

Port Angeles School District
Port Angeles High School



Needs assessment by:

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School Improvement Plan
2018 - 2019

<p>Component One – Needs Assessment</p> <ul style="list-style-type: none"> -In general, Port Angeles High School outperforms the state on assessment data across the board. -One sub-group that underperforms the state average on ELA assessments is Special Ed. Year-to-year assessment results show outsized fluctuation. -The failure rate in junior year English and Social Studies classes has placed too many students in a position of being at risk of not graduating. -Students entering ninth grade often struggle to achieve success in Algebra. Algebra lab support classes are filled beyond capacity, and there is no room in the schedule to add more. -Approx. 90 seniors have not met the state math assessment requirement for graduation. -Outdated condition of facility negatively affects implementation of education program. -Technology funding has not kept pace with demand. Electrical supply capacity does not support technology use in most buildings on the high school campus. -Adjusting counseling caseloads due to the loss of one counselor at the beginning of the school year presents an unexpected challenge. 	<p>Component Three – Activities to Ensure Mastery</p> <ul style="list-style-type: none"> -The PLC model supports all students by identifying essential learning outcomes, implementing common assessments, and ensuring remediation for all students who have not yet achieved mastery. -Targeted remediation and support strategies will continue to be used in core academic subjects, and several school-wide tutoring programs are made available to all students. -Credit recovery will be used to help students stay on track to graduate. -Co-curricular programs provide enrichment and accelerated courses offer opportunities to challenge gifted and talented students. -The Student Health Center and the addition this year of campus-based mental health counseling help to remove health issues as a barrier to success.
<p>Component Two – Schoolwide Reform Strategies</p> <ul style="list-style-type: none"> -The PAHS building clear and shared focus for 2019 is to increase effective teacher collaboration and student success through the DuFour model of teachers collaborating in teams in a Professional Learning Community (PLC). The long-term commitment to implementing the DuFour PLC model has the highest likelihood to positively impact student learning because it is research-proven and supported by data. -Additionally, staff will continue to refine grading practices and use of formative assessment in order to support positive student outcomes. 	<p>Component Four – Coordination and Integration</p> <ul style="list-style-type: none"> -Title IIA funds will be used to support professional development focused on the implementation of professional learning communities...teacher training on CPM math curriculum...AP and College in the High School workshops. -A special grant English Rhetoric Writing Composition (ERWC) is funding the piloting of new Bridge to College curriculum in the English Department. -LAP funds are being used to support double dosing in math (Algebra and Geometry labs), Credit Recovery, and English 9 Block (Literacy emphasis). LAP funds may also be utilized for 12th grade Math Collection of Evidence classes for graduation assistance.

I.

Smarter Balanced Assessment (SBA) data

Directions: Enter the scores on the English Language Arts (ELA), MATH, and SCIENCE sections of the SBA.

Grade 10 English Language Arts (ELA) SBA	2017 SBA ELA	2017 State	2018 SBA ELA	2018 State	Grade 10 Math SBA	2017 SBA Math	2017 State	2018 SBA Math	2018 State
Level 4	38%	35%	43%	35%	Level 4	43%	33%	23%	20%
Level 3	42%	39%	37%	37%	Level 3	37%	35%	28%	23%
Level 2	12%	12%	15%	16%	Level 2	18%	20%	28%	28%
Level 1	9%	9%	5%	11%	Level 1	2%	12%	21%	21%
Met (Diploma Cut Score)	85%	NR	86%	NR	Met (Diploma Cut Score)	90%	NR	57%	NR
Met (College Ready)	80%	74%	80%	72%	Met (College Ready)	80%	68%	51%	43%

Grade 11 Washington Comprehensive Assessment of Science (WCAS)	2018 WCAS	2018 State
Level 4	5.6%	23%
Level 3	15.5%	29.9%
Level 2B	11.3%	20.8%
Level 1	4.9%	23%
No Score	62.5%	2.9%
Total Met	21.1%	52.9%
% Met Excluding No Score	56.6%	54.7%

Observations & Implications:

- We have successfully transitioned to computer-based testing in English, Math, & Science.
- In terms of diploma cut score (level 2.6+) we are close to HSPE results; we will focus on improving college-ready scores.
- The math SBA combines skills from Algebra I, II, and Geometry. Data indicates that students who have not completed Algebra II will not meet the diploma cut score on the Math SBA. Parents and students will hear this data before registration.
- The reason so few PAHS juniors took the science assessment is because while we made it available to all juniors, we only captured those juniors who were enrolled in a third year science course, and there was little imperative given that it is not a graduation requirement.

