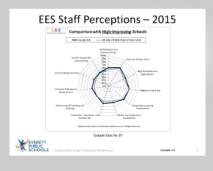
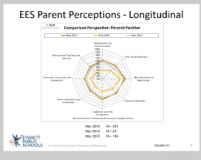


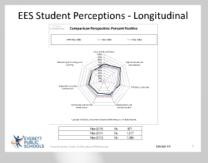


# Staff, Students and Parents Tell Us...





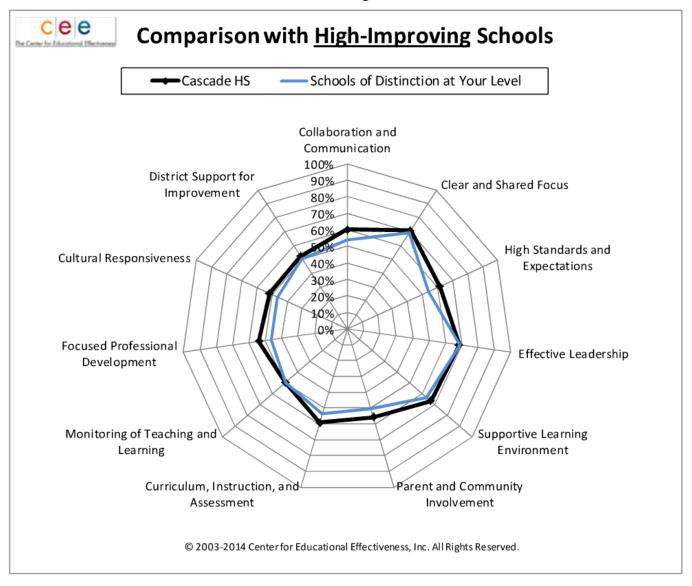




Increased Standards and Expectations = Need for Support



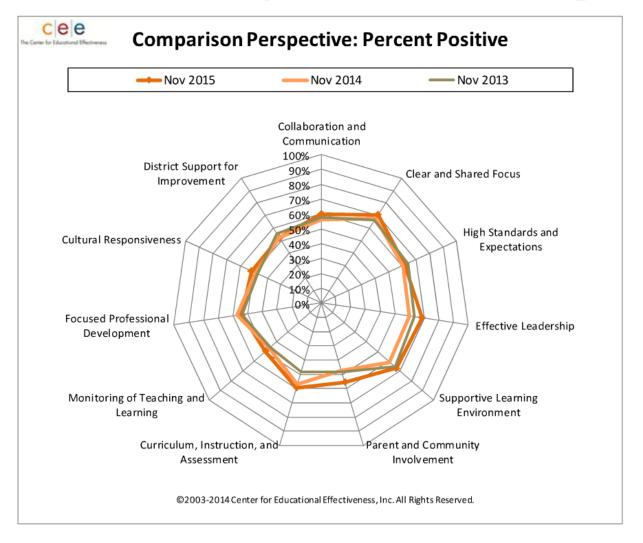
## EES Staff Perceptions – 2015







# EES Staff Perceptions - Longitudinal



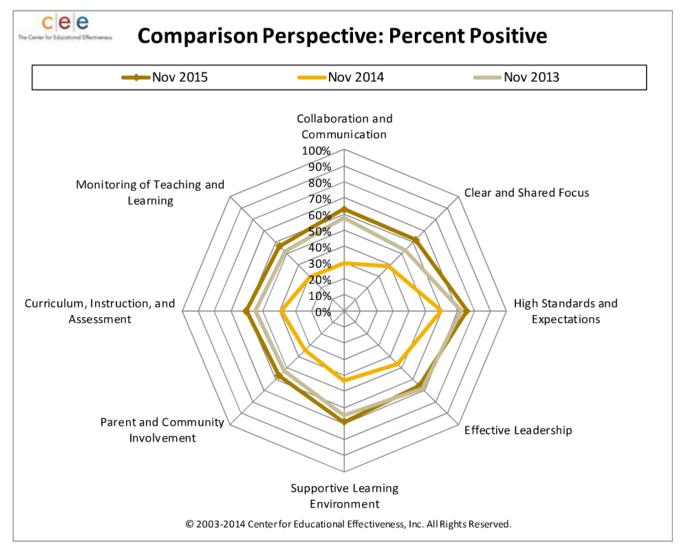
Nov 2015 N = 97

Nov 2014 N = 92

Nov 2013 N = 68



### **EES Parent Perceptions - Longitudinal**



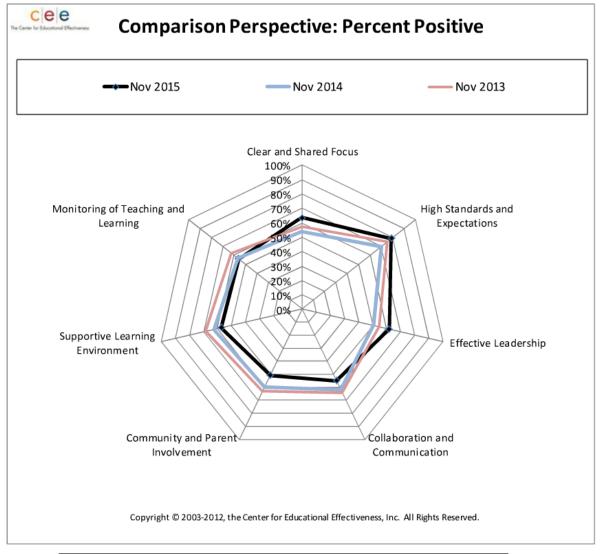
Nov 2015 N = 251

Nov 2014 N = 22

Nov 2013 N = 184



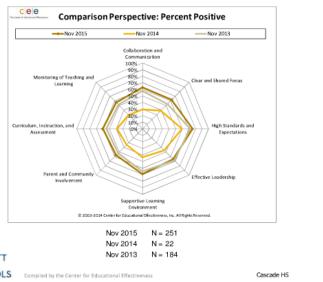
### **EES Student Perceptions - Longitudinal**



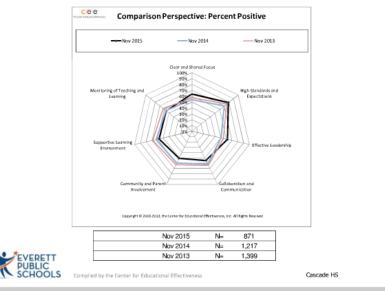
Nov 2015	N=	871
Nov 2014	N=	1,217
Nov 2013	N=	1,399



#### **EES Parent Perceptions - Longitudinal**



#### **EES Student Perceptions - Longitudinal**

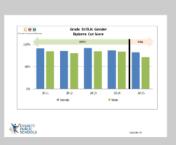


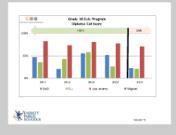
Increased Standards and Expectations = Need for Support

