



Continuous School Improvement Plan 2021/22

Port Angeles High School, PASD



Principal: Tanner Zahrt

District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. 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 needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. 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 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 students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

School Profile

Port Angeles High School is a comprehensive high school serving a current enrollment of 967 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 440 female, 516 male, and 12 other-gender students. 54% of PAHS students receive Free or Reduced lunch. Approximately 12% 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 PLC framework to promote collaboration and high-quality instruction.

| Reporting Schedule | School Submitted | Board Summary |
|--------------------|------------------|---------------|
| CSIP | 10/14/21 | 11/10/2021 |
| Mid Year Review | 3/14/22 | 3/24/22 |
| Final | 6/23/22 | 7/6/22 |

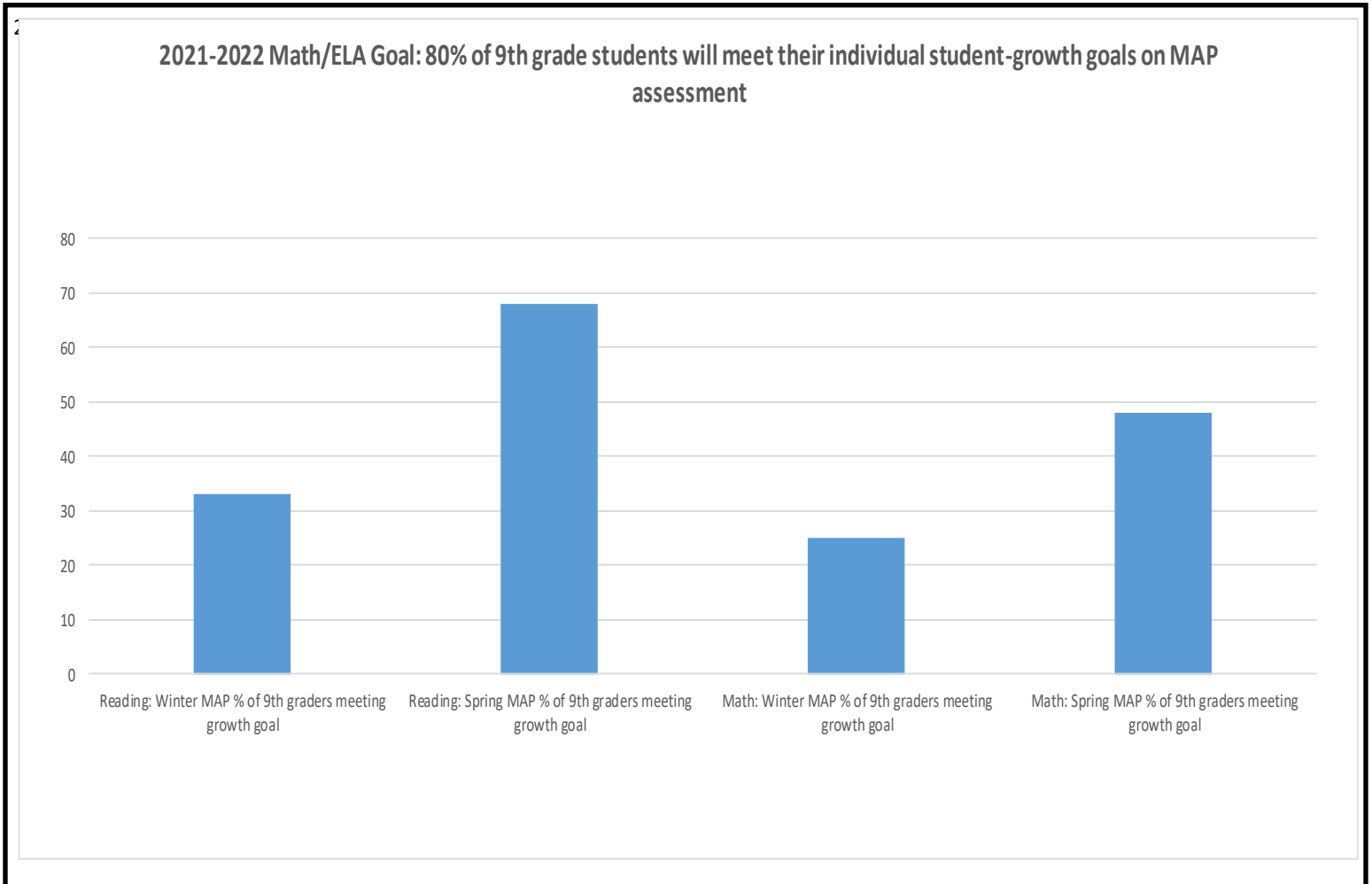
Completed on: 10/11/21

Needs Assessed By: Needs Assessed By: Jennifer Rogers, Keith Johnson, Dana Snell, Darlene Armstrong, Debra Tiemersma, Lance Petry, Nathan Rodahl, Jonathan Picker, Derek Johnson, Tim Roos, Scott Mosely, Susan Bettinger, Tanner Zahrt, Mace Gratz, Tiffiny Blore, Lisa Joslin, Reba Cornelson

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 Fall MAP Reading assessment data, 29% of 9th grade students taking Freshman English scored below average (<40%). 43% of Native American 9th grade students scored below average. This implies that there are major skill gaps for these students and that increased intervention may be needed.



