

Port Angeles High School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below. September 2024 CNA can be found [here](#).

Building Name: Port Angeles High School
Date: Sept. 2024

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Jeff Lunt, Principal	Staff on Leadership Team, click here
Tiffinny Blore, Asst. Principal & Shanna Coleman, Asst. Principal	Kari Chance, Parent
Jennifer Rogers, CTE Coordinator	Shelly Zollman, Community Member

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). For schools not identified for improvement, a CNA is a best practice. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?
PAHS has virtually no or insignificant (defined as less than 10%) gaps on SBA in gender (ELA - male 68.5% and female 69.6%; math - male 37.1% and female 29.6%) or ethnicity (ELA - Native American 64.7%, Hispanic 68.4%, Two or more races 64.0% and white 71.6%; math - Native American 35.3%, Hispanic 36.8%, Two or more races 28.0%, and white 34.3%). The number of students identifying as Asian or Black was less than 10, therefore not reportable.
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Staffing to support students who are credit deficient is limited due to funding. We currently have no classes that are identified to support credit recovery. Training in supporting students with Tier 2 and 3 requirements is needed. Some of the Tier 3 level needs, such as mental health, go beyond what can be provided at the high school.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
Lack of Credit Recovery classes may lower graduation rates and create disproportionalities in groups. Our district lacks the funds to hire at the rate we have in the past. We were recently able to leverage some credit recovery support by using our MTSS Coordinator.
Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Our highest areas include -

- Continued refinement of ELA (focus on low-income students, students with disabilities, and grades of 10th-grade students) and Math (focus on low-income students, students with disabilities, and grades of 9th grade students)
- Student and Family Perceptions of Safety
- Student and family perceptions of enjoyment of school
- Communication with families

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of Goals, short-and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2024–2025 ELA Goal #1: Click or tap here to enter text.

By June 2025, Port Angeles High School will increase the overall passage rate of students on the Smarter Balanced Assessment (ELA) from 68.9% to 75%, with focused strategies to improve outcomes for students from low-income backgrounds from 61.4% to 70% and students with disabilities from 9.7% to 25%, while maintaining or improving the success rate for non-low-income students (currently 77.7%) and students without disabilities (currently 77.5%). This goal will be supported by implementing targeted instructional interventions and tutoring and mentoring. Progress will be monitored quarterly using SBA Interim Assessments. Equity-focused strategies will be developed to ensure students from low-income backgrounds and students with disabilities have access to the necessary resources, support, and accommodations to succeed. The school will use culturally responsive teaching practices, to address the specific barriers faced by these students, ensuring their success on the assessment.

By the end of the 2024-2025 school year, we will improve the English pass/fail rates of the current 10th-grade cohort, aiming to reduce the percentage of students failing and increase those earning a grade of C or higher. The percentage of students receiving an F will decrease from 24.4% (43 students out of a total of 176 students for the 2nd semester 2023-2024) to below 15% (at most 24 students out of 162 students who are starting the 2024-2025 school year, and the percentage of students earning a grade of C or higher will increase from 55.2% to 70%. We will implement targeted interventions, including tutoring, differentiated instruction, and regular progress monitoring, ensuring students who struggled in 9th grade receive additional academic support.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- Smarter Balanced Assessment
- Grade Reports
- Interim Block Assessments

Who will monitor the progress of this overarching **goal**?

- Teachers
- PLC groups
- Administration

When/how often will they monitor progress toward this overarching goal?

- Progress will be monitored at triad and semester

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p> <p>https://www.wsipp.wa.gov/BenefitCost/Program/363</p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> • T1 - Use PLC to do grade comparisons within classes, (Using Data to Guide Instruction, 98%) • T2 - Disaggregate data to determine support needs by failing students • T2 - Determine gaps in curriculum modification for students with disabilities. • T1 - Use Interim Block Assessment data to further isolate strands needing support for all students • T2/3 - Native American Educational Advocate meets with failing Native American students 	<ul style="list-style-type: none"> • 2024 English 9 Grades • 2024-25 Interim Block data for current 10th graders • English Dept. common benchmark assessments as developed by PLC • 2024-25 10th grade trimester and term grades 	<ul style="list-style-type: none"> • End of 2nd Triad (12/6/2024) • End of Semester (1/24/2025) • End of 4th Triad (3/7/2025) • End of 5th Triad (4/25/2025) • End of Year 	<ul style="list-style-type: none"> • 10th grade ELA Teachers • ELA PLC group • Administration • Freshman Success Foundation • Native American Educational Advocate • District MTSS Coordinator 	<ul style="list-style-type: none"> • PAHS general funds • Department. funds • LAP funds . • HPLAP funds

SY 2024–2025 Math Goal #2: Click or tap here to enter text.

By June 2025, Port Angeles High School will increase the overall passage rate of students on the Smarter Balanced Assessment (Math from 33.7% to 45%, with focused strategies for students from low-income backgrounds from 26.7% to 35% and students with disabilities from less than 10% to 20%, while maintaining or improving the success rate for non-low-income students (currently 42.0%) and students without disabilities (currently 37.7%)). This goal will be supported through targeted interventions, after-school tutoring, professional development in differentiated instruction, and data-driven instruction planning. Progress will be monitored quarterly using SBA Interim Assessments. Equity-focused strategies will be developed to ensure students from low-income backgrounds and students with disabilities have access to the necessary resources, support, and accommodations to succeed. The school will use culturally responsive teaching practices, to address the specific barriers faced by these students, ensuring their success on the assessment.