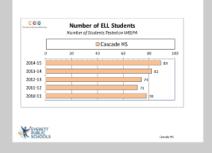


### Literacy: Data



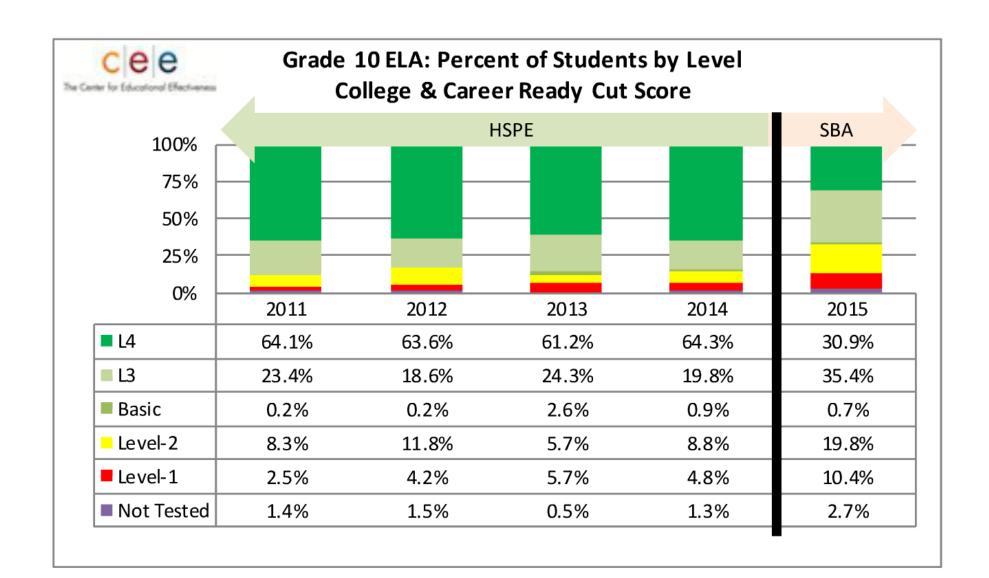




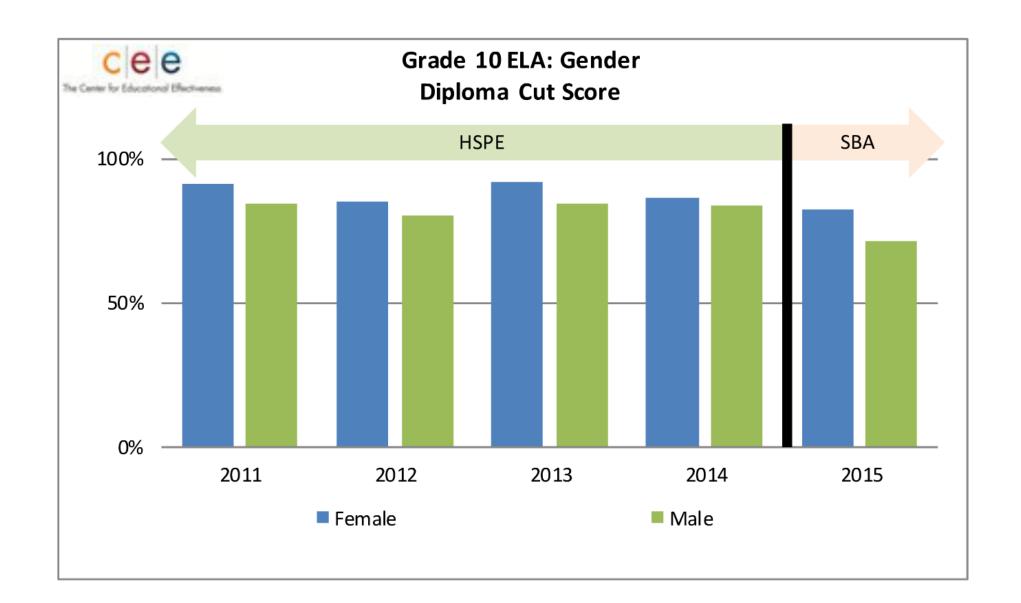




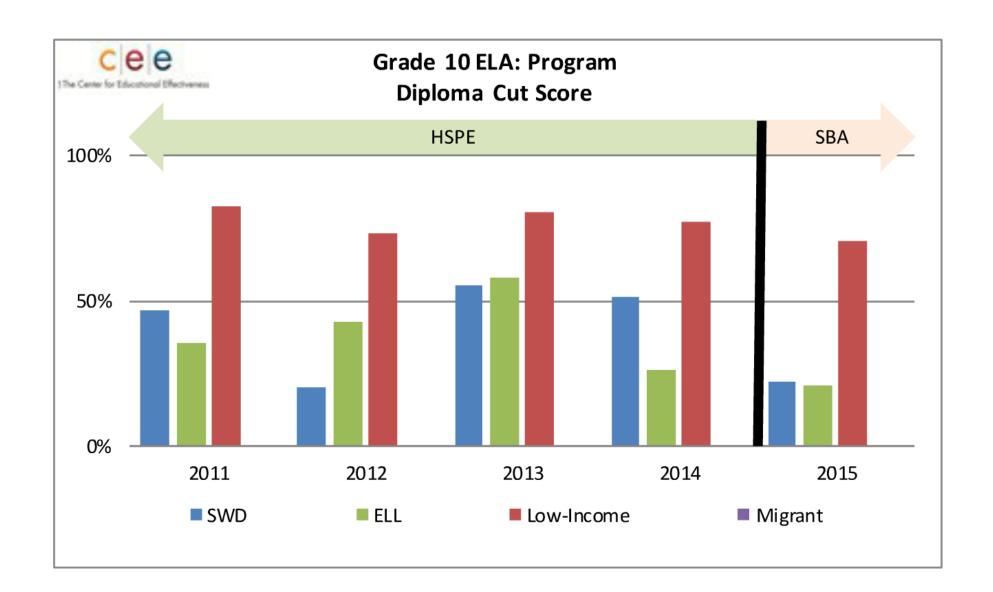




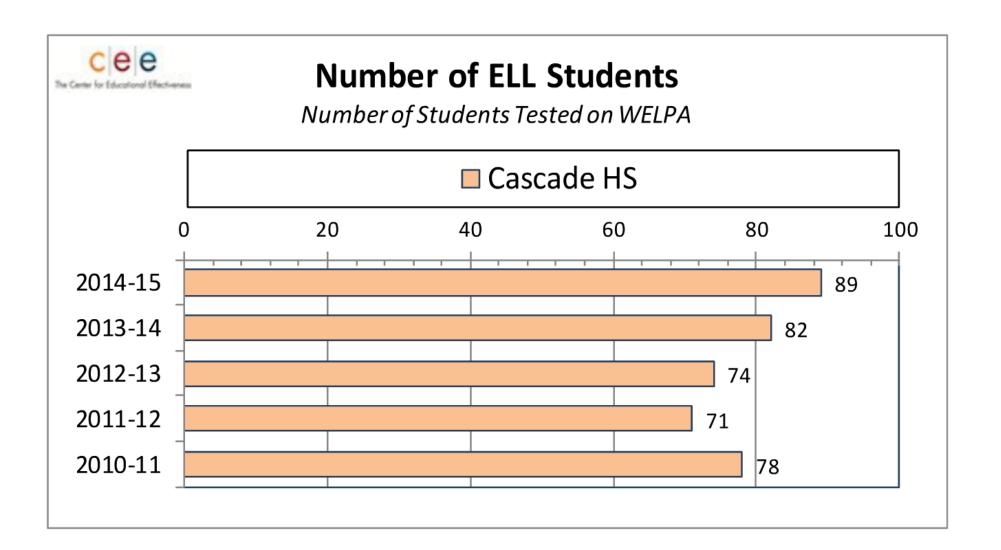




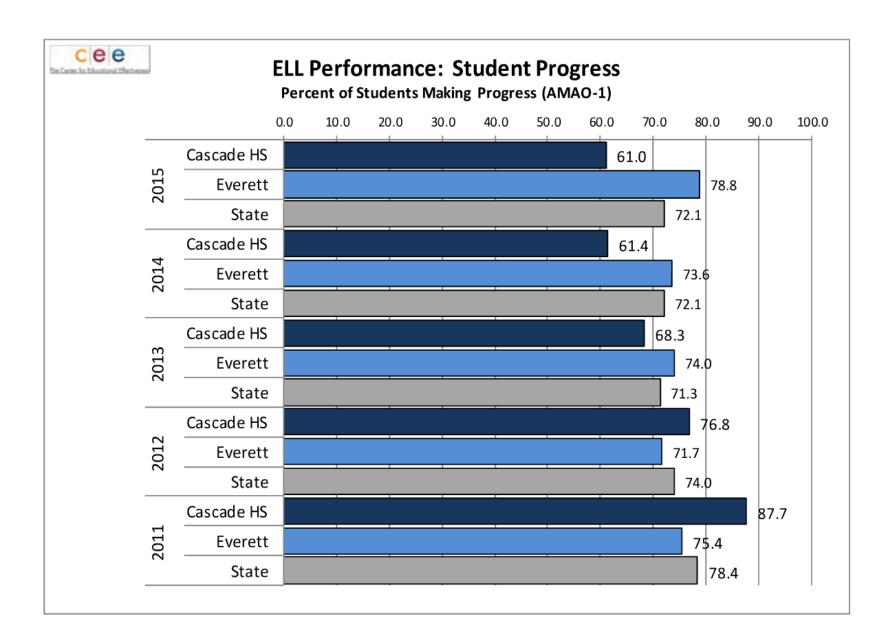








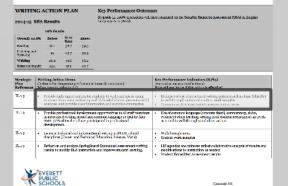






# Literacy: Plan







#### JING ACTION PLAN

#### key remormance outcome;

#### 5 SBA Results

By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

#### 11th Grade

l: 22.8%	Below	At or Near	Above
ıg	22.1	38.7	39.3
g and g	19	60.7	20.2
	20.2	43.6	36.2
h/Inquiry	12.3	57.1	30.7

ic	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?			
ı	<ul> <li>Model and instruct students in the use of close reading strategies and academic discourse to analyze complex texts related to core content across the curriculum. These strategies include: text annotation, Socratic seminar, structured note-taking, summarizing, comparing multiple texts.</li> </ul>	<ul> <li>Student work samples</li> <li>Walkthrough notes</li> <li>LIF notes regarding shared close reading strategies</li> <li>Short cycle assessments show growth in reading comprehension</li> </ul>			
	Provide all students with opportunities for a high volume of both	Library circulation			
	guided and independent reading in all content areas.	Participation in summer reading program     Walkthroughs provide evidence of student response to reading on classroom walls			



#### ING ACTION PLAN

#### 5 SBA Results

#### 11th Grade

<b>Below</b>	At or <u>Near</u>	<u>Above</u>
22.1	38.7	39.3
19	60.7	20.2
20.2	43.6	36.2
12.3	57.1	30.7
	22.1 19 20.2	22.1 38.7 19 60.7 20.2 43.6

#### **Key Performance Outcome:**

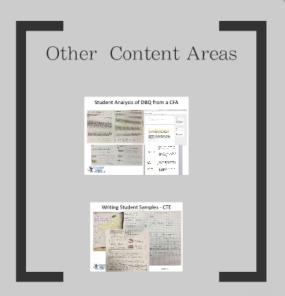
By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

ce	(Ac	riting Action Items ctions that improve performance towards outcomes) hat are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?			
	•	Provide daily opportunities for students to write and speak using evidence from texts to develop well-defended claims, present careful analyses, and provide clear information and accurate summaries.	•	Evidence of use of structured writing systems such as Jane Schaeffer in walkthrough notes and student work samples Common written assessments across content areas		
	•	Provide professional development opportunities to all staff members in structured writing model and common language so that by May 2016, 50% of teachers have participated in professional development.	•	Use of common language (concrete detail, commentary, claim, evidence) when teaching writing in all content areas and at all levels as noted in walkthroughs and observations		
	•	Increase technical and informational writing in STEM related disciplines (Career and Technical Education, Science, Math).	•	Walkthrough notes Student work samples		
	•	Reflect on and analyze SpringBoard Embedded Assessment writing results to modify ELA instruction and improve student learning.	•	LIF agendas and minutes reflect collaborative analysis of results and modifications to instruction as needed Student Embedded Assessment results		

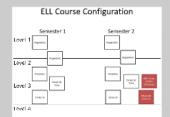


### Literacy: Actions and Results



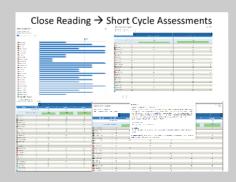


Library Circulation				
2016 (through Ian 14)	5,073			
2015	8,548			





### English/Language Arts



Writing

GoogleDocs – live paperless collaboration

Student goal-setting and reflection

East Plan:

Privide more high level conventions in a condictor way

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#### **English COE Submissions**

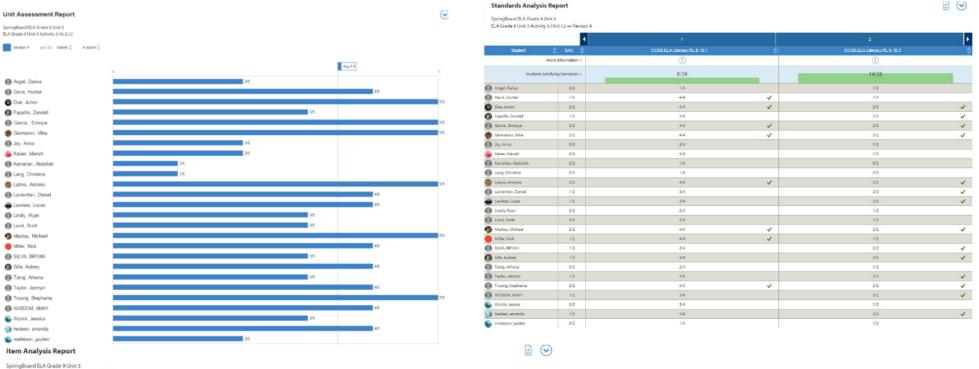
- 5 Reading
- 1 Writing







## Close Reading → Short Cycle Assessments



ELA Grade 9 Unit 3 Activ	vity 3.10-3.12 — Version A												1
	4	1	2	3				Question 1				Б	
Student	⇔ QAC ⇔	Question 1 💍	Question 2 💍	Question 3	Item Analysis Report		Read the excerpt from To Kill a Mockingbird.				<u> </u>		
	More information >	(1)	(1)	(1)	SpringBoard ELA Grade 9 Unit 3			an old town, but it was a tired old tow	vn when I first knew it. In rainy weathe	er the streets turned to			
Student	ts Answering Correctly >	15/26	18/26	19/26	ELA Grade 9 Unit 3 Activity 3.10	-3.12 — Versio	n A	dog suffered o	grew on the sidewalks, the courthous n a summer's day; bony mules hitched	d to Hoover carts flicked flies in the sw	veltering shade of the		
Angel, Darius	2/5					•			e square. Men's stiff collars wilted by r				<u> </u>
Davis, Hunter	4/5	✓	✓	✓	Student ⇔ QAC ⇔ Questic		three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.  Which aspect of setting does this excerpt most reinforce?				Question 5		
Due, Junior	5/5	✓	✓	<b>✓</b>	More	information >		Willelf aspect	a setting does this excerpt most remi	oree:		(1)	
Fajarillo, Zendell	3/5		✓	✓				Correct Answer	er: A:				
Garcia, Enrique	5/3	✓	✓	✓ ·	Students Answering Correctly > 15/		that Maycomb had a hot, humid climate				19/26		
Germanov, Mike	5/5	✓	✓	<b>v</b>	Angel, Darius	2.00							
Jay, Anna	2/5		<b>✓</b>	<b>✓</b>		2/5		RATIONALE:	aragraph mainly discusses how hot, ra		- Marshall and a sale	<b>✓</b>	
Kaiser, Mariah	2/5		✓	~	Davis, Hunter	4/5	~	people.	aragraph mainly discusses now not, ra	iny, and numid the town was and the	effect that it had on the		
Mamalian, Abdollah	1/5	✓			Due, Junior	5/5	~	people				<b>✓</b>	
Lang. Christina	1/5		✓ ·		Fajarillo, Zendell	3/5			racy.RL.9-10.1: Cite strong and thoro	ugh textual evidence to support analy	rsis of what the text says	<b>✓</b>	
Latino, Antonio	5/5	✓	✓	✓	Garcia . Enrique	5/5	~	explicitly as wel	I as inferences drawn from the text.			<b>✓</b>	
Lavrentiev, Daniel	4/5	~		~	Germanov, Mike	5/5				~			
Lawless, Lucas	4/5		<b>✓</b>	<b>✓</b>	A Jay, Anna	2/5			<b>y</b>	_			
Lindly, Ryan	3/5	~				2/5			,	,			
Lund, Scott	3/5	✓			6 Kaiser, Mariah					<b>-</b>			
Mackay, Michael	5/5	~	~	~	Mamalian, Abdollah	1/5	~	<u>'</u>					
Miller, Nick	4/5	<b>✓</b>	<b>✓</b>	<b>v</b>	Lang, Christina	1/5			<b>✓</b>				
SILVA, BRYAN	3/5		<b>V</b>	~	Latino, Antonio	5/5	~	,	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	
Silla. Aubrey	4/5		✓	<b>✓</b>	Lavrentiev, Daniel	4/5	~	•		~		<b>✓</b>	
Taing, Athena	3/5				Lawless, Lucas	4/5			_	<b>✓</b>		_	
O POSTITO	4/5	✓		<b>V</b>	Lindly, Ryan	3/5		,			7	J	
2	5/3				Lund, Scott	3/5					, , , , , , , , , , , , , , , , , , ,	<i>y</i>	
EMMIN E	1127225	· ·		<b>V</b>							·	· ·	
E WARREN	1 18 4		· ·	· ·	Mackay, Michael	5/5	~		<b>/</b>	<b>V</b>		~	
	4/5		✓	<b>V</b>	Miller, Nick	4/5	~		<b>✓</b>	<b>✓</b>	~		
wattesor, jayden	2/5				SILVA, BRYAN	3/5			<b>✓</b>	<b>✓</b>		~	

#### Question 1

Read the excerpt from To Kill a Mockingbird.