Mid-Year Review 3/14/2022: Based on Fall MAP Reading assessment data, 41% of 9th grade students taking Freshman English scored below average (<40%). 58% of Native American 9th grade students scored below average (<40%). Based on staff input, the increase in students scoring below average is attributed to the significant skills gaps of many 9th grade students. English teachers spent increased time re-teaching skills typically mastered during 8th grade. Therefore, less curriculum was covered in the first semester than in previous years and students had less time to master 9th grade level skills.

Adjustments: English teachers participated in professional development to generate and utilize MAP data for second-semester planning. 9th grade English teachers will modify second-semester curriculum pacing to reinforce key skills and provide more time for difficult content. Teachers will continue to focus on building relationships with students who are at-risk of failing academically. The Native American interventionist will increase the time spent with students providing academic support to students. Teachers will focus on strategies to accelerate students during 2nd semester to compensate for remediation time spent during 1st semester. Teachers will be trained on using Remind 101 to increase communication with families.

End of Year Assessment 6/23/2022:

School-Wide Goal: 80% of 9th grade students will meet or exceed their Individual Growth Goal as compared to the Fall and Spring ELA MAP assessment. **Results: 68% of 9th grade students met or exceeded their Individual Growth Goal on the Spring ELA MAP assessment.**

Student Sub-Group Goal: 80% of 9th grade students designated as Native American will meet their Individual Growth Goal as compared to the Fall and Spring ELA MAP assessment. **Results: 43% of 9th grade students designated as Native American met or exceeded their Individual Growth Goal on the Spring ELA MAP assessment.**

SMARTIE Goal:

School-Wide Goal: 80% of 9th grade students will meet or exceed their Individualize Growth Goal as compared to the Fall and Spring ELA MAP assessment.

Student Sub-Group Goal: 80% of 9th grade students designated as Native American will meet their Individualize Growth Goal as compared to the Fall and Spring ELA MAP assessment.