SBA DISAGGREGATION DATA

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10.
If n<10, enter an asterisk (*).

Sub-Groups	GRADE 10 English Language Arts						Grade 10 Math						Grade 11 Science	
	ELA 2016	WA 2016	ELA 2017	WA 2017	ELA 2018	WA 2018	Math 2016 **	WA 2016	Math 2017 **	WA 2017	Math 2018	WA 2018	WCAS 2018	WA 2018
Male	64% 127	68%	76% 142	69%	72% 142	68%	73% 49	62%	92% 37	69%	47% 139	43%	63% 142	47.7%
Female	82% 137	77%	85% 122	78%	88% 136	77%	78% 59	59%	64% 28	67%	55% 130	43%	48.9% 122	44.6%
Am Ind/Alaska Nat	63% *	49%	44% *	49%	82% 11	47%	*	24%	100% *	31%	55% 11	19%	N/A 9	25.9%
Hispanic/Latino	72% 25	56%	88% 25	57%	83% 29	56%	67% *	37%	100% *	44%	33% 18	45%	N/A 25	27.2%
Two or More Races	64% 25	76%	74% 23	75%	68% 19	75%	75% *	60%	80% *	70%	43% 28	23%	N/A 26	49.4%
White	76% 199	79%	82% 199	80%	80% 210	79%	78% 88	67%	79% 53	73%	52% 204	49%	64.9% 196	54.0%
Low Income	69.5 N/A	N/A	N/A	N/A	N/A	N/A	65% N/A	N/A	N/A	N/A	N/A	N/A	41.7% 118	31.2%
Special Ed	8% 25	25%	30% 33	23%	9% 32	25%	*	10%	*	14%	13% 32	6%	N/A 30	12.9%

Observations & Implications:

- Having the option to check “two or more races” may tend to skew the breakout of results by demographic group, especially for the Native American sub group.
- Our student sub groups tend to outperform the state with a couple of exceptions: Hispanic students underperformed the state average in Math in 2018...but with an N=18, only one or two students could skew the result.
- Our special ed student performance in ELA appears statistically inconsistent from 2016-18 ...numbers tested is consistent, but there was an unexplained positive bump in 2017.
- 2018 was the first year that we tested all 10th graders in math.

Graduation Rate

Ninth Graders on Track* n = ___	Sem 1	Sem 2	Cohort 4-Year Graduation Rate	2015	2016	2017	2018	2019
All				84.8	85.6			
Male								
Female			Credit Recovery	2015	2016	2017	2018	2019**
Am Ind/Alaska Nat			Classes attempted		151		91	
Hispanic/Latino			Classes recovered	110	111		65	
Two or More Races								
White								
Low Income								
Special Ed								

*Percent of ninth graders who earned credit for all attempted courses.

**Year to date

Graduation Rate: Percent on track to graduate (# Credit deficient)												
Sub-Group	Freshmen (2022)		Sophomores (2021)			Juniors (2020)			Seniors (2019)			
	Feb	Engl	Jun 2.5	Sep 2.5	Feb 6	Jun 9.5	Sep 9.5	Feb 13	Jun 16.5	Sep 16.5	Feb 20	Jun 24
All	/293			97%			98%			94%		
				8/281			7/285			17/276		
Male	/163			96%			96%			92%		
				5/140			6/147			11/138		
Female	/130			98%			99%			96%		
				3/141			1/138			6/137		
Am Ind/Alaska Nat	0/26			100%			100%			85%		
				0/36			0/30			4/26		
Asian	/10			100%			100%			90%		
				0/17			0/19			1/10		
Hispanic/Latino	/23			100%			100%			100%		
				0/22			0/20			0/27		
Black	/11			100%			100%			100%		
				0/9			0/9			0/8		
Nat Haw/Pac Isl	/2			100%			100%			100%		
				0/3			0/2			0/1		
White	/275			98%			98%			96%		
				4/248			6/263			11/254		
Low Income	/131			96%			97%			87%		
				5/118			4/116			14/105		
Special Ed	/31			84%			85%			84%		
				6/39			4/26			4/25		