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum. Which aspect of setting does this excerpt **most** reinforce?

#### Correct Answer: A:

that Maycomb had a hot, humid climate

#### RATIONALE:

Correct. This paragraph mainly discusses how hot, rainy, and humid the town was and the effect that it had on the people.

CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	<b>✓</b>	<b>✓</b>	<b>✓</b>
Prezi	✓	<b>✓</b>	
Composition of the Composition o	.,	.,	

- Writing
  GoogleDocs live paperless collaboration
- Student goal-setting and reflection

#### Edit Plan:

- Fix/add more high level conventions in a consistent way
- Add imagery and figurative language
- More rhetorical structures
- Fix/add transition strategies
- Break up sections to have better organization
- Improve counterarguments

today's culture. White vs. black. Blue eyes vs. brown eyes. American vs. immigrant. The list of groups that, when compared, dominate other groups is infinite. The American motto that says that everyone is treated equally, with equal rights and opportunities, is merely an idea. "Ethnic Hash" by Patricia J. Williams elaborates on the treatment she receives based on what others initially see-her complexion. In the story, she says, "We were always on display when it came to things stereotypical." The presence of these stereotypes-something far from new-exists all over the country. The real mystery is what drives these irrational ideas about racially diverse peoples? Where does this projected hatred all come from? The willingness to judge someone who is different, someone who doesn't seem to fit with a crowd, someone who may not seem to share the same qualities as your average Joe, seems to be evident in a lot of people. Williams is an African-American female of color, and she seems to be paying the price for it-a price that should not even be there. She goes on to say how she is "Never unburdened by the thought of what might happen if our white neighbors saw us enjoying the primeval fruit." referring to a watermelon. If we were to change her situation a bit, and look at Williams as a Caucasian female, living with a Caucasian family, being judged for eating watermelon would seem to be outrageous and offensive on a whole other level. However, she is not white. She does not have a white family. She is black. Because of the way she looks, this idea of stereotyping something so little, such as the consumption of a very common fruit, is normal. People may feel that it is wrong, but there are hardly any questions about where it all comes from.

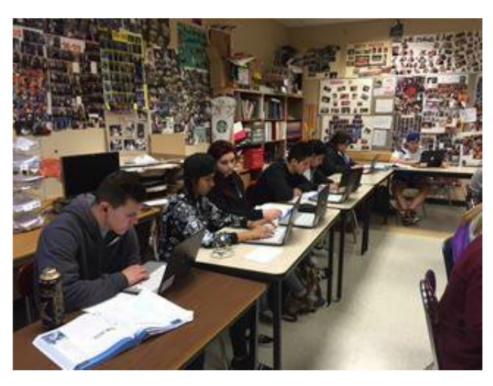
#### Summary:

- 1) I fixed the counter arguments to flow better and have a greater effect. This made my argument about the subject as a whole stronger.
- 2) I changed the conclusion to have a clear call to action relevant to my essay as a whole. I connected my ideas to the world and talked about the negative effects of what may happen if things don't change for the better.
- 3) I broke up my sections which allowed my ideas to be more organized and distinct instead of jumbled up in giant paragraphs. This also allowed my main points to be at the end. Breaking up sections helped with transitions as well
- 4) I added a one lined sentence as an effective transition strategy that also added to my voice. I also connected the last sentence of paragraphs to the first sentence of paragraphs in some way to relate and connect the two ideas.
- 5) I changed/took out conventions that were misused and didn't add to the meaning. I then went back and added high level conventions in places for dramatic effect or emphasis to connect two ideas.
- 6) I added some rhetorical devices along with imagery to the essay in places that added to my argument to make it relatable by allowing the audience to feel what I am saying.
- 7) I went back and varied my sentence structure by adding some short simple sentences. This added emphasis and style.

# **English COE Submissions**

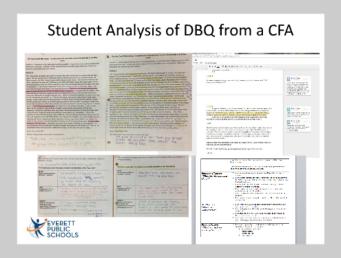
- 5 Reading
- 1 Writing

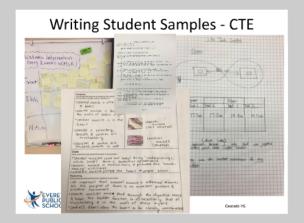






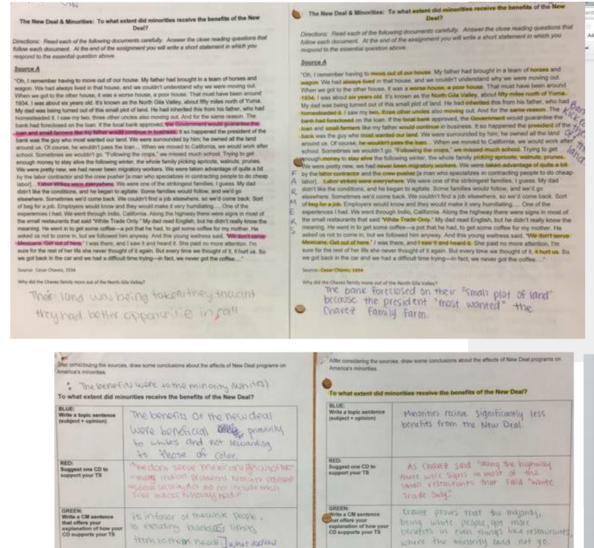
### Other Content Areas



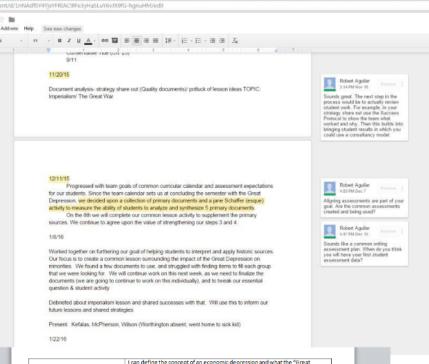


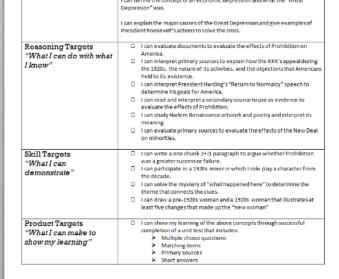


### Student Analysis of DBQ from a CFA



man? Juhaus







Conservative rice (Cir. 20) 9/11

#### 11/20/15

Document analysis- strategy share out (Quality documents)/ potluck of lesson ideas TOPIC: Imperialism/ The Great War

○○日 日本日日 日・日・日 日 元

#### 12/11/15

Progressed with team goals of common curricular calendar and assessment expectations for our students. Since the team calendar sets us at concluding the semester with the Great Depression, we decided upon a collection of primary documents and a jane Schaffer (esque) activity to measure the ability of students to analyze and synthesize 5 primary documents.

On the 8th we will complete our common lesson activity to supplement the primary sources. We continue to agree upon the value of strengthening our steps 3 and 4.

1/8/16

Worked together on furthering our goal of helping students to interpret and apply historic sources. Our focus is to create a common lesson surrounding the impact of the Great Depression on minorities. We found a few documents to use, and struggled with finding items to fill each group that we were looking for. We will continue work on this next week, as we need to finalize the documents (we are going to continue to work on this individually), and to tweak our essential question & student activity.

Debriefed about imperialism lesson and shared successes with that. Will use this to inform our future lessons and shared strategies.

Present. Kefalas, McPherson, Wilson (Worthington absent, went home to sick kid)

1/22/16



Robert Aguilar 3.14 PM Nov.15

Heating

Sounds great. The next step in the process would be to actually review student work. For example, in your strategy share out use the Success Protocol to show the team what worked and why. Then this builds into bringing student results in which you could use a consultancy model.



Robert Aguilar 4.03 PM Dec 7

Departue

Aligning assessments are part of your goal. Are the common assessments created and being used?

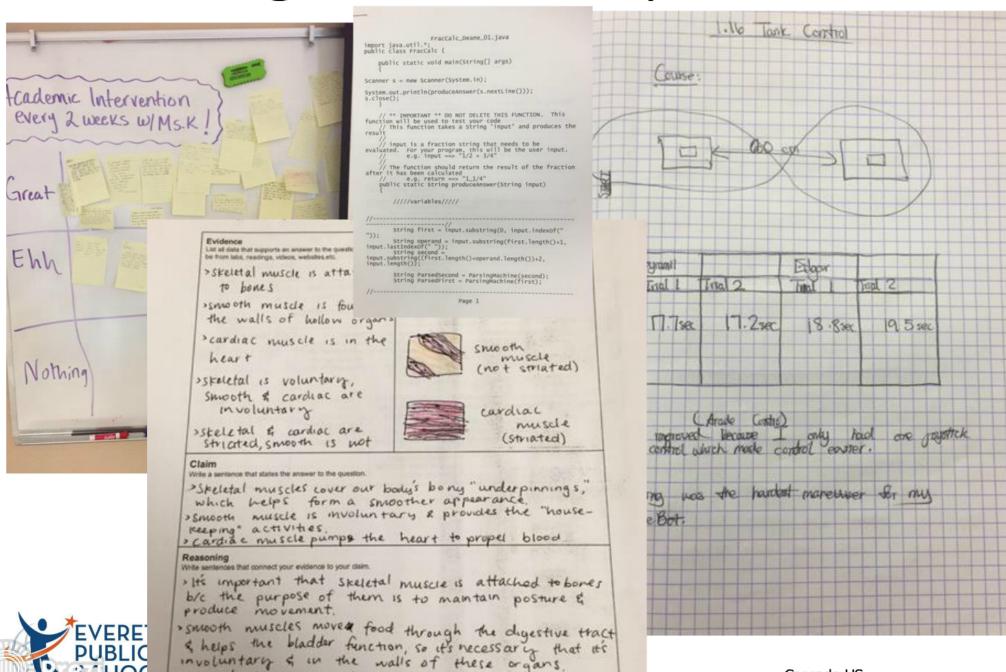


Robert Aguilar 4:47 PM Dec 15

Treadley

Sounds like a common writing assessment plan. When do you think you will have your first student assessment data?

## Writing Student Samples - CTE



reardiac's fibers allow the heart to be closely coordinated

Cascade HS

```
Fraccalc_Deane_01.java
                              import java.util. ";
                              public class Fraccalc (
                                  public static void main(String[] args)
                              Scanner s = new Scanner(System.in);
                              System.out.println(produceAnswer(s.nextLine()));
                              s.close();
                                  // ** IMPORTANT ** DO NOT DELETE THIS FUNCTION. This
                              // This function takes a String 'input' and produces the
                                  // input is a fraction string that needs to be
                              evaluated. For your program, this will be the user input.

// e.g. input ==> "1/2 + 3/4"
                                  // The function should return the result of the fraction
                              after it has been calculated
                                  // e.g. return =>> "1 1/4"
                                  public static String produceAnswer(String input)
                                       ////variables////
                              .....//
                                      String first = input.substring(0, input.indexof("
                              ")):
                              string operand = input.substring(first.length()+1,
input.lastIndexOf(""));
ports an answer to the questic
                                       String second =
gs, videos, websites etc.
                               input.substring((first.length()+operand.length())+2,
                               input.length());
muscle is atta
                                      String ParsedSecond = ParsingMachine(second);
String ParsedFirst = ParsingMachine(first);
```