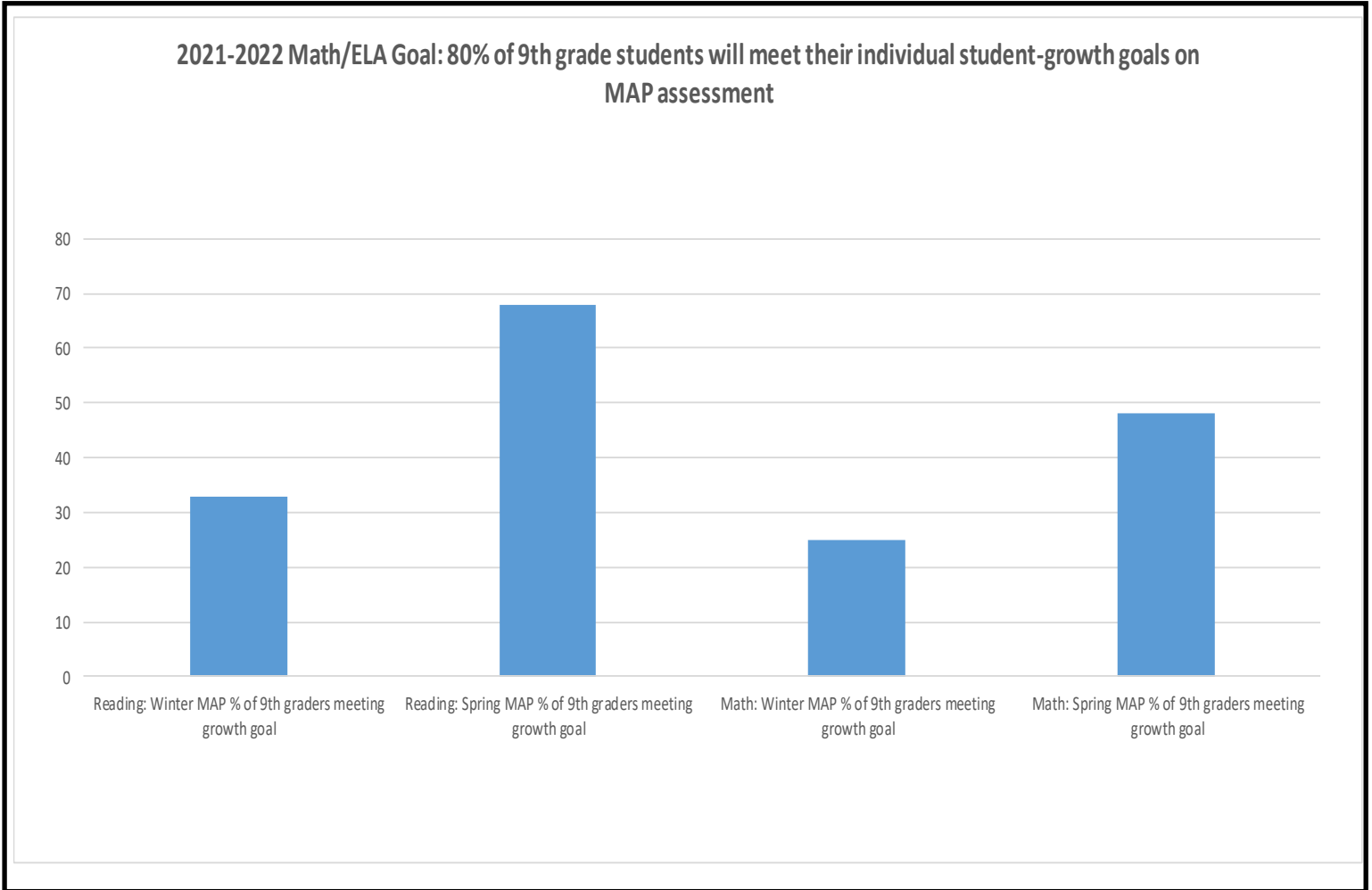
This goal will be achieved through multiple tactics such as Learning Strategies courses, common assessments, PLC planning, and collaboration between general education teachers and special education teachers, counselors, and the Native American interventionist. All these staff will collaborate to place students in appropriate supports such as learning strategies courses, tutoring, and in-class interventions.

| 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"> Continue the use of common benchmarks and data-based planning Special-education and general-education teachers will collaborate at least once per month during PLC Native American interventionist will support general-education and special-education teachers with push-in and pull-out intervention College Success Foundation will work with select students to improve student outcomes for first generation post-secondary students 3/ 24 Update: MAP data professional development for Math and English teachers/ Adjusted pacing and curriculum/ Increased intervention time for Native American interventionist/ Utilize Remind 101/ | <ul style="list-style-type: none"> 21-22 MAP data for current 9th graders English Dept. common benchmark assessments 21-22 9th 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 after-school tutoring Google Classroom LAP and ESSER funding for afterschool tutoring by paras and teachers |
| 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"> Department Leaders PAHS Administration District instructional coaches | <ul style="list-style-type: none"> May 2022 | <ul style="list-style-type: none"> PAHS general funds Dept. funds LAP funds ESSER funds Title 7 funds |
| 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? | | |
| <ul style="list-style-type: none"> Our 9th grade students made tremendous progress, but did not meet our goal of 80% of 9th grades students meeting their Individual Growth Goal. This performance gap can be attributed to student learning-gaps from remote/hybrid learning, inconsistent attendance, and the need to adjust our curriculum to cover skills typically mastered during 8th grade. PAHS will continue to revise our curriculum, strategies, and targeted interventions to support student learning next year. The Native American Interventionist will increase time spent on academic intervention. | | |

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 Fall MAP Math assessment data, 36% of 9th grade students taking Algebra 1 scored below average (<40%). 40% of Native American 9th grade students scored below average. This implies that there are major skill gaps for these students and that increased intervention may be needed.