DUAL CREDIT PARTICIPATION RATE

	2015-16 N=1,178	2016-17 N=1,178	2016-17 State Avg.	2017-18		2015-16 N=1,178	2016-17 N=1,178	2016-17 State Avg.	2017-18
At Least One Option	54.2% 639	56.1% 661	56.4%		Tech Prep	32.2% 379	33.4% 393	33.5%	
Male	49.8% 297	52.6% 311	54.6%		Male	35.2% 210	35.5% 210	35.2%	
Female	58.8% 342	59.6% 350	58.3%		Female	29% 169	31.2% 183	31.7%	
Am Ind/Alaska Nat	29.4 10	36.1% 13	38%		Am Ind/Alaska Nat	29.4% 10	30.6% 11	26.6%	
Hispanic/Latino	44.7% 42	58.2% 53	50.4%		Hispanic/Latino	26.6% 25	38.5% 35	34.8%	
Two or More Races	51.9% 55	61.5% 67	57.9%		Two or More Races	32.1% 34	36.7% 40	34.3%	
White	56.2% 515	56.2% 511	56.8%		White	32.7% 300	32.3% 294	32.2%	
Low Income	45.6% 261	49.1% 273	49.3%		Low Income	31.3% 179	34.4% 191	34%	
Special Ed	28.5 45	31.8% 47	35.6%		Special Ed	28.5% 45	30.4% 45	32%	
Advanced Placement	15.6% 184	16.7% 197	19.8%		Running Start	10.8% 127	9.7% 114	7.7%	
Male	10.7% 64	14.6% 86	17.8%		Male	7.9% 47	6.1% 36	5.9%	
Female	20.6% 120	18.9% 111	21.9%		Female	13.7% 80	13.3% 78	9.6%	
Am Ind/Alaska Nat	---	2.8% 1	8.6%		Am Ind/Alaska Nat	---	5.6% 2	3.8%	
Hispanic/Latino	12.8% 12	17.6% 16	13.3%		Hispanic/Latino	5.3% 5	7.7% 7	4.3%	
Two or More Races	17.0% 18	17.4% 19	22.1%		Two or More Races	7.5% 8	11% 12	7.5%	
White	16.5% 151	17.3% 157	20.4%		White	12.0% 110	10.1% 92	9%	
Low Income	8.2% 47	9.9% 55	12.6%		Low Income	8.4% 48	7.6% 42	4.9%	
Special Ed	.6% 1	.7% 1	3%						
College in HS	7.3% 86	8.4% 99	6.6%						
Male	5.7% 34	8% 47	6%						
Female	8.9% 52	8.9% 52	7.2%						
Am Ind/Alaska Nat	---	---	3.7%						
Hispanic/Latino	2.1% 2	5.5% 5	5.4%						
Two or More Races	4.7% 5	5.5% 6	5.9%						
White	8.3% 76	9.5% 86	7%						
Low Income	3.3% 19	4.1% 23	4.5%						
Special Ed	---	---	1.5%						

**Digital Learning Data (DLD) 2017-2018
Alternative Learning**

# Student	# of Courses	# Classes Passed/ Percentage	# Classes Failed/ Percentage	Provider	Semester 1	Semester 2	Total
Semester 1							
91	97	90 / 93%	7 / 7%	Fuel / Peak	25	14	39
				Red Comet	48	45	93
Semester 2							
				Edgenuity	1	1	2
64	79	76 / 96%	3 / 4%	Self-Payers	9 (approx.)	4	13