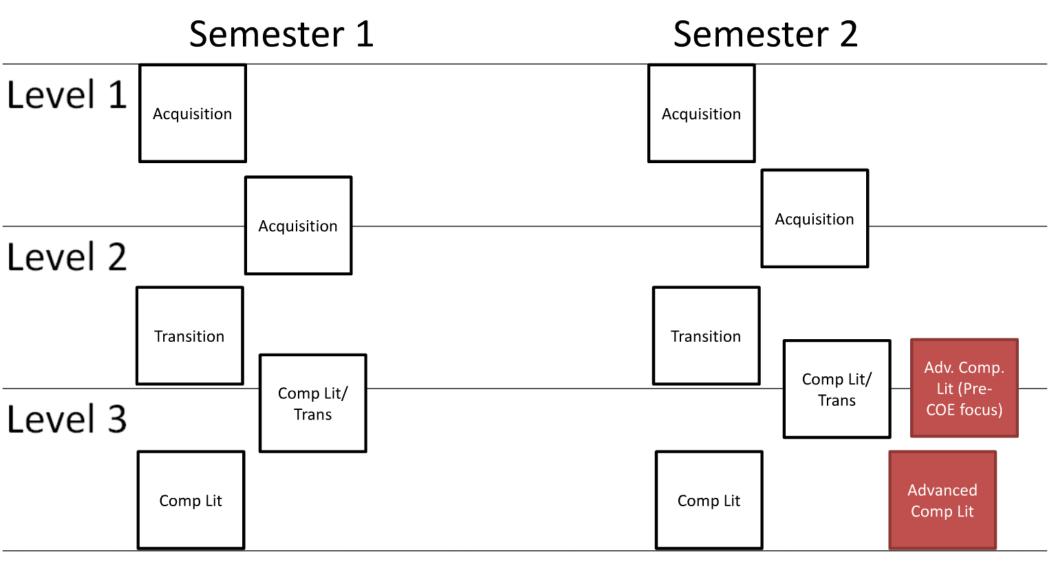
Page 1

# **Library Circulation**

2016 (through Jan 14)	5,073
2015	8,548
2014	9,115

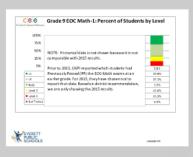


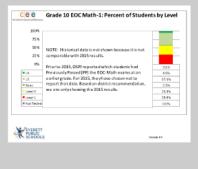
### **ELL Course Configuration**

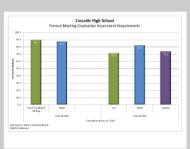


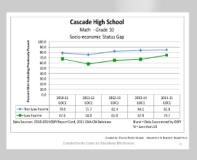


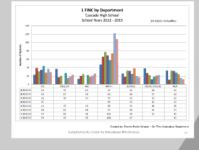
### Math: Data







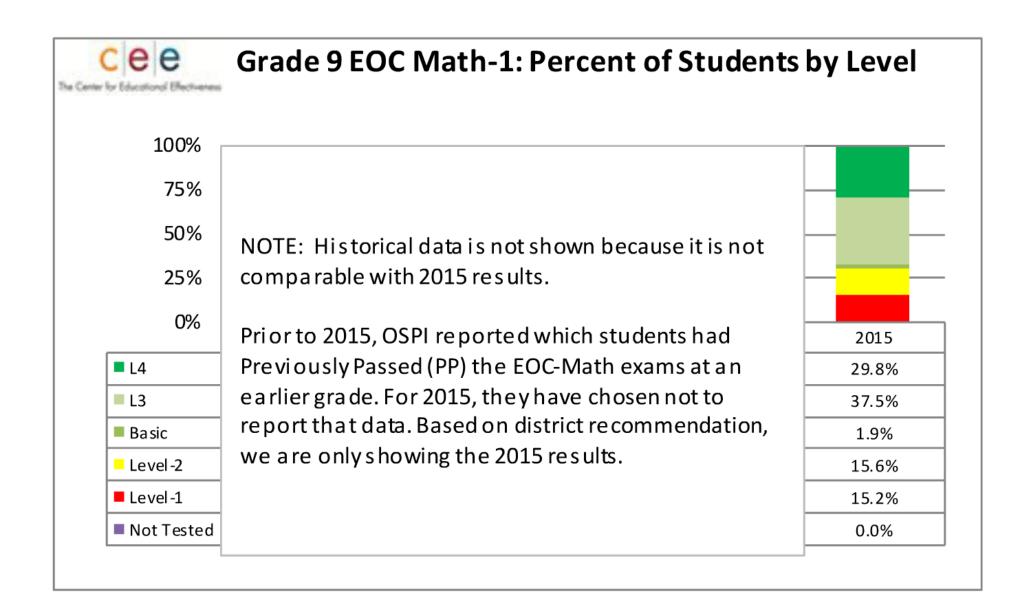




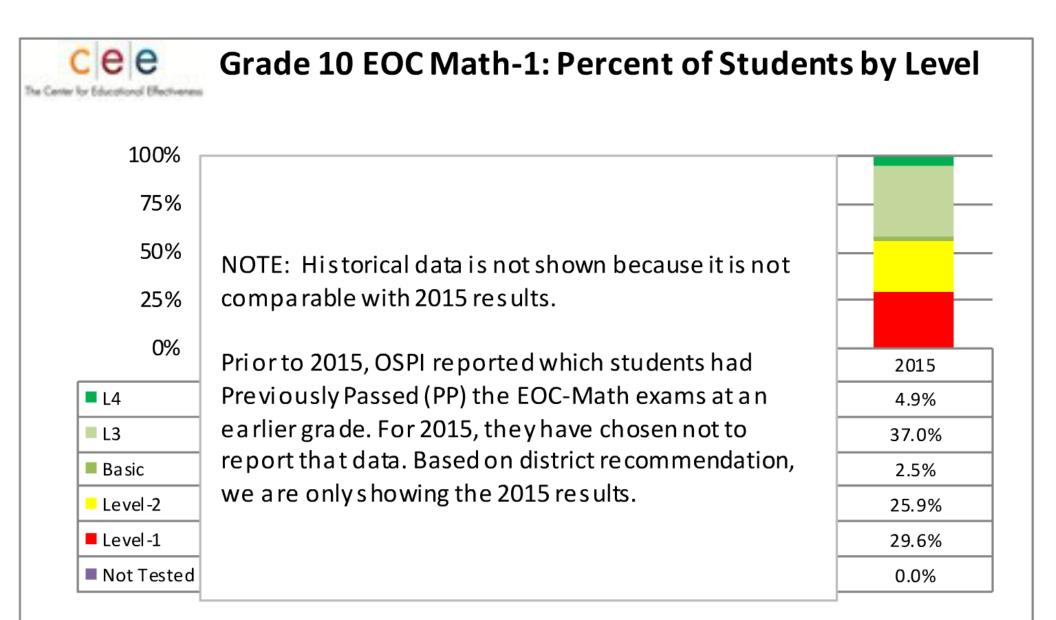
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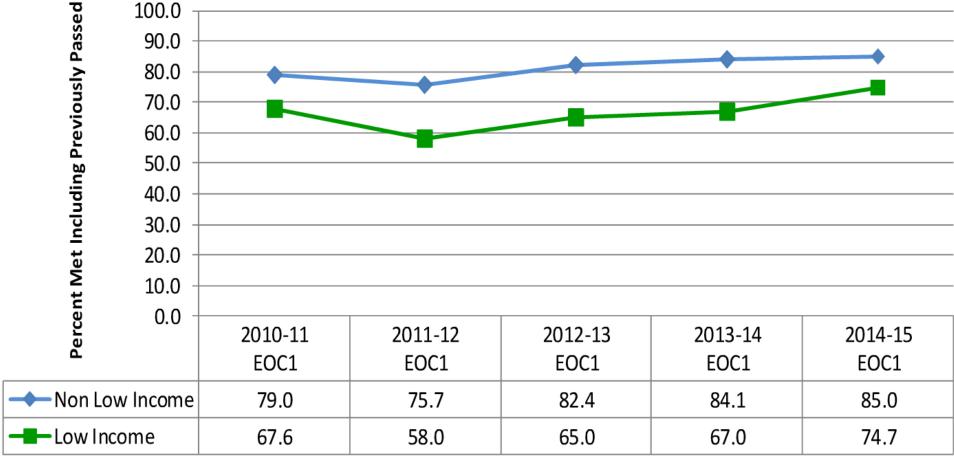




### **Cascade High School**

Math - Grade 10

Socio-economic Status Gap



Data Sources: 2010-2014 OSPI Report Card, 2015 CAA-CIA Database

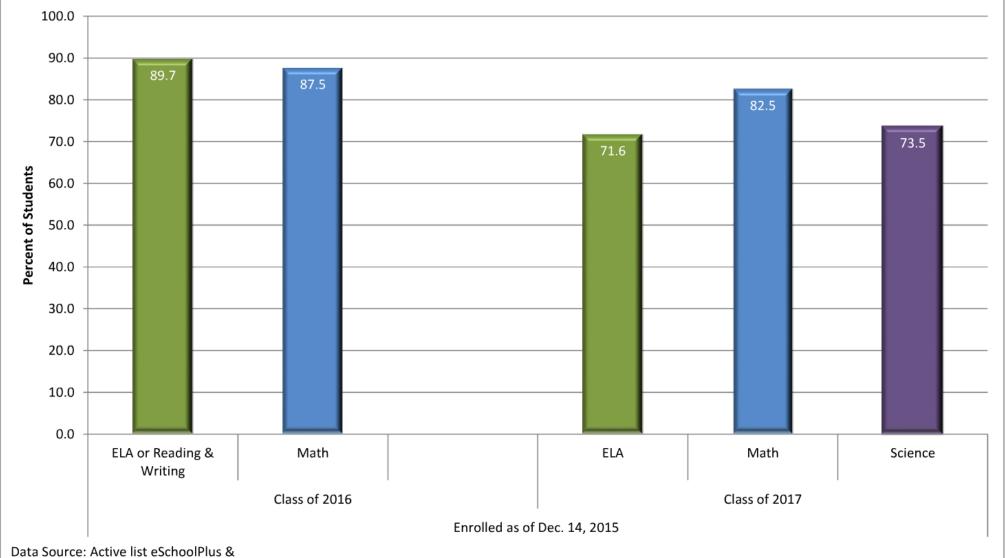
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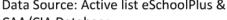
N = Less than 10



#### **Cascade High School**

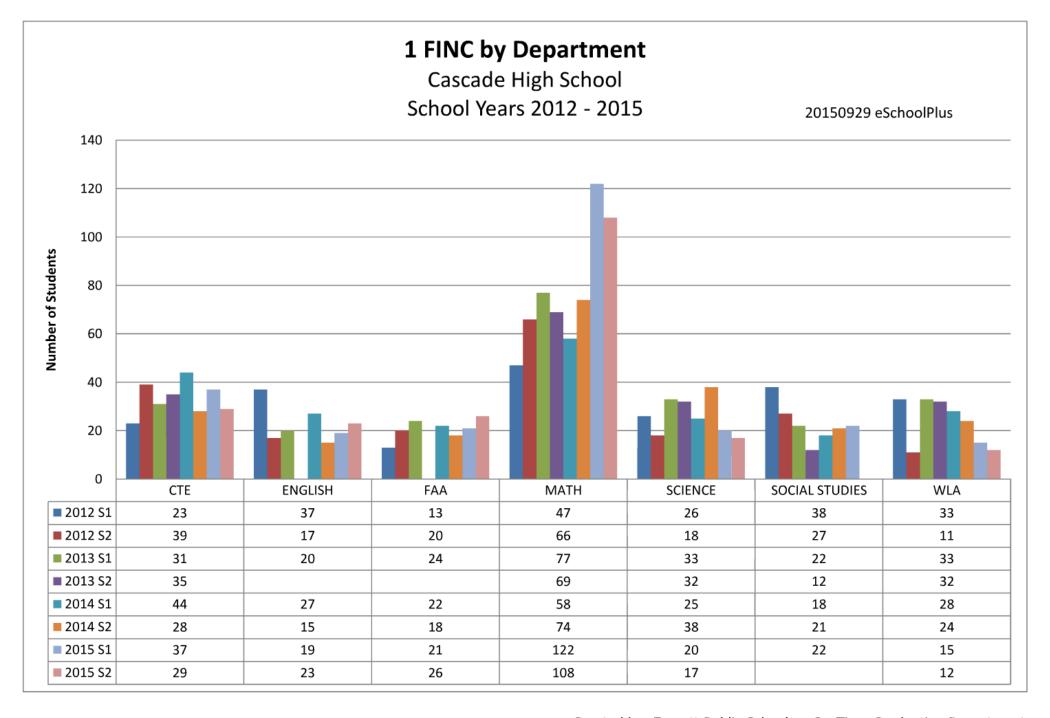
#### Percent Meeting Graduation Assessment Requirements





CAA/CIA Database







## Math: Plan

# MATH ACTION PLAN By grade 11, 100% of students will meet standard on the Smarter Balanced Assessment (SBA) in Mathematics. 11th Grade Overall: 15.1% Below Near Near Obove Near Orolegus and Modeling & 18.1 60.4 20.8 Data Analysis Communicating Reasoning 25 54.2 20.1