Mid-Year Review 3/14/2022: Based on Fall MAP Math assessment data, 45% of 9th grade students taking Algebra 1 scored below average (<40%). 53% of Native American 9th grade students scored below average (<40%). Based on staff input, the increase in students scoring below average is attributed to the significant skills gaps of many 9th grade students. Algebra 1 teachers spent increased time re-teaching skills typically mastered during 8th grade. Therefore, less curriculum was covered in the first semester than in previous years and students had less time to master 9th grade level skills.

Adjustments: Math teachers participated in professional development to generate and utilize MAP data for second-semester planning. Algebra 1 will modify second-semester curriculum pacing to reinforce key skills and provide more time for difficult content such as variable data statistics, equations, graphing, and more. Teachers are focusing on non-academic skills such as organization, note-taking, assignment completion, etc. The Native American interventionist will increase the time spent with students providing academic support to students. Teachers will be trained on Remind 101 to increase communication with families. We have also hired an additional teacher for Algebra and Geometry. Students who need to retake these courses and scored very low, will be placed in these classes with a maximum of 12 students per class.

End of Year Assessment 6/23/2022:

School-Wide Goal: 80% of 9th grade students will meet or exceed their Individual Growth Goal as compared to the Fall and Spring Math MAP assessment. **Results: 48% of 9th grade students met or exceeded their Individual Growth Goal on the Spring Math MAP assessment.**

Student Sub-Group Goal: 80% of 9th grade students designated as Native American will meet their Individual Growth Goal as compared to the Fall and Spring Math MAP assessment. **Results: 55% of 9th grade students designated as Native American met or exceeded their Individual Growth Goal on the Spring Math MAP assessment.**

SMARTIE Goal:

School-Wide Goal: 80% of 9th grade students will meet or exceed their Individualize Growth Goal as compared to the Fall and Spring Math MAP assessment.

Student Sub-Group Goal: 80% of 9th grade students designated Native American will meet their Individualize Growth Goal as compared to the Fall and Spring Math MAP assessment.

This goal will be achieved through multiple tactics such as Learning Strategies courses, common assessments, PLC planning, and collaboration between general education teachers and special education teachers, counselors, and the Native American interventionist. All these staff will collaborate to place students in appropriate supports such as learning strategies courses, tutoring, and in-class interventions.

| 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"> Continue the use of common benchmarks and data-based planning Special-education and general-education teachers will collaborate at least once per month during PLC Native American interventionist will support general-education and special-education teachers with push-in and pull-out intervention. Native American Interventionist will support students SEL needs and advocate for them in the school system. College Success Foundation will work with select students to improve student outcomes for first generation post-secondary students 3/24 Update: MAP data professional development for Math and English teachers/ Adjusted pacing and curriculum/ Reinforce non-academic skills/ Increased intervention time for Native American interventionist/ Utilize Remind 101/ Small-classes for students repeating Algebra and Geometry | <ul style="list-style-type: none"> 21-22 MAP data for current 9th graders Math Dept. common benchmark assessments 21-22 9th 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 after-school tutoring Google Classroom LAP and ESSER funding for afterschool tutoring by paras and teachers |
| 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"> Department Leaders PAHS Administration District instructional coaches | <ul style="list-style-type: none"> May 2022 | <ul style="list-style-type: none"> PAHS general funds Dept. funds LAP funds ESSER funds Title 7 funds |

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?