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2017-18				Results for 2018-19			
District Reading, Math and Science Winter Benchmark (percent of students at standard)		Reading	Math Alg/Geom	Science		Reading	Math Alg/Geom	Science
	Grade	Benchmark	Benchmark	Benchmark	Grade	Benchmark	Benchmark	Benchmark
	9	❖	❖	❖	9			
	10	77.22	❖	❖	10			
District Writing Benchmark Fall, Winter, Spring (percent of students at standard)		Writing				Writing		
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
	9	41.35	❖	50.4	9			
	10	47.39	64.06	❖	10			
Classroom-Based Assessments (percent of students at standard)		Classroom-Based Assessment				Classroom-Based Assessment		
	Grade	Social Studies	The Arts	Health/Fitness	Grade	Social Studies	The Arts	Health/Fitness
	9	❖	84	98/94	9			
	10	80.4	90	❖	10			
	11	79.9	96	❖	11			
	12	90.8	96	❖	12			

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data (end-of-year data)													
Internal Assessment Results for 2017-18 (EOY)						Internal Assessment Results for 2018-19 (EOY)							
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
	7722.91	90%	35	1	1	46							
9	1290.34	92%	16	0	1	12	9						
10	1667.91	91%	4	0	0	6	10						
11	2558.63	89%	10	0	0	25	11						
12	2206.03	90%	5	1	0	3	12						

(*Trimester Reports will provide Year-to-Date data.)

Summary of Student Support Services								
Grade	Special Education			Homeless B.O.Y. Number of Homeless Students	504 B.O.Y	504 +/-	504 E.O.Y.	Student Assistance Team (SAT)
9	31			5	14			
10	39			3	16			
11	26			1	26			
12	25			1	9			

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school's grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary
Attendance Report	Percent of students present per day (2017-18).	9th – 91% ... 10th – 91% ... 11th – 89% ... 12th – 87%
Unexcused Absences	Total number of absences not excused (2017-18).	
Discipline Report	Summary of discipline activity for the building (2017-18).	Drugs/Alcohol: 30 Court Petitions: 46 Tobacco: 11 Expulsions: 1 Weapons: 2 Short-term Suspensions: 35 Fighting/Assaults: 7/15 Long-term Suspensions: 1
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2017-18).	Free/Reduced = 39%
Gender Report	Percent of male and female students as reported by the 2017-18 OSPI School Report Card	Males: 50.5% Females: 49.5%
Ethnicity Report	Percent of students by ethnic groups as reported by the 2017-18 OSPI School Report Card	American Indian or Alaskan Native: 3.3% Asian or Pacific Islander: 1.8% Black: .9% Hispanic: 8.4% White: 76.2% Two or More Races: 9.1%
Staff Report	Staff demographic data as reported in the 2017-18 OSPI School Report Card	Headcount: N/A Average Years of Exp: N/A Overall Ratio: N/A Percent ≥ a Master's Degree: N/A

STUDENT ATHLETIC AND ACTIVITY PARTICIPATION

STUDENT ATHLETIC AND ACTIVITY PARTICIPATION			
Athletics	Number of Students	Club	Number of Students
Fall	Males 109 – Females 134	Art Club	10
Winter		Book Club	35
Spring		Chess Club	10
		Cultivating Kindness Club	15
Activity		Derai	7
Orchestra	147	Drama Club	n/r
Choir	150	Dungeons & Dragons Club	15
Band	124	Equestrian Club	n/r
Bridge Building	24	Foreign Exchange Club	n/r
DECA	132	Garden Club	15
Friday News	22	Gay/Straight Alliance	18
FBLA	50	Honor Society	12
Leadership	42	Key Club	5
Medical Careers	n/r	Magic: the Gathering Club	10
Music Enrichment Activities	50	Native American Club	n/r
NJROTC Academic Team	25	Newspaper – Timberline	18
NJROTC Cyber Patriots	12	Yearbook	25
NJROTC Air Rifle Team	22	R.A.D.D.	15
NJROTC Phys Training Team	24	Rider Crew	30
NJROTC Drill Team	47	Sailing Team	5
NJROTC Color Guard Team	23	Science Club	n/r
Skills USA Collision Repair	n/r	Sign Language Club	n/r
Skills USA Drafting	n/r	WE Club	8
Skills USA Health	n/r	World Cultures Club	n/r
Skills USA Machining	n/r		
Skills USA Woods	n/r		