The percentage of students receiving a D, F, or P will decrease from 34.2% (112 students out of a total of 327 students for 2nd semester 2023-2024) to below 28.0% (at most, 106 students out of 379 students who are starting the 2024-2025 school year). We will implement targeted interventions, including after-school and lunch tutoring, differentiated instruction, Tier 2 support on Wednesdays, regular progress monitoring, contacting parents/guardians, and increasing the number of Math (Algebra I and Geometry) Lab students for those who need extra time and support. This goal aligns with the school’s mission to promote student success and create an environment where all learners demonstrate the RIDER way in their academic pursuits. Progress will be assessed at the end of each triad, with the final evaluation of success occurring at the end of the 2024-2025 school year.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

- Smarter Balanced Assessment
- Grade Reports
- Interim Block Assessments

Who will monitor the progress of this overarching goal?

- Teachers
- PLC groups
- Administration

When/how often will they monitor progress toward this overarching goal?

- Progress will be monitored at triad and semester

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> ● T1 - Use PLC to do grade comparisons within classes, (Using Data to Guide Instruction, 98%) ● T2 - Disaggregate data to determine support needs by failing students 	<ul style="list-style-type: none"> ● 2024-25 MAP data for current 9th graders ● 2024-25 Interim Block data for current 10th graders ● Math Dept. common benchmark assessments as developed by PLC 	<ul style="list-style-type: none"> ● End of 2nd Triad (12/6/2024) ● End of Semester (1/24/2025) ● End of 4th Triad (3/7/2025) ● End of 5th Triad (4/25/2025) ● End of Year 	<ul style="list-style-type: none"> ● Algebra 1 and Geometry Teachers ● Math PLC group ● Administration ● Freshman Success Foundation ● Native American Educational Advocate. 	<ul style="list-style-type: none"> ● PAHS general funds ● Department. funds ● LAP funds .. ● HPLAP funds

<ul style="list-style-type: none"> ● T2 - Determine gaps in curriculum modification for students with disabilities. ● T1 - Use Interim Block Assessment data to further isolate strands needing support for all students ● T2/3 - Native American Educational Advocate meets with failing Native American students 	<ul style="list-style-type: none"> ● 2024-25 9th & 10th-grade trimester and term grades. 		<ul style="list-style-type: none"> ● District MTSS Coordinator 	
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SY 2024–2025 Social-Emotional (SEL) Goal #3: Click or tap here to enter text.

By June 2025, Port Angeles High School will implement three initiatives aimed at increasing both student perceptions of safety (from 50% to 65%) and family perceptions (from 45% to 60%) and perceptions around enjoyment at school (students 31% to 45% and families from 43% to 55%). In addition, PAHS will improve communication with families from 62% to 75%) regarding progress on these initiatives to address concerns about safety and school enjoyment. Initiatives will include the principal meeting with student leadership groups and classes, the creation of a student group with representation of underrepresented student to ensure concerns of all demographics are heard, and the creation of a plan to focus on safety and enjoyment at Port Angeles High School Progress updates will be provided monthly through newsletters and social media. Success will be measured using the CEE-EES survey.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- CEE-EES data
- Feedback from Staff and Student Safety Meetings

Who will monitor the progress of this overarching **goal**?

- Administration
- Staff
- Students

When/how often will they monitor progress toward this overarching **goal**?

- Feedback - Monthly
- CEE-EES - Spring 2025

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?S</i></p>
<ul style="list-style-type: none"> Principal Meeting with Leadership Students Staff Safety Team Student-Led Safety Team Safety presentation for students Safety presentation for families/community 	<ul style="list-style-type: none"> Principal/Leadership Meeting (Sept. 2024) Staff Safety Meeting (Quarterly) Student Led Safety meeting (Monthly) Safety Presentations (once per year). 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

SY 2024–2025 Parent/Family Engagement Goal #4:

Based on parent survey results on the CEE-EES survey given spring of 2024, parents indicated that effective communication between the school and home was lacking. While there was a 4% improvement from the 2023 school year, effective communication was regarded as “always” or “often true” only 54% of the time. In addition, parents felt they were encouraged to collaborate with teachers around their student’s learning only 48% of the time, also a 4% improvement. The goal of the school will be to improve effective communication from the school by 16% (bringing the total to 70%) and improve communication to enhance collaboration by 15% to 63% on the spring 2025 survey.

Additional emphasis 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. Despite the additional focus, there was a drop of 5% from the previous year on the CEE-EES survey (2023-67%; 2024 62%) in this area. By being more intentional and communicating when to expect progress reports, we anticipate an increase of 15%, bringing our spring 2025 survey data to 77%.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

- CEE-EES data will be used to determine if the goal is reached.

Who will monitor the progress of this overarching goal?

Progress will be monitored by teachers and administration at mid-year by looking at the following -

- The number of newsletters sent
- The number of teachers sending progress reports home
- The number of teachers contacting parents around D and F grades.

When/how often will they monitor progress toward this overarching goal?

- Progress will be monitored at the mid-year CSIP review.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger Goal. (Data + Evidence-based Practice = Support of Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<ul style="list-style-type: none"> ● T1- Newsletters (goal of 2 per month) ● T1- Progress Reports (goal of 2 per month) ● T2/3- D/F Communication (as warranted) (Message parents with interventions, 60%) ● T2-3 Counselor Outreach (as warranted) (Message parents with interventions, 60%) 	<ul style="list-style-type: none"> ● CEE-EES Survey ● Progress Report Summary ● D/F Communication Summary 	<ul style="list-style-type: none"> ● February 2025 ● June 2025 	<ul style="list-style-type: none"> ● Administration ● Teachers ● Counselor/Educational Advocate 	<ul style="list-style-type: none"> ● Building Budget ● Time during Late Start
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