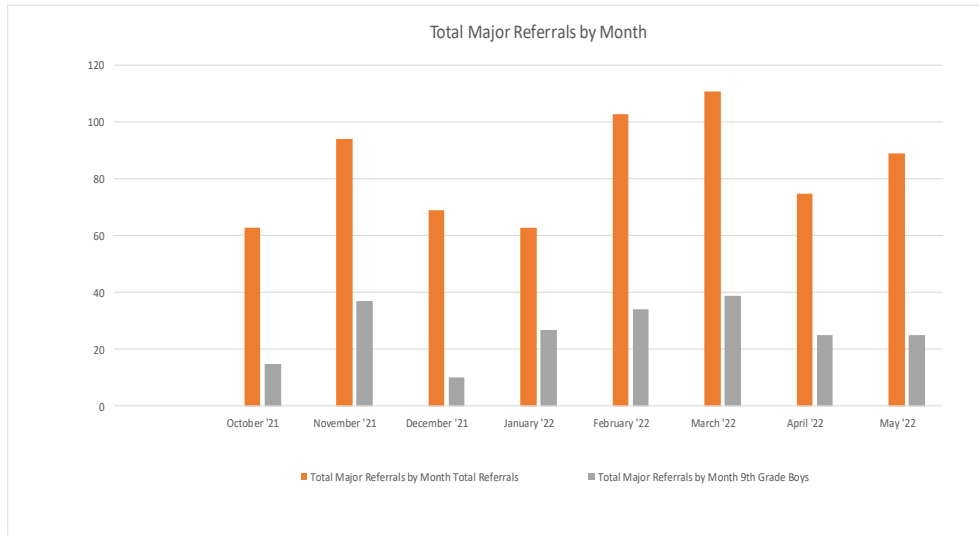
- Our 9th grade students made tremendous progress, but did not meet our goal of 80% of 9th grades students meeting their Individual Growth Goal.
- This performance gap can be attributed to student learning-gaps from remote/hybrid learning, inconsistent attendance, and the need to adjust our curriculum to cover skills typically mastered during 8th grade.
- PAHS will continue to revise our curriculum, strategies, and targeted interventions to support student learning next year.
- The Native American Interventionist will increase time spent on academic intervention.

CSIP 2021/22 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

SWB Needs Assessment/Implications: Based on the PASD Parent/Staff/Student Spring 2021 Survey, 45% PAHS students reported feeling unsafe at school. This implies that student behavior is having a negative impact on school culture and safety. Therefore, PAHS will focus on reducing behavior referrals as a metric for the 21-22 school year. Within our student population, male 9th graders comprised 61% of total referrals for October 2021, PAHS staff will provide increased supports for this group. PAHS will collect data using the PBIS-SWIS app to collect, sort, and analyze data for sub-groups, behavior triggers, and school locations.



| Total Major Referrals by Month | | |
|--------------------------------|-----------------|----------------|
| Month | Total Referrals | 9th Grade Boys |
| October '21 | 63 | 15 |
| November '21 | 94 | 37 |
| December '21 | 69 | 10 |
| January '22 | 63 | 27 |
| February '22 | 103 | 34 |
| March '22 | 111 | 39 |
| April '22 | 75 | 25 |
| May '22 | 89 | 25 |

Mid-Year Review 3/14/2022: Based on total monthly referrals, we have not yet met our goal of a 10% decrease in referrals and a 15% decrease for 9th grade boys, as compared to October. However, we are projected to meet this goal by March or April based on current weekly referral rates. Teachers have also been utilizing the SWIS system more recently, so the referral increase may actually be due to improved teacher buy-in with our new SWIS intervention tracking system.

Modifications: Administration will continue to utilize Restorative Justice techniques when working with students. Certified staff will continue to receive professional development on embedded Social Emotional Learning and relationship building strategies. The Behavior Support Specialist will work with a cohort of students who have received over five major-behavior referrals, designing individualized interventions for problem behaviors. Counselors will continue to conduct Restorative Circles for students struggling with the common problem behaviors. Administration and counselors will continue to meet weekly for Student Support Meetings to work with families to improve student outcomes.

End of Year Assessment 6/23/2022:

School-Wide Goal: By the end of May 2022, average total monthly behavior referrals will decrease by 10% as compared from October to May.

Results: The average monthly major referral total was 70 referrals per month. We did not meet our goal of a 10% decrease in referrals.