AREAS OF STRENGTH AND CONCERN

Directions: Review the specific subtests for the SBA, and any other relevant assessment data you may have collected at your site. Remember how important it is to review past trends or changes over time. In reference to the SBA, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS OF CONCERN
<ul style="list-style-type: none"> • All sub-groups outperformed the state score average on the English/Language Arts Smarter Balanced Assessment. • 10th Grade males outperformed the state score average on the SBA Math test by 23%. • All sub-groups outperformed the state score average on the Washington Comprehensive Assessment of Science (WCAS) exam by significant margins. • 55% of our native students met standard on the math SBA compared to 19% of native student state wide. • 82% of our native students met standard on the ELA SBA compared to 47% state wide. • Our low income sub-group outperformed the state average for low income students on the new WCAS science assessment by 10.3%. 	<ul style="list-style-type: none"> • A wide gender gap in performance on the Grade 10 Math SBA appeared last year, demonstrating a significant shift compared to the previous year’s results. • Approximately 90 seniors have not met the graduation cut score on the Smarter Balanced (SBA) Math Assessment (Washington State has over 40,000 high school seniors in the same position). • Washington State has been slow to communicate clearly the options for students to meet the math graduation requirement. Our current master schedule does not provide capacity or flexibility to schedule additional collection of evidence classes (which the state announced...late...to be an option for seniors who have not met).

ACTION PLAN

Strategic Plan Focus Area #1: Powerful Teaching & Learning

Goal #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.

Goal #2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

Port Angeles High School English Language Arts		Smart Goal All School –By May ELA SBAC, 10th grade college met scores will exceed the state average scores by 15%.		
Target	Strategy	Activities	COMPLETED	
			Yes	Comments
Students with an Individual Education Plan (IEP)	SpEd ELA teachers will join general ed ELA teachers in collaborative teams to identify essential standards, design and implement common formative assessments, examine assessment data, and plan and implement remediation.	-Professional Learning Community (PLC) book study -Wednesday morning collaborative team meetings -Team work products submitted to supervisor	<input type="checkbox"/>	
Select sophomores and juniors who failed English 9 and English 10	Create an English Learning Strategies Class for remediation and support.	-English teacher will supervise students recovering credit for English 9 or 10. -Students will receive support for English class (10 or 11) in which they are currently enrolled.	<input type="checkbox"/>	English 10 Learning Strats N=9 English 11 Learning Strats N=11
Selected freshmen who scored level 2 on the 8 th grade English Language Arts Smarter Balanced Assessment (ELA SBA)	Selected freshmen who scored level 2 on the 8 th grade ELA SBA and do not show significant attendance issues are placed in an English/Science Block with literacy/study skills/social-emotional emphasis.	-Identify and place qualifying students. -Recruit AmeriCorps volunteers to push in support during class. -Frequently communicate student progress to parents.	<input type="checkbox"/>	Section 2 N=16 Section 3 N=17

ACTION PLAN

Strategic Plan Focus Area #1: Powerful Teaching & Learning
Goal #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.
Goal #2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

Port Angeles High School Math	Smart Goal All School –By June 2019 students will demonstrate growth of 20% meeting math proficiency standard as combined 2019 & 2020 cohort groups on the Smarter Balanced Assessment over the 2018 percentages, moving the 2019 graduating class from 53% TO 70% and 2020 graduating class from 51% to 75%.			
Target	Strategy	Activities	COMPLETED	
			Yes	Comments
All School	Focus on claim area of Concept and Procedures in all math credited classes.	Integrate target areas (Numbers & Quantities and Algebra) into non-traditional 3 rd year math classes: Money Management, Accounting, Cabinet Making, and Machine Shop III.	<input type="checkbox"/>	
2019 Cohort	Align Concept and Procedures – Numbers & Quantities and Algebra to existing math curriculum.	-Additional practice with exponents, rational and irrational numbers, and reasoning quantitatively. -Additional practice with interpreting expressions, operations on polynomials, and reasoning. -SAT/ACT practice and free registration for students that haven't reached standard. -Bridge to College/COE classes.	<input type="checkbox"/>	
2020 Cohort	Align Concept and Procedures – Numbers & Quantities and Algebra to existing math curriculum.	-Additional practice with exponents, rational and irrational numbers, and reasoning quantitatively. -Additional practice with interpreting expressions, operations on polynomials, and reasoning. -After school practice on SBA assessment.	<input type="checkbox"/>	

ACTION PLAN

Strategic Plan Focus Area #2: District Culture

Goal #1: Promote a safe, healthy, affirming, and welcoming learning environment.

