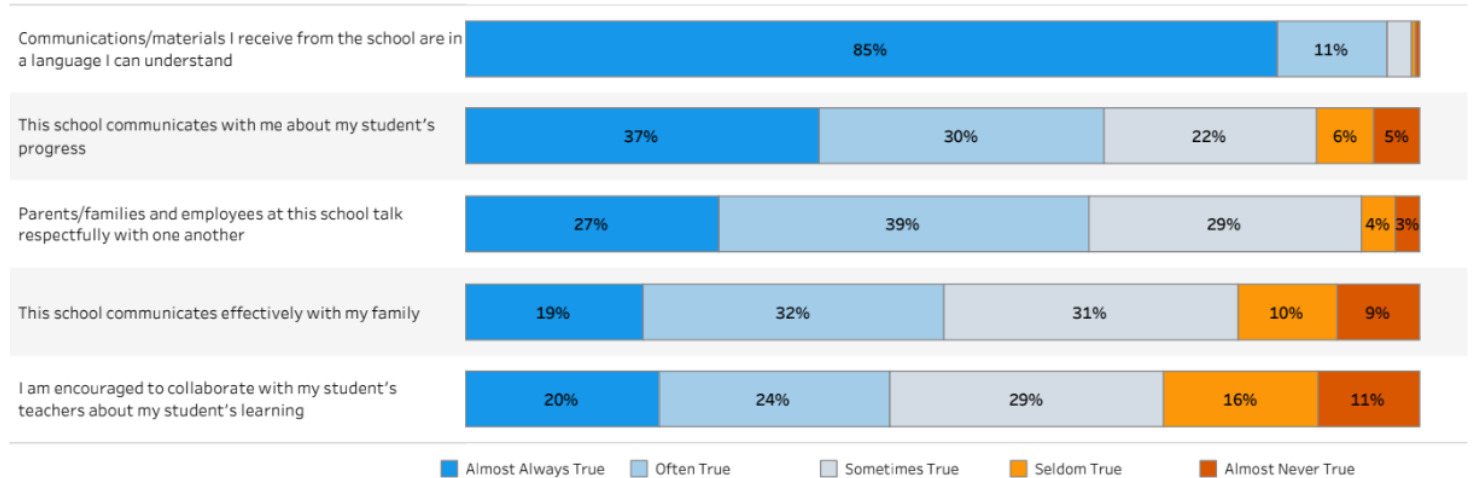
- Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.—SEL connections help students to overcome the adverse affects of bias, prejudice, and racism they may face in society.
- Commit to raising achievement levels for all students by ensuring educational equity.—The inability to self-regulate and the lack of stamina to complete task impacts one’s achievement levels.
- Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.—The CEE-EES survey will be used to measure progress.
- Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.—This work recognizes that self-management is critical for success.

PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

High Levels of Collaboration and Communication

Port Angeles High School



F & C Needs Assessment/Implications: Feedback from parents on the Spring 2023 CEE-EES survey indicated that effective communication and the schools encouragement of collaboration around their child's progress were areas of opportunity for the High School. While it is impossible to communicate effectively 100% of the time for all stakeholders, we should always look for strategies to grow. We are looking to decrease the percentage (19%) of families that felt our communication was seldom to almost never effective and (27%) that felt they had little opportunity to collaborate to improve their child's learning.

SMARTIE GOAL: Based on parent survey results on the CEE-EES survey given spring 2023, parents indicated that effective communication between the school and home were lacking. Effective communication was regarded as “always” or “often true” only 51% of the time. In addition parents felt they were encouraged to collaborate with teachers around their student’s learning only 44% of the time. The goal of the school will be to improve effective communication from the school by 20% (bringing the total to 71%) and improve communication to enhance collaboration by 20% to 64% on the spring 2024 survey.

Student Focus will be given to our students receiving D and F, where in addition to progress reports being sent every other week to all students, teachers will reach out offering additional support and potential collaboration. First Triad grades (which are currently being posted) will be used to determine base-line numbers with the goal of reducing this percentage by 10% by semester grading.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<ul style="list-style-type: none"> • Newsletters (goal of sending a minimum of every other week, more if needed) (4) • Progress reports (sent every other week to parents) (4) • D/F Communication (as warranted) (2) • Counselor/Educational Advocate outreach (2, 3) • Mailing of Student Recognition (4) 	<ul style="list-style-type: none"> • CEE-EES Survey • Progress report summary 	<ul style="list-style-type: none"> • Tier 1—Newsletter • Tier 1—Progress Reports • Tier 2—D/F Communication • Tier 3—Counselor/Educational Advocate outreach
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<ul style="list-style-type: none"> • Administration • Teachers • Counselor/Educational Advocate 	<ul style="list-style-type: none"> • Spring 2024 	<ul style="list-style-type: none"> • Building Budget

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.—Communication is provided to all students/families.
2. Commit to raising achievement levels for all students by ensuring educational equity.—Activities are supportive of students who are academically at risk.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.—Evaluation of progress will be from input collected from all families.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.—Multiple methods of communication will be utilized.

Additional Needs Assessment/Implications: This year is a year to identify and put structures in place to support student and staff instructional needs. While the administrative team is experienced in education, the principal is returning to the high school (12 years administrative experience), one assistant has only three years experience, and the third is new to the principalship and is also the CTE Director. While this is not meant to be an excuse, as each brings fresh ideas, it is merely to acknowledge there is a learning curve for all. There are many changes needed, but the focus needs to be in keeping things “simple” so that changes and structures are sustainable.

PAHS will continue to look at the structure of the day. An examination of the number of class periods in a day was initiated last years. All models, whether they be a 6 period day, a 5 period/3 trimester schedule, or the existing 7 period day, all come with their benefits and drawbacks. Whichever we ultimately decide upon, and we would like to have a decision made by the end of first semester, we need to use the lens of what is best for our students in providing them options for learning and exploration.

We must make sure that we maintain our vision of providing—a personalized, rigorous, student-centered learning community that respects our democratic heritage and values diversity in order to create a better world. We want our students to exemplify “the R*I*D*E*R Way.”

ELA pgs. 2&3	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024:What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: 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