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?		
TL 1.3	<ul> <li>Build academic confidence and teach productive struggle freshman through senior year by building growth mindset, using AVID tutorials, Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).</li> </ul>	Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented     Passing rates at each level in math     Results of common unit assessments in Math		
TL 1.3	<ul> <li>Provide AVID/GLAD strategy training for all math staff members.</li> </ul>	Walkthrough notes     Minutes and agendas from collaborative team meetings and staff meetings     Percentage of staff regularly utilizing AVID/GLAD strategies		
TL 1.2	Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.	Minutes from collaborative team meetings     Common assessment results		
TL 1.1	Utilize and maximize the effectiveness of interventions for struggling students (Academic Interventions, Bruin Success Time, PAWS, Online resources, credit recovery, etc.)	Attendance at after-school Academic Interventions/Bruin Success Time     Numbers of credits recovered during school year		



Cascade HS



## **SBA Results**

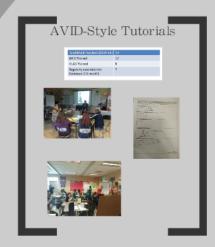
## 11th Grade

15.1%	Below	At or Near	Above
and es	34.7	39.6	25
Solving ling & ysis	18.1	60.4	20.8
cating	25	54.2	20.1

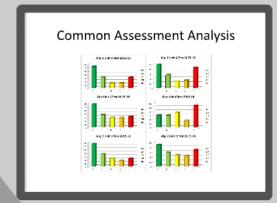
e	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?		
	Build academic confidence and teach productive struggle freshman through senior year by building growth mindset, using AVID tutorials, Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).	<ul> <li>Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented</li> <li>Passing rates at each level in math</li> <li>Results of common unit assessments in Math</li> </ul>		
	Provide AVID/GLAD strategy training for all math staff members.	<ul> <li>Walkthrough notes</li> <li>Minutes and agendas from collaborative team meetings and staff meetings</li> <li>Percentage of staff regularly utilizing AVID/GLAD strategies</li> </ul>		
	<ul> <li>Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.</li> </ul>	Minutes from collaborative team meetings     Common assessment results		
	Utilize and maximize the effectiveness of interventions for struggling students (Academic Interventions, Bruin Success Time, PAWS, Online resources, credit recovery, etc.)	Attendance at after-school Academic Interventions/Bruin Success Time     Numbers of credits recovered during school year		

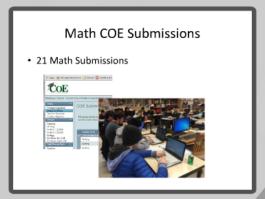


## Math: Actions and Results











## Mindset Work

## **Growth Mindset**



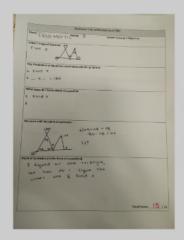
# **Growth Mindset**



# AVID-Style Tutorials

Total Math Teachers (2015-16)	13
AVID Trained	12
GLAD Trained	8
Regularly uses tutorials (between 2-3 month)	7





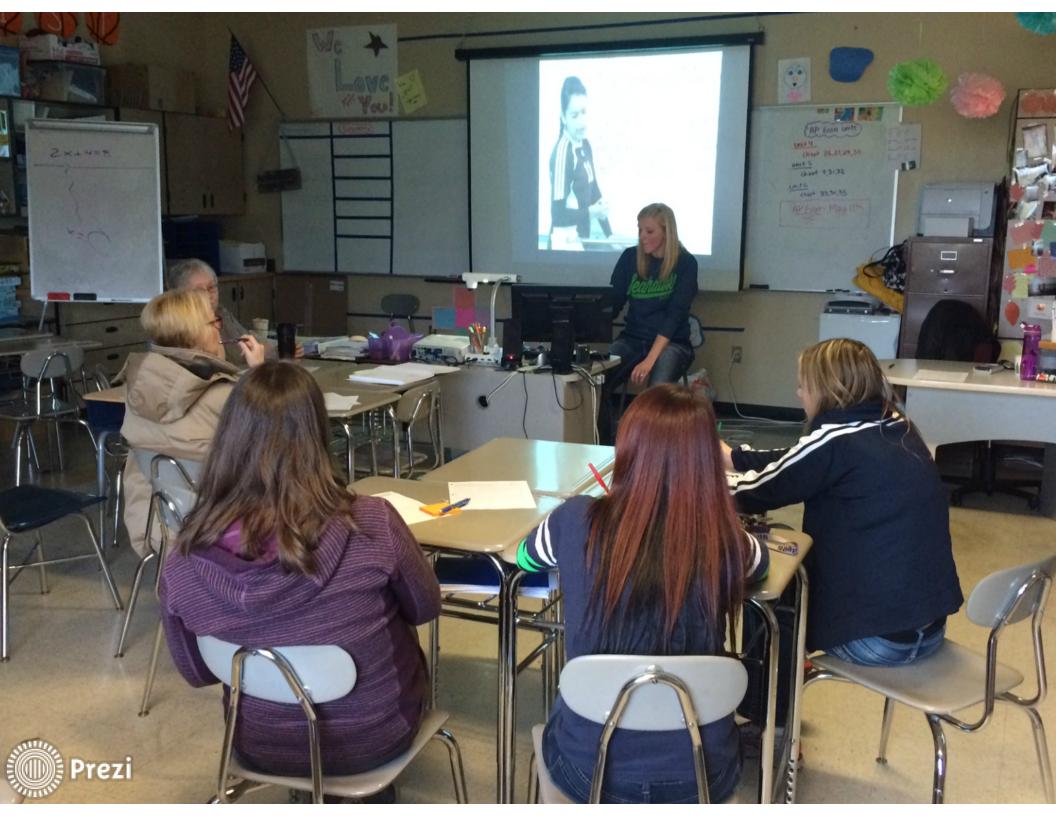


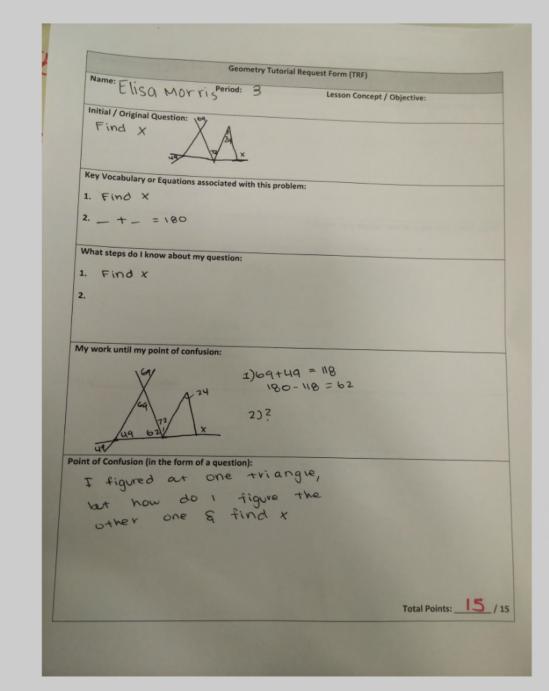


# /ID-Style Tutoria

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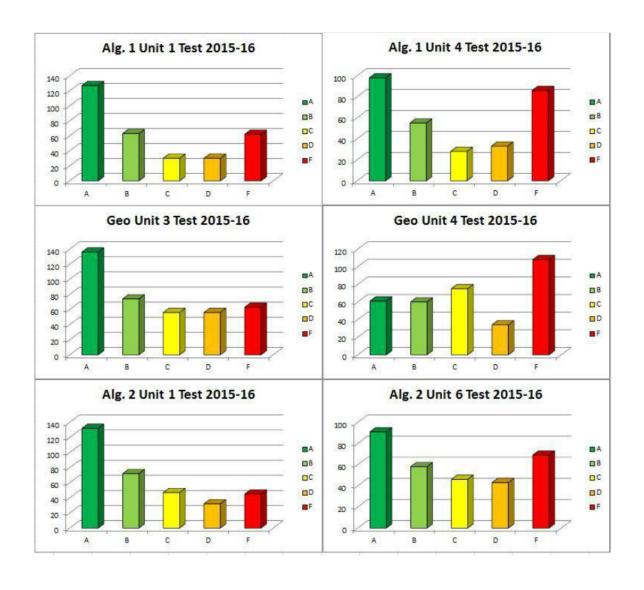