Student Sub-Group Goal: By the end of May 2022, average total monthly behavior referrals for male 9th grade students will decrease by 15%. Results: The average monthly major referral total was 26 referrals per month for 9th grade boys. We did not meet our goal of a 15% decrease in referrals.

CSIP 2021/22 STUDENT WELLBEING

SMARTIE GOAL:

School-Wide Goal: By the end of May 2022, average total monthly behavior referrals will decrease by 10% as compared from October to May.

Student Sub-Group Goal: By the end of May 2022, average total monthly behavior referrals for male 9th grade students will decrease by 15%.

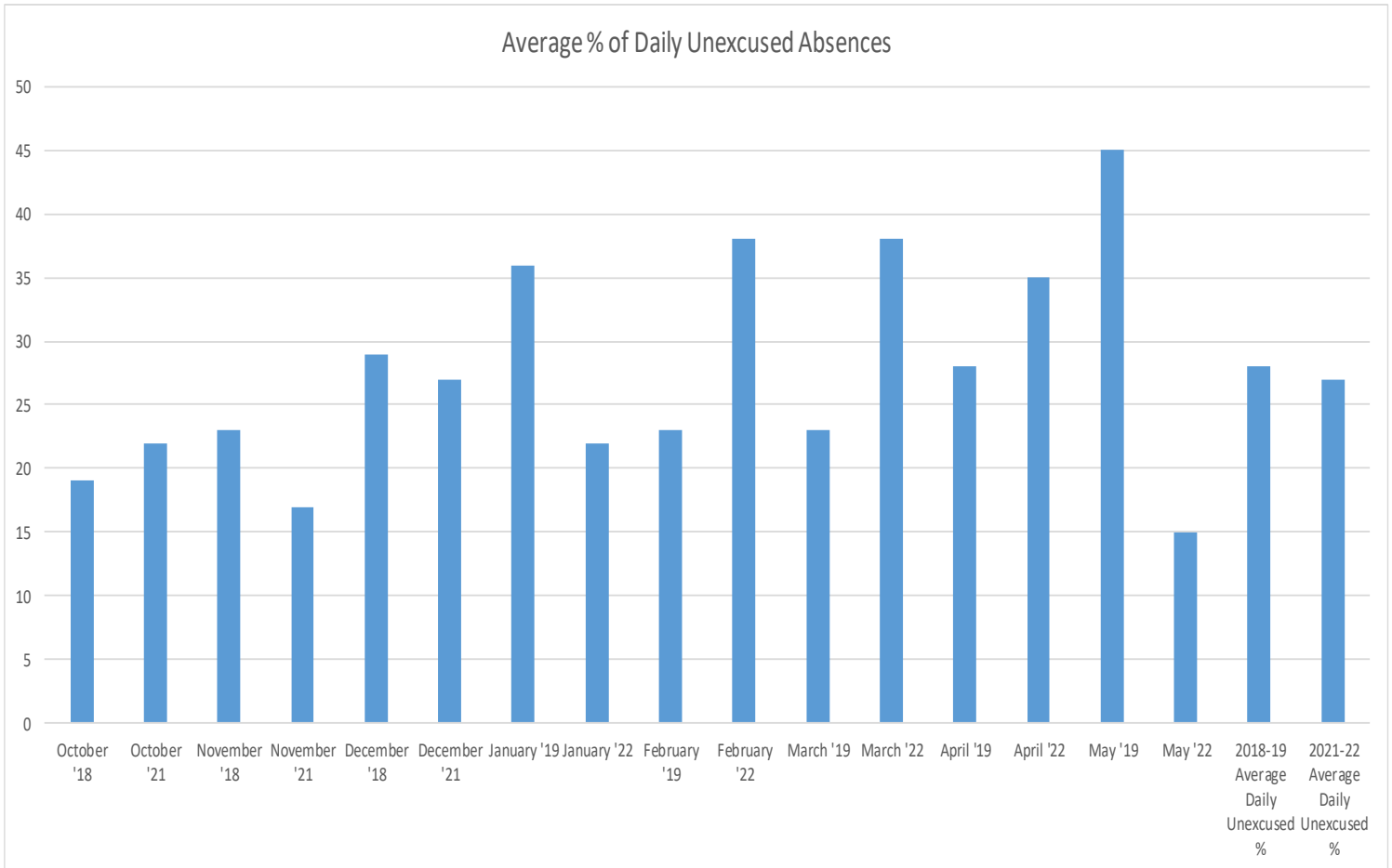
This goal will be achieved through multiple strategies such as a consistent implementation of the Character Strong curriculum, expanded activities and time in advisory, counselor support with new peer mediation program, staff training on de-escalation and relationship building, data analysis using SWIS. Focusing on our male 9th grade students to monitor data and provide increased intervention will improve school culture for all students, since these students comprise the majority of behavior referrals.