Goal #2: Celebrate success through broad-based, varied media.

Port Angeles High School Culture	Smart Goal –In order to increase teacher collaboration and student success, by June 2019 all teachers will be trained (using Wednesday morning time) in the DuFour PLC model of collaboration, organized into teams, and will practice at least one cycle of collaborative teacher team work, with intent to scale up the work in succeeding years.			
Target	Strategy	Activities	COMPLETED	
Yes			Comments	
All teachers	Utilizing available teacher collaborative time, train all teachers in the DuFour PLC model.	-Whole group direct instruction. -Book study (<i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>) -Practice in collaborative teams	<input type="checkbox"/>	
Each teacher collaborative team	In order to help teams develop internal accountability and pace, supervisor will establish calendar and collect select products of collaborative team work.	-Calendar team meetings. -Collect team work products (norms, essential standards, common formative assessments, assessment data)	<input type="checkbox"/>	
Each teacher collaborative team	Teams will periodically self-assess their progress and understanding.	Teams will utilize published rubric (<i>Learning by Doing</i>) at regular intervals to self-assess	<input type="checkbox"/>	

ACTION PLAN

Strategic Plan Focus Area #3: Family & Community Engagement

Goal #1: Create and promote a system that facilitates open and accessible communication between family, staff, students, and community.

Port Angeles High School Community		Smart Goal: By June 2019, data will be compiled regarding effectiveness of systemic communication/engagement activities between family, staff, students, and community.		
Target	Strategy	Activities	COMPLETED	
			Yes	Comments
Students with excessive absences	Collaborate with families and community agencies to intervene with students with excessive absences.	-Utilize School Messenger robo-calls to facilitate communication home. -Admin meet with parents and students to remove barriers to attendance. -Collaborate with Community Truancy Board and Juvenile Services to support and hold accountable students.	<input type="checkbox"/>	
Student Families and Community Members	Leverage technology to create and enhance communications.	-Transmit weekly <i>Community Update</i> newsletter to parents via Skyward. -Develop single master calendar solution accessible to all stakeholders. -Post frequent updates and celebrations on PAHS Facebook page.	<input type="checkbox"/>	
Student Families and Community Members	Examine current organizational models for Open House and Parent-Teacher Conferences in light of new 7-period schedule.	-Pilot trial Open House as a “drop-in” model instead of “follow student schedule” model used in the past. -Re-evaluate parent conference plan and assess feasibility of “arena style” model of conducting conferences.	<input type="checkbox"/>	Feedback from trial Open House mostly positive...

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
All Freshmen are scheduled into Health & Fitness for Life classes.	Year-long Classes	Counselors	<input checked="" type="checkbox"/>	
1.5 Credits in Physical Education are required for graduation (although this requirement may be waived under special circumstances). A variety of PE courses are available each semester.	September-June	PE Department	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of **staff** that indicated support for the following categories:

Category	2012	2013	2014	2015	2016	2018
Clear & Shared Focus	38%	55%	❖	88%	❖	92%
Effective School Leadership	35%	55%	❖	84%	❖	88%
High Standards & Expectations	43%	55%	❖	83%	❖	88%
High Levels of Collaboration and Communication	38%	55%	❖	86%	❖	89%
Supportive Learning Environment	56%	65%	❖	91%	❖	93%
Frequent Monitoring of Teaching and Learning	30%	45%	❖	74%	❖	91%
Focused Professional Development	30%	45%	❖	77%	❖	88%
Curriculum, Instruction, and Assessment Aligned with Standards	46%	60%	❖	76%	❖	94%
High Levels of Community & Parent Involvement	47%	60%	❖	88%	❖	91%
Staff Willingness to change	$\frac{75\%}{45\%}$	$\frac{85\%}{65\%}$	❖	$\frac{99\%}{98\%}$	❖	$\frac{100\%}{95\%}$