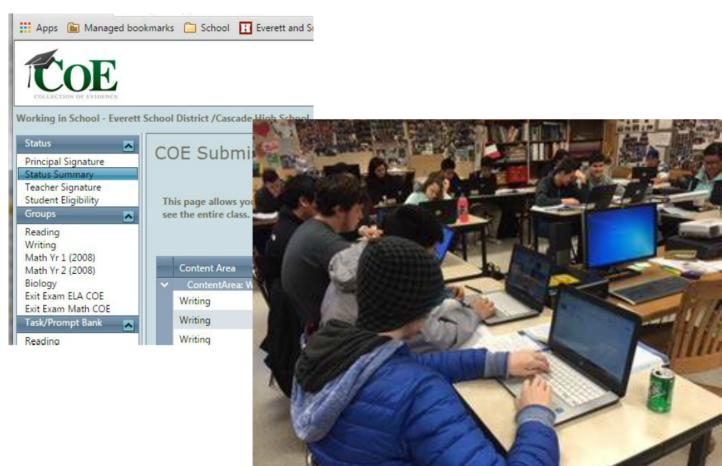
# Common Assessment Analysis





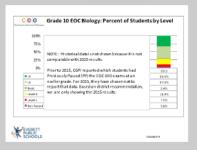
# Math COE Submissions

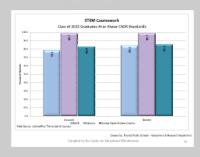
• 21 Math Submissions





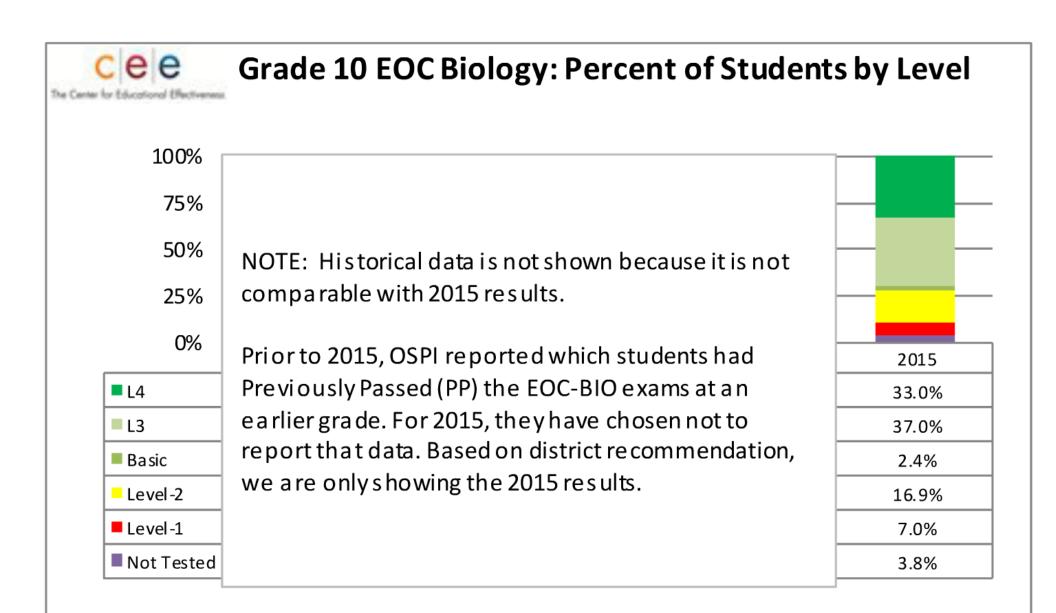
# Science: Data



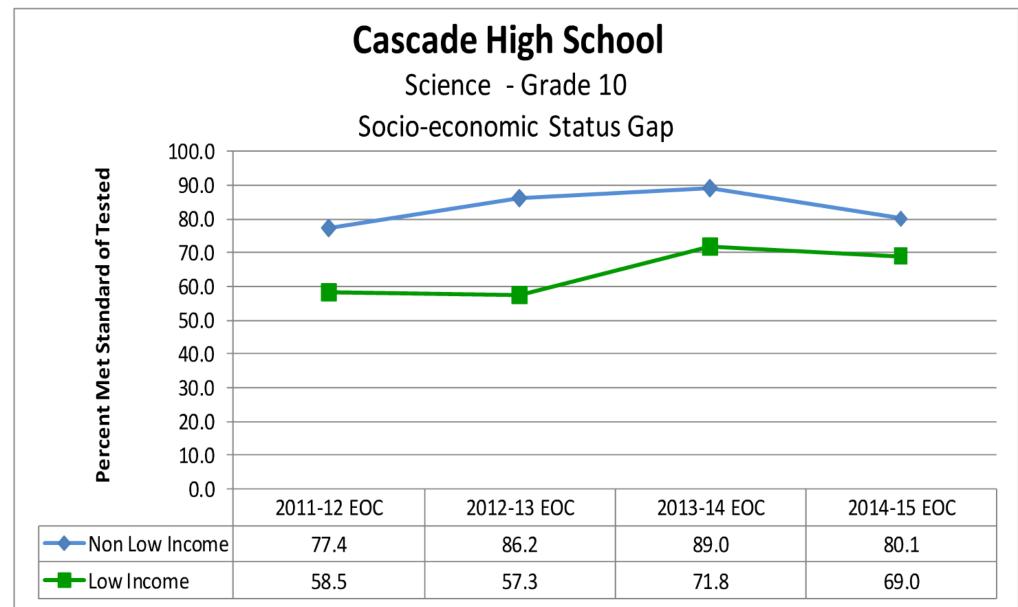








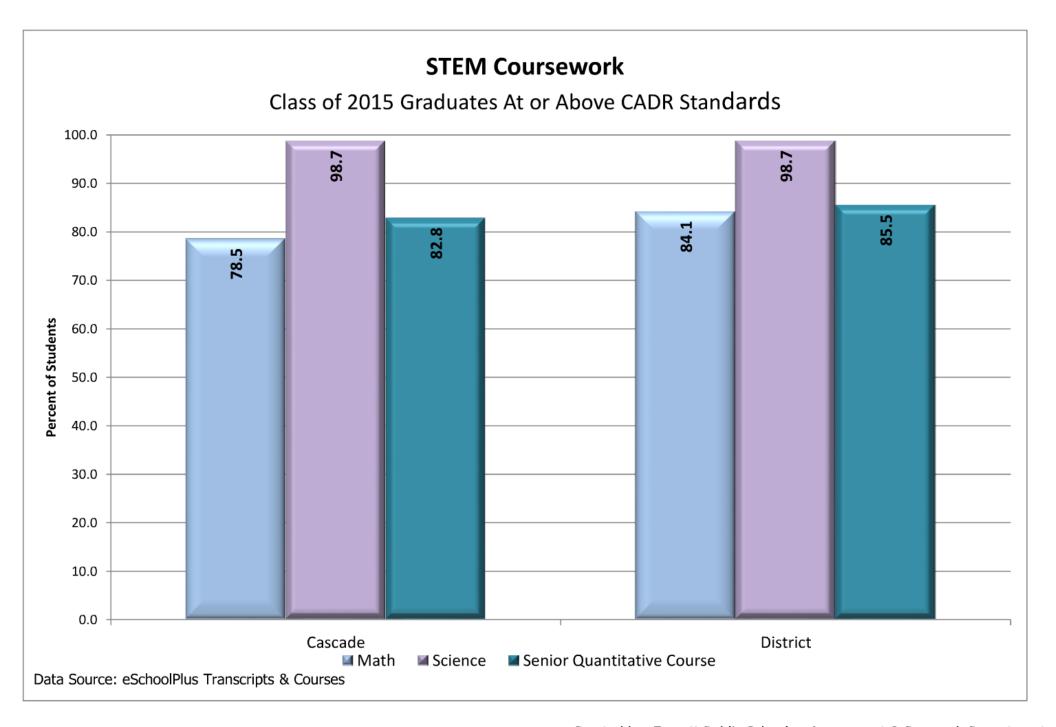




Data Source: OSPI Report Card

Blank = Data Suppressed by OSPI N = Less than 10







## Science: Plan

### SCIENCE ACTION PLAN Key Performance Outcome:

By grade 10, 100% of students will meet standard on the EOC exam in Biology.

2014-15 EOC Results

100% of students in class of 2017 will earn three credits in Science.

#### 10th Grade

Overall:	Strand % Perf. Below	Strand % Perf. Similar	
Systems	30.6	69.4	
Inquiry	30.0	70.0	
Application	36.3	63.7	
Structures and functions of living organisms	32.9	67.1	
Maintenance and stability of populations	32.9	67.1	
Mechanisms of evolution	28.6	71.4	

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.2	<ul> <li>Develop common three-dimensional instructional maps incorporating the practices, crosscutting concepts, and disciplinary core ideas into unit and lesson plans.</li> </ul>	Notes from collaborative team meetings     Instructional maps
TL 1.3	<ul> <li>Engage students in creating scientific argumentation by using evidence and reasoning to support a claim.</li> </ul>	Notes from walkthroughs and observations     Student writing samples including science notebooks and lab reports     Results of common assessments in coordinated science, biology, chemistry
TL 1.2	<ul> <li>Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.</li> </ul>	Notes from walkthroughs and observations in sheltered biology class     Evidence of use of academic vocabulary in ELL student work samples
TL 1.2	Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.	Minutes from collaborative team meetings     Common assessment results     Course success rates disaggregated by race, ethnicity, socio-economic status, and program



ms of evolution	28.6	71.4

e e	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	<ul> <li>Develop common three-dimensional instructional maps incorporating the practices, crosscutting concepts, and disciplinary core ideas into unit and lesson plans.</li> </ul>	Notes from collaborative team meetings     Instructional maps
	Engage students in creating scientific argumentation by using evidence and reasoning to support a claim.	<ul> <li>Notes from walkthroughs and observations</li> <li>Student writing samples including science notebooks and lab reports</li> <li>Results of common assessments in coordinated science, biology, chemistry</li> </ul>
	<ul> <li>Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.</li> </ul>	<ul> <li>Notes from walkthroughs and observations in sheltered biology class</li> <li>Evidence of use of academic vocabulary in ELL student work samples</li> </ul>
	Create common assessments from common lessons, share common assessment results, analyze student responses, and identify evidence of student learning and next steps for re-teaching or enrichment.	<ul> <li>Minutes from collaborative team meetings</li> <li>Common assessment results</li> <li>Course success rates disaggregated by race, ethnicity, socio-economic status, and program</li> </ul>



## Science: Actions and Results

#### 2015 -2016 Science Team Goals and Work 1) Using common assessments

- Formative assessments frequently in each unit to gauge understanding of EOC & NGSS standards
- Analysis of student work using data team protocols to identify areas of weakness and strategies for reteaching/remediation/enrichment



#### **Using Formative Assessments**

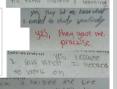
- Teachers look at EOC and NGSS standards to formulate appropriate assessment questions
- · Create proficiency scales together to ensure accurate and consistent evaluation of student work
- · Analyze data together to see common misconceptions and to identify specific struggling students

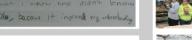


formative assessment from our genetics unit, by having students scere their own, they are able to receive instant feedback about their understanding of essential standards.

### Formative Assessments -Student Feedback

Student responses from a Unit Reflection. The prompt was "Did you find the formative assessments to be helpful to your learning of the content in this unit?"





### 2015 -2016 Science Team Goals and Work

2) Using technology to gather data for quicker, more informative analysis

- Google Sheets for pre- & post-test data
- Flubaroo app for quick grading, graphing, analyzing, and sharing data







#### 2015 -2016 Science Team Goals and Work

#### 3) Aligning curriculum and teaching practices to NGSS

- Waiting for true NGSS-based curriculum
- CHS Coordinated Science team and x-district team: NGSS alignment
- . Example, Spring 2016:
- CSS1-Evaluate or refine a technological solution that reduces impacts of homes activities on natural systems.

  Orbiding Quantian "What energy type|s| sell power our future?".

### 2015 -2016 Science Team Goals and Work

4) Providing exciting opportunities for students in authentic science/STEM experiences

- · Greenhouse Aquaponics Learning Lab Project
  - The project involves students in Environmental Science, Biology, Special Education, Service, Leadership, Business Education, Nutrition, and Arts classes
- Publisher, and mis beases 2 industrial-size greenhouses are being revamped into complex aquaponics systems With help from a community partner, students are building plant-growing tables, fish tanks, raised beds, and extensive drip irrigation systems
- Students will experiment with different plants and growing techniques
- Collect, analyze, then present data in end-of-year science symposiums
   Harvest the majority of food grown to share with local families in need
   Over \$9,000 in grant money has already been received, and
   hopefully there is more to come!

#### Greenhouse Aquaponics

Coming soon! Biochemistry, biodiversity, limiting factors, productivity, sustainable development, nutrient cycles. And, food for the community!













#### 2015 -2016 Science Team Goals and Work

4) Providing exciting opportunities for students in authentic science/STEM experiences

- New STEM Club
- . Bringing together students currently conducting or considering scientific research
- · Exposing students to the various career opportunities available in science/STEM fields
- . Participation in research competitions
- . Increasing student-staff interactions through mentoring
- · Increasing student interest in science coursework
- · Preparing students for success in science-related careers after high school



# 1) Using common assessments

- Formative assessments frequently in each unit to gauge understanding of EOC & NGSS standards
  - Analysis of student work using data team protocols to identify areas of weakness and strategies for reteaching/remediation/enrichment

Team meeting notes from 11/20/15

### 11/20/15

Today we looked at two of our formative assessments for DNA structure and Replication as well the Cell Cycle: Mitosis. We set a proficiency scale 1-4 for the questions and graded each one. We found that on the DNA formative assessment:

3/4 - circled extra base

2/4 - Could not label the picture but could match base pairs

1/4 - only identify the nitrogenous base

Question 5 was too opened ended. Students would have gotten it right if they had

We found that on the Cell Cycle - Mitosis formative assessment:

3/4 - Missed that the two new cells were identical

2/4 - Missed that the two new cells were identical and what chromosomes were

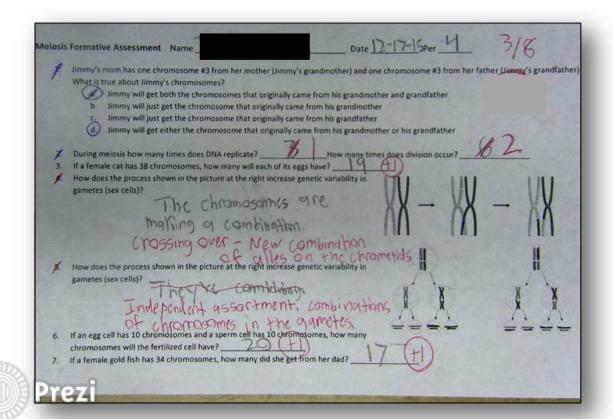
 $\frac{1}{4}$  - Missed that the two new cells were identical and what chromosomes were and the order they go in

We will reteach on Monday for the upcoming cell cycle quiz



# **Using Formative Assessments**

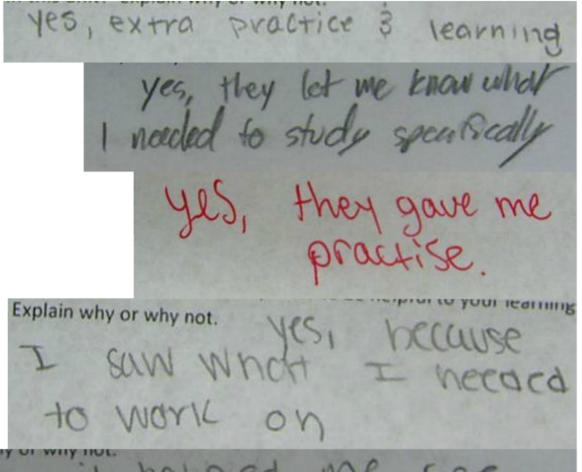
- Teachers look at EOC and NGSS standards to formulate appropriate assessment questions
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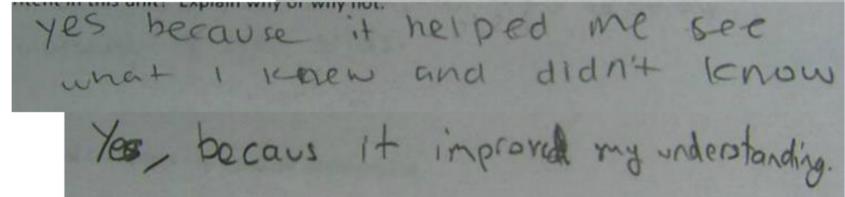


An example of a formative assessment from our genetics unit. By having students score their own, they are able to receive instant feedback about their understanding of essential standards.

# Formative Assessments – Student Feedback

Student responses from a Unit Reflection. The prompt was "Did you find the formative assessments to be helpful to your learning of the content in this unit?"