| 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"> • Character Strong curriculum with shared pacing guide support by counselors and Advisory committee • Peer mediations/conflict-resolution program supported by counselors and administration for students referred for behavior and students returning from suspensions • 3/24 Update: Embedded SEL P.D./ Behavior Support Specialist Interventions/ Restorative Circles/ SWIS Database Training/ Student Support Meetings | <ul style="list-style-type: none"> • PASD Parent/Staff/Student Survey • Oct/May behavior referral totals broken down by sub-groups | <ul style="list-style-type: none"> • SWIS PBIS data • Peer-mediation curriculum • De-escalation and behavior intervention resources for teachers |
| 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"> • Administration • Counselors • Family Navigator • Campus Security Officer • 9th Grade Advisory Teachers | <ul style="list-style-type: none"> • May 2022 | <ul style="list-style-type: none"> • PAHS General Funds • LAP Funds • ESSER Funds |
| 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? | | |
| <ul style="list-style-type: none"> • We did not meet our goal of decreasing major behavior referrals. The team contributes this performance-gap to multiple factors--SEL learning gaps from hybrid/remote learning, inconsistent attendance, inconsistent staff/student relationship, impact of trauma on students' ability to navigate the school systems. • Upon reflection, the team believes that the goal should have focused on a more specific criteria. Major referrals are not an ideal measure of school intervention efficacy, as there are too many extrinsic factors impacting the major behavior referral count such as staff engagement, staffing levels, total number of school days per month, and staff training. | | |

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 student sub-groups with 10-plus absences, the vast majority of students continue to attend school regularly. A core group of 20 PAHS students are consistently truant. Students designated as low-income have missed 1.20 school days as compared to the school-wide student population missing 0.89 days so far this year. This data implies that our low-income students face many barriers to regular attendance.



Mid-Year Review 3/14/2022: We will focus on decreasing unexcused absences as compared to the 2018-19 school year (last year with full attendance date for March-June). We made the decision to focus on unexcused absences so that our data will not be affected by Covid-related absences. A review of attendance data reveals that 19% of our students have missed 10% or more of their school days marked as unexcused. 30% of students who are designated as receiving Free and Reduced Lunch have missed 10% of their school days marked as unexcused. Of the students with 10% of their school days marked as unexcused 75% of those students receiving Free and Reduced Lunch.

Adjustments: Administration has developed a plan to track students skipping class and increase communication with families. Administration and counselors will continue working with CARES and Truancy court to identify attendance barriers and provide services. Native American interventionist will increase communication with families, leveraging Remind 101 to communicate with families. Behavior Support Specialist will support students struggling with intermittent and chronic attendance issues by monitoring attendance, communicating with families, and providing support. Counselors will leverage information from the WARNS assessment to identify barriers to improve outcomes, especially for students receiving Free and Reduced Lunch.

End of Year Assessment 6/23/2022:

School-Wide Goal: The average PAHS daily unexcused absence rate will remain within 5% of the 2018-19 school year unexcused absence rate. **Results: PAHS met our goal of remaining within 5% of the 2018-19 school year unexcused absence rate—18/19 SY: 28% vs. 21/22 SY 27%**

Student Sub-Group Goal: The percentage of students, designated as Free and Reduced Lunch who miss 10% or more of the school year, will remain below 25%. **Results: PAHS did not meet our goal of students designated as Free and Reduced Lunch who miss 10% or more of the school year, will remain below 25%—85% of students designated as FRL missed 10% or more of the school year.**

CSIP 2021/22 FAMILY AND COMMUNITY

SMARTIE GOAL:

School-Wide Goal: The average PAHS daily unexcused absence rate will remain within 5% of the 2018-29 school year unexcused absence rate.