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of **parents** that indicated support for the following categories:

Category	2012	2013	2014	2015	2016	2018 n=143
Clear & Shared Focus	80%	85%	❖	91%	❖	80%
Effective School Leadership	70%	80%	❖	87%	❖	86%
Frequent Monitoring of Teaching and Learning	80%	85%	❖	90%	❖	84%
High Standards & Expectations	85%	90%	❖	93%	❖	89%
High Levels of Collaboration and Communication	80%	85%	❖	88%	❖	84%
High Levels of Community & Parent Involvement	80%	85%	❖	90%	❖	78%
Supportive Learning Environment	80%	85%	❖	91%	❖	83%

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Credit Recovery: Students who fail certain core academic classes in English, Social Studies, and Health may contract to complete work to recover credit. Upon successful completion of the credit recovery contract, the student's failing grade is changed to a D.

ELA Remediation/Support:

- Selected freshmen who scored level 2 on the 8th grade ELA SBA and do not show significant attendance issues are placed in an English/Science Block with literacy/study skills/social-emotional emphasis.
- New this year, selected students needing to recover English 9 or 10 credit are placed in English Learning Strategies Class. There, an English teacher works with the student to complete a credit recovery contract to recover the student's previous English [F] while simultaneously providing support to help the student be successful in their current grade level English class.

Math Remediation/Support:

- Students identified [by risk factors] as needing support in Algebra or Geometry are placed in a second math support lab class.
- Seniors who have not met the graduation cut score on the Math SBA are identified and a plan is developed to help them meet the Math graduation requirement utilizing one or more of the State-defined options.

General Tutoring Support:

- Student-to-student tutoring support is available on an as-needed basis through PAHS Honor Society club members.
- AmeriCorps tutors provide tutoring support both during class as arranged in collaboration with classroom teachers as well as before school, during lunch, and after school in the AmeriCorps Room 901.
- Additionally, AmeriCorps volunteers and classroom teachers provide after-school tutoring on Mondays and Thursdays in the PAHS Library with snack provided and bus transportation available.

COORDINATION AND INTEGRATION

***Budget Categories: Basic Education, Title I, Title II, LAP, High Poverty Lap, Other**

Program	Amount Available	Resource and Professional Development Activities	Description of Participating Staff
State Basic	\$6,800,422	Funds teacher salaries w/ exception of those funded under SpEd, LAP, or CTE	All teachers except those funded under SpEd, LAP, or CTE.
Alternative Learning	\$35,000	Online classes and support	DLD Online Learning Coordinator
State SpEd	\$1,185,546	Funds SpEd staff salaries in addition to focused PD around issues specific to IEP writing, instruction, etc.	Seven special education teachers, plus therapists, plus paras.
Federal SpEd	\$118,220	Included with the above	See above.
CTE/Perkins	\$1,805,300	PD for CTE staff, industry field trips, material, equipment, program development	CTE Staff
Title IIA	\$10,000	-CPM Math – Phase 1 Training \$1,365 -CPM Math Ongoing Training \$416 -AP US History Workshop \$924 -60 ea Text: <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> \$2,735 -TBD Professional Development Costs \$4560	-Math Teacher -Math Teachers -Social Studies Teacher -All teachers
State LAP	\$210,312	Double dosing in Algebra and Geometry Lab Classes, Literacy-Focused English 9 Class, and Credit Recovery Program (Graduation Assistance) \$202,312 Chromebooks \$8,000	Algebra & Geometry Lab Teachers, Literacy-Focused English 9 Teacher, and Credit Recovery Teacher
Federal Native Am	\$27,465	Native American Student Intervention Support	Native American Interventionist

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Jeff Clark	
Parent		
Parent		
Community Member		
Student	Abby Sanders	
Student		
Classified Staff	Bev Eisele	
Certificated Staff	Cecilia Jacobs	
Certificated Staff	Jennifer Rogers	
Certificated Staff	Bernie Brabant	
Assistant Superintendent	Chuck Lisk	
Superintendent	Martin Brewer	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____