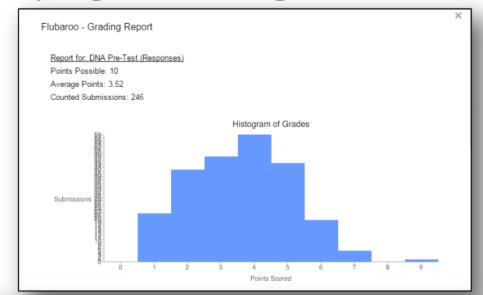


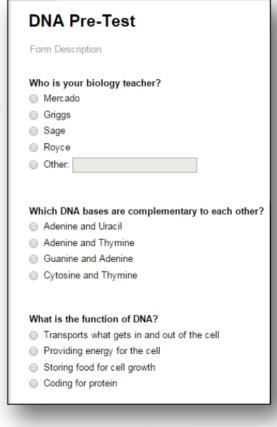




2) Using technology to gather data for quicker, more informative analysis

- Google Sheets for pre- & post-test data collection
- Flubaroo app for quick grading, graphing, analyzing, and sharing data





base	plementary		Why do cells	following happens	mitosis (cell	19. Identify the	the DNA affect	produced	process of	What is the relationship between genes a
	44.72%	48.37%	63.82%	17.07%	36.59%	11.79%	48.78%	21.14%	26.42%	32.93%
) P	rezi	40.31%	03.02%	17.07%	30.53%	11.75%	40.70%	21.1470	20.42%	32.53%

# 3) Aligning curriculum and teaching practices to NGSS

- Waiting for true NGSS-based curriculum
- CHS Coordinated Science team and x-district team: NGSS alignment
  - Example, Spring 2016:
    - ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
    - Driving Question "What energy type(s) will power our future?".
    - Students will:

Research:	Design and revise:	Recommend:
Solar Nuclea	Working solar energy	Technological solutions for
Fuel cells Wind	projects.	our energy future.
Biofuels more.		



# 4) Providing exciting opportunities for students in authentic science/STEM experiences

## Greenhouse Aquaponics Learning Lab Project

- The project involves students in Environmental Science, Biology, Special Education, Service, Leadership, Business Education, Nutrition, and Arts classes
- 2 industrial-size greenhouses are being revamped into complex aquaponics systems
- With help from a community partner, students are building plantgrowing tables, fish tanks, raised beds, and extensive drip irrigation systems
- When the labs are complete:
  - Students will experiment with different plants and growing techniques
  - Collect, analyze, then present data in end-of-year science symposiums
  - Harvest the majority of food grown to share with local families in need
- Over \$9,000 in grant money has already been received, and hopefully there is more to come!



# **Greenhouse Aquaponics**

Coming soon! Biochemistry, biodiversity, limiting factors, productivity, sustainable development, nutrient cycles.

And, food for the community!















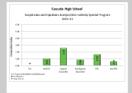
# 4) Providing exciting opportunities for students in authentic science/STEM experiences

## New STEM Club

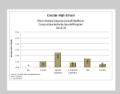
- Bringing together students currently conducting or considering scientific research
- Exposing students to the various career opportunities available in science/STEM fields
- Participation in research competitions
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- Increasing student interest in science coursework
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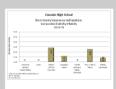


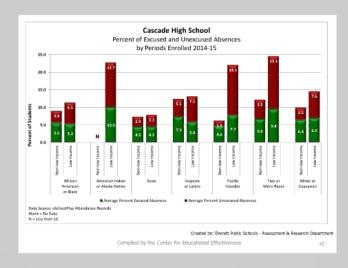
# Culture and Climate: Data





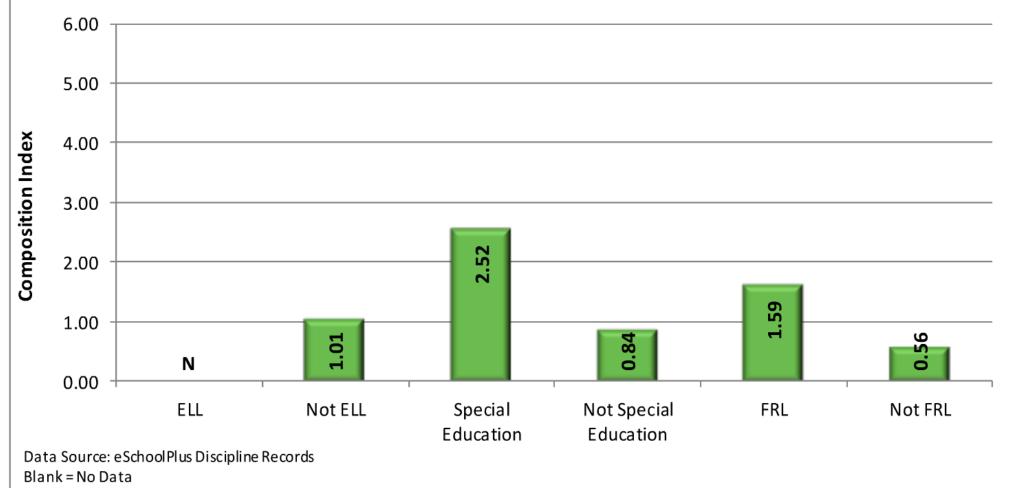








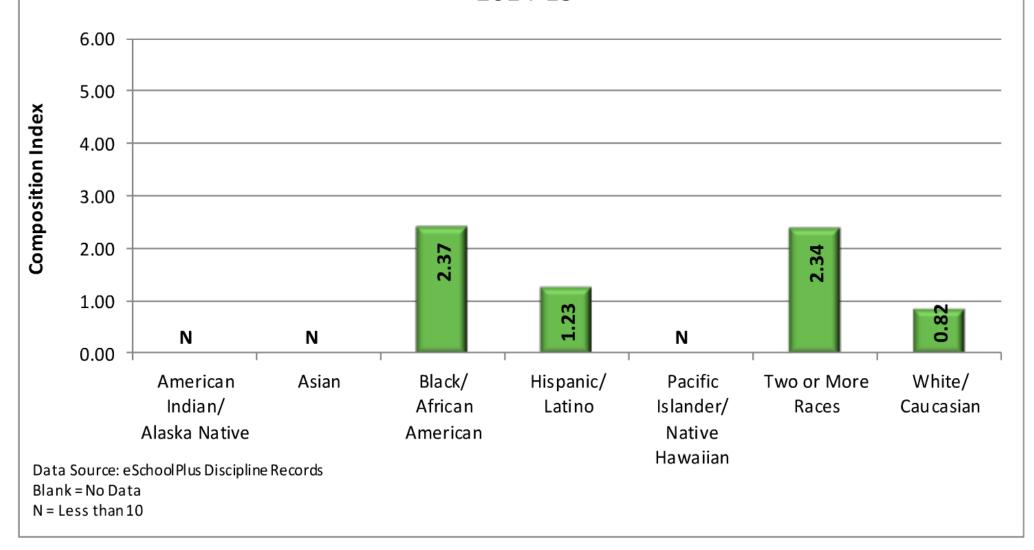
Suspension and Expulsion: Composition Index by Special Program 2014-15



N = Less than 10

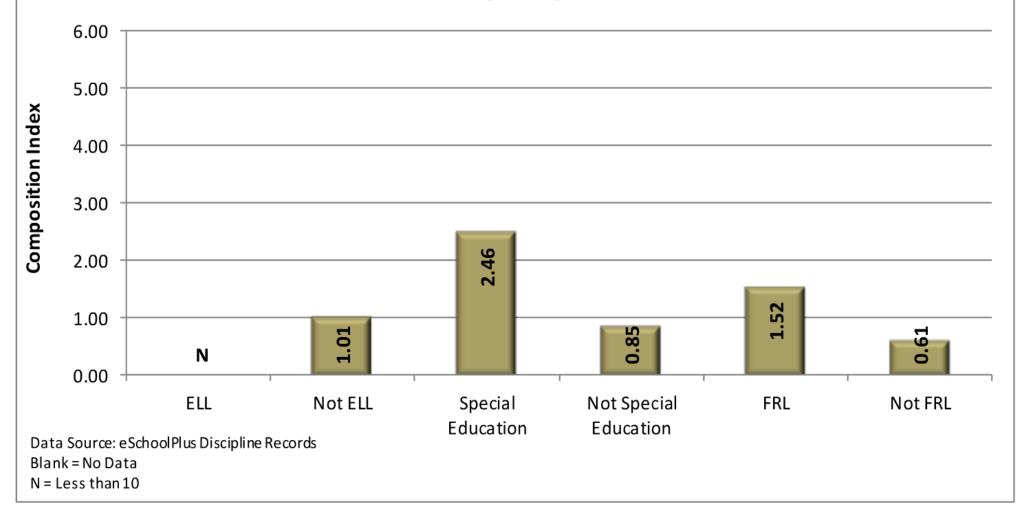


Suspension and Expulsion: Composition Index by Ethnicity 2014-15



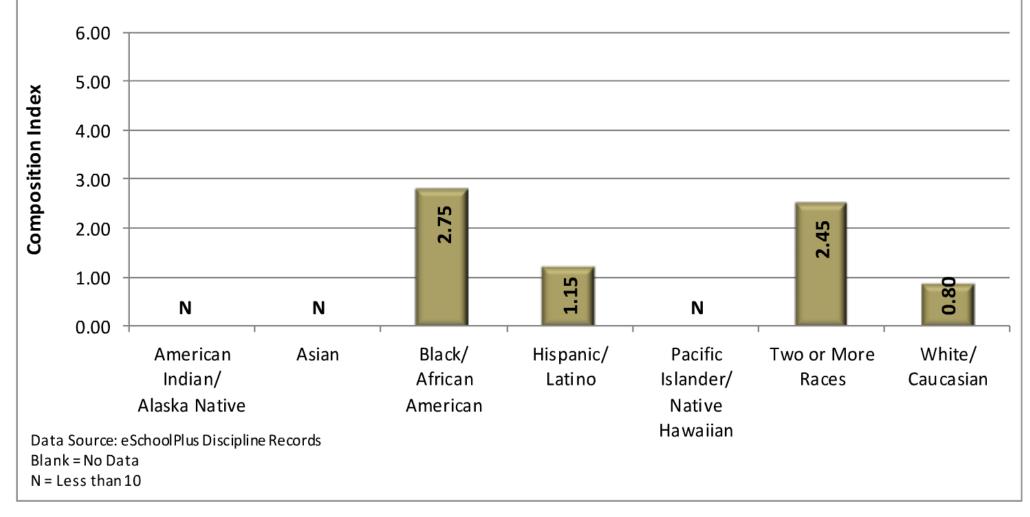


Discretionary Suspension and Expulsion: Composition Index by Special Program 2014-15