Student Sub-Group Goal: The percentage of students, designated as Free and Reduced Lunch who miss 10% or more of the school year, will remain below 25%.

This goal will be achieved through the use of multiple strategies such as weekly intervention team planning, targeted attendance interventions, coordinating with family navigators, counselors, Native American interventionist, and a new intervention tracking process.

| 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"> Weekly (Student Attendance Team) meetings to coordinate interventions between counselors, administrators, Student Support Coordinator, and Native American interventionist SST (Student Support Team) meetings scheduled with families to provide identify barriers to regular attendance and provide resources 3/24 Update: Increased parent communication for parents of students skipping class/ Increased attendance monitoring by Native American Interventionist and Behavior Support Specialist/ Leverage WARNS assessment data | <ul style="list-style-type: none"> Monthly truancy rate reports Tardiness rates Pass-rate comparison data for students with high absenteeism | <ul style="list-style-type: none"> Access to PASD Family Navigator to provide resources to families SWIS PBIS data system Ongoing professional development on attendance intervention best practices |
| 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"> PAHS Administration Counselors PASD Family Navigators Attendance Secretary Native American Interventionist | <ul style="list-style-type: none"> May 2022 | <ul style="list-style-type: none"> PAHS General Funds LAP Funds ESSER Funds |
| 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? | | |
| <ul style="list-style-type: none"> PAHS met our goal of remaining within 5% of the 18/19 SY unexcused absence rate. This success can be attributed to our attendance intervention team, collaboration with Truancy court and other agencies who support student wellness. PAHS did not meet our goal of only 25% of FRL students missing 10% or more of the school year. Unfortunately, inconsistent attendance has been a system and state-wide this year as students and families reacclimatize to fulltime in-person instruction. PAHS will continue to revise our practices, strategies, and targeted interventions to support student well-being next year. The Native American Interventionist will increase time spent on attendance intervention. | | |

Additional Implications: Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, Mck V etc.

PAHS continues to address ongoing systemic needs with multiple tactics

PLC: PAHS leadership collaborated with staff to implement a new PLC schedule and revised the previous framework to promote fidelity through the use of common reporting documents interest based PLC groups which meet once per month along with whole-staff and department PLC.

SPED/504: PAHS leadership and Special Ed. Dept. have collaborated to create new systems to support implementation fidelity for our para-educators and certified staff.

School Culture: PAHS leadership continues to collaborate with a cohort of staff and students who meet monthly with administration to discuss student concerns and issues in the school. This work has been used to plan future strategies for improving student well-being and engagement with school activities and athletics.

Advisory: PAHS leadership collaborated with staff to implement a new Advisory schedule, pacing guide, academic progress, and graduation and career planning activities.

Preliminary Planning for Next School Year:

ELA School-Wide Goal: 80% of 9th grade students will meet or exceed their Individual Growth Goal as compared to the Fall and Spring ELA MAP.

Math School-Wide Goal: 80% of 9th grade students will meet or exceed their Individual Growth Goal as compared to the Fall and Spring Math MAP assessment.

These goals will be revised to focus on SBA data for next year. The MAP assessment is useful data but SBA data is preferred as a measure of the learning that occurs during a student's tenure at PAHS. PAHS departments will adjust scope/sequence for next year based on MAP, SBA, grade-distribution, and other data. PAHS administration will conduct ongoing professional development next year on UDL (Universal Design for Learning) and will develop and implement a fidelity checklist for UDL implementation.

Student Well-Being School-Wide Goal: By the end of May 2022, average total monthly behavior referrals will decrease by 10% as compared from October to May.

This goal will be revised next year to focus on participation in extracurricular and athletic activities. This measure is influenced by less extrinsic factors than major behavior referrals.

Family and Community School-Wide Goal: The average PAHS daily unexcused absence rate will remain within 5% of the 2018-19 school year unexcused absence rate.

This goal will be revised to focus on family and student participation and engagement with accessing Skyward to review grades, attendance, etc. This goal will be achieved through consistent communication from administration, staff, and training and resources provided throughout the year.