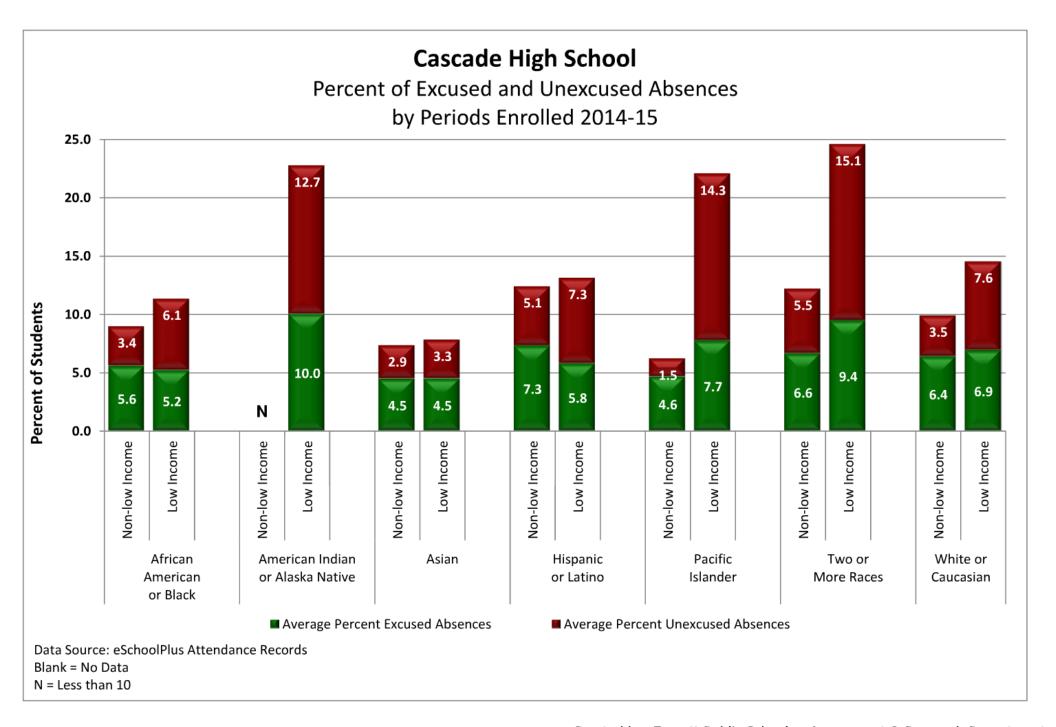




Discretionary Suspension and Expulsion: Composition Index by Ethnicity 2014-15









# Culture and Climate Plan

Strategie Plan Reference	Weleaming Culture Action Items (Actions that improve performance towards outcomes) Want are you going to do?	Key Performance Indicators (KPIs) (Fornative measures of actions) How will you know it this action is affective?
PSS 3.4	<ul> <li>Implement PBIS morthly behavior issues using school-wide common language.</li> </ul>	Monthly discipline data pulls from Insight     Monthly staff classroom concerns questionnaire
PSS 3-3	<ul> <li>Provide professional development on culturally responsive practices around feeter of race and greeder identity.</li> </ul>	EES student and stuff data.
8R54	<ul> <li>Itspend effects for Natural Lunders to grow into other non-Spanish speaking, language communities.</li> </ul>	Natural Leaders mirrates     Natural Leaders sign in sheets
PSS 3-4	<ul> <li>Model and encourage positive behavior through student lendership activities initiating: Mic-t-sp day, assembles, clean up of bleachers after games, ledeshoo of variety of students in video announcements, Challenge Day.</li> </ul>	<ul> <li>Number of office eclereds for disrespectful behavior, fighting, and harasterent</li> </ul>
Strategie Plan Reference	Physically, Emotionally and Intellectually Safe Action Items (Actions the improve parterments towards estimate) What are you going to do?	Key Performance Indicators (RPIs) (Pernative measures of actions) How will you know if this action is effective?
TLLS	Implement 805 Saicide Prevention Carriedam	EES student and stuff data     Lesson walkthoughs
P88.3.4	<ul> <li>Implement PRIS monthly behavior lesson using school-wide common language.</li> </ul>	Monthly discipline data pulls     Monthly start classroom concerns quotientedra.     ESS student and staff data.
PSS.324	<ul> <li>Plan and implement a Link Crow/Poor Mentor program for the outs-ry echool year (Student Leadership).</li> </ul>	Student Link Crow applications for 2006-cy
Strategic Plan Reference	Equitable and Accessible Opportunities Action Ibems (Actions that Improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL-1.3	<ul> <li>Build culture of exportation in all choses that prepares students for callege-level classes, technica given AP precupes to all classes.</li> <li>Inchaining contain challenging option courses, honocating use of call descention memogen such as APTH medicals, energy groups, and post labeling.</li> </ul>	<ul> <li>Participation in ulter-adead and PAWS supports, including poor talenting.</li> <li>Waltstroughs, observations, and collaborative team meeting cones demonstrate evaluate of student responses to AF groups in classes; all levels.</li> </ul>
Tine	- Industrial Control Makes the Fell and the Income	Vistor from unlitterests and observations to shaltened blokes also

Strategic Plan Reference	Attendance Action Hems (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (promative measure of actions) How sell you know it this action is effective?
155 3.54	<ul> <li>Convene by weekly attendance teamine ellings to discuss emerging trends, patterns, SECCA, weekly after achieval intervention, and to healts from recognition possibilities.</li> </ul>	BECCA filings     Drawcased absences, chronic excused absences, and facilities
P\$\$ 3.3.4	<ul> <li>Implement restructured and targeted weekly attendance round-ups as a method to understand student needs, based on trends identified by attendance team.</li> </ul>	Individual attendance rates     Student participation in after school interventions
Thus	Develop and implement weekly after-school attendance intervention to provide an additional loyer of support to students with attendance.	Individual attendance rates     Data and fee Chade from attendance intervention host and student
TLIST	Selmone positive expectations through quarterly attendance	Monthly reports of average dally attendance
	improvement recognition and semester perfect attendance recognition.	Numbers of students recognized each querier and semeder



## a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and ble opportunities for all.

## formance Outcome(s):

tudent reporting of students exhibiting respectful behavior towards others as measured by the Educational Effectiveness Survey, from 41% to 55% positive 16.

verall numbers of office referrals for disruptive behavior in classrooms (including disruptive behavior, defiance/insubordination, abusive/disrespect, ollow school rules, and electronic device violation) by 20% compared to the 2014-15 school year.

staff reporting that expected student behaviors are taught directly from 24% in October 2014 to 80% in May 2016 as measured by the Positive Behavior ons and Support (PBIS) survey.

e	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?		
	<ul> <li>Implement PBIS monthly behavior lessons using school-wide common language.</li> </ul>	Monthly discipline data pulls from Insight     Monthly staff classroom concerns questionnaire		
	Provide professional development on culturally responsive practices around issues of race and gender identity.	EES student and staff data		
	<ul> <li>Expand efforts for Natural Leaders to grow into other non-Spanish speaking, language communities.</li> </ul>	Natural Leaders minutes     Natural Leaders sign in sheets		
	<ul> <li>Model and encourage positive behavior through student leadership activities including: Mix-it-up day, assemblies, clean up of bleachers after games, inclusion of variety of students in video announcements, Challenge Day.</li> </ul>	Number of office referrals for disrespectful behavior, fighting, and harassment		
e	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?		
	Implement SOS Suicide Prevention Curriculum	EES student and staff data     Lesson walkthroughs		
Control of the Contro	mplement PBIS monthly behavior lesson using school-wide solution 4 nguage.	Monthly discipline data pulls     Monthly staff classroom concerns questionnaire.		

EES student and staff data

	<ul> <li>Implement PBIS monthly behavior lessons using school-wide common language.</li> </ul>	Monthly discipline data pulls from Insight     Monthly staff classroom concerns questionnaire
I	<ul> <li>Provide professional development on culturally responsive practices around issues of race and gender identity.</li> </ul>	EES student and staff data
	<ul> <li>Expand efforts for Natural Leaders to grow into other non-Spanish speaking, language communities.</li> </ul>	Natural Leaders minutes     Natural Leaders sign in sheets
	<ul> <li>Model and encourage positive behavior through student leadership activities including: Mix-it-up day, assemblies, clean up of bleachers after games, inclusion of variety of students in video announcements, Challenge Day.</li> </ul>	Number of office referrals for disrespectful behavior, fighting, and harassment
	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	Implement SOS Suicide Prevention Curriculum	EES student and staff data     Lesson walkthroughs
	Implement PBIS monthly behavior lesson using school-wide common language.	<ul> <li>Monthly discipline data pulls</li> <li>Monthly staff classroom concerns questionnaire.</li> <li>EES student and staff data</li> </ul>
	<ul> <li>Plan and implement a Link Crew/Peer Mentor program for the 2016-17 school year (Student Leadership).</li> </ul>	Student Link Crew applications for 2016-17
e	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	<ul> <li>Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.</li> </ul>	<ul> <li>Participation in after-school and PAWS supports, including peer tutoring</li> <li>Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels</li> </ul>
COLUMN TO A STATE OF THE PARTY	Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.	Notes from walkthroughs and observations in sheltered biology class     Student work samples show evidence of use of academic vocabulary

	Physically, Emotionally and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	Implement SOS Suicide Prevention Curriculum	EES student and staff data     Lesson walkthroughs
	Implement PBIS monthly behavior lesson using school-wide common language.	<ul> <li>Monthly discipline data pulls</li> <li>Monthly staff classroom concerns questionnaire.</li> <li>EES student and staff data</li> </ul>
	Plan and implement a Link Crew/Peer Mentor program for the 2016-17 school year (Student Leadership).	Student Link Crew applications for 2016-17
	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	<ul> <li>Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.</li> </ul>	<ul> <li>Participation in after-school and PAWS supports, including peer tutoring</li> <li>Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels</li> </ul>
	<ul> <li>Implement a sheltered biology class for ELL students, incorporating vocabulary-specific visuals and graphic organizers and opportunities for collaboration.</li> </ul>	Notes from walkthroughs and observations in sheltered biology class     Student work samples show evidence of use of academic vocabulary
NI	DANCE	

### erformance Outcome(s):

daily attendance will be 92% or higher with no differential between subgroups of students (e.g., Low Income, African American, male).

65	Attendance Action Items  (ctions that improve performance towards outcomes)  (at 27 27 joing to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
V	Convene hi-weekly attend ance team meetings to discuss emerging	RECCA filings

ily attendance will be 92% or higher with no differential between subgroups of students (e.g., Low Income, African American, male).

_		
	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
	<ul> <li>Convene bi-weekly attendance team meetings to discuss emerging trends, patterns, BECCA, weekly after-school intervention, and to brainstorm recognition possibilities.</li> </ul>	BECCA filings     Unexcused absences, chronic excused absences, and tardies
	<ul> <li>Implement restructured and targeted weekly attendance round-ups as a method to understand student needs, based on trends identified by attendance team.</li> </ul>	<ul> <li>Individual attendance rates</li> <li>Student participation in after school interventions</li> </ul>
	Develop and implement weekly after-school attendance intervention to provide an additional layer of support to students with attendance issues.	Individual attendance rates     Data and feedback from attendance intervention host and student participants
	Reinforce positive expectations through quarterly attendance improvement recognition and semester perfect attendance recognition.	Monthly reports of average daily attendance     Numbers of students recognized each quarter and semester



# Culture and Climate: Actions and Results

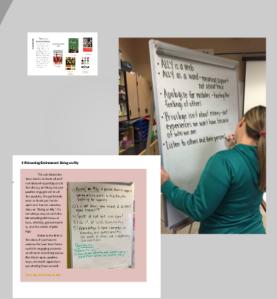
















September 3: 67% of staff found PBIS session to be "Most Useful" part of the day

October 9: 80% of staff found session on Equity to be "Most Useful" and/or included specific, positive comments regarding this session



## CASCADE HIGH SCHOOL: A SCHOOL OF PRIDE

# **PROFESSIONALISM** RESPONSIBILITY INCLUSIVITY DIGNITY **ENGAGEMENT**

PRIDE Banners: Throughout Hallways, Gym/Cafeteria, and even in Sports Media Guides

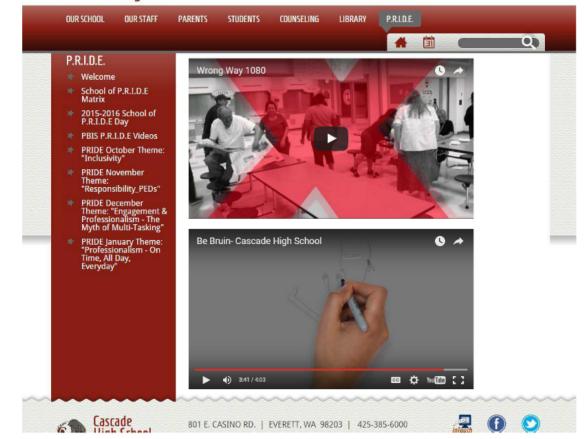
Cascade High School





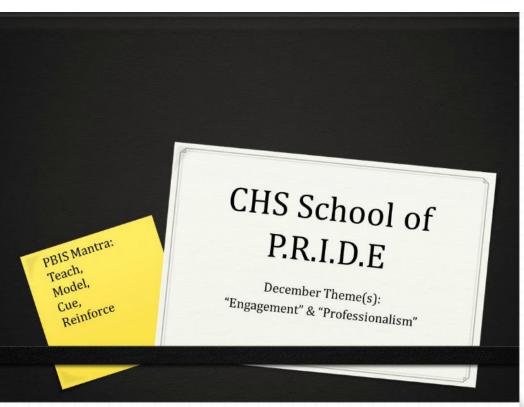






PRIDE: added channel to CHS Website: Public





The Myth of Multi-tasking...

T: "Put away your phone it's distracting you." S: "Not at all actually. I can multi-task!

A common student response..

- Olts fairly common in today's world to pride oneself on an ability to "multi-task" ("Oh, no biggie if I check my phone real quick, I'm still paying attention.") but is it true that one can really "multi-task"?
- O Multi-Tasking Experiment: Watch this short clip to see how multi-tasking impacts our focus.
- Ouestions for Class Discussion: (Take-A-Stand/Four Corners is an option too)
  - What is the role of PEDs in our ability to multi-task?
  - O Is this something we should be concerned about as a society at large?
  - O Are there implications for your life in the 21st century with PEDs and the concept of "multitasking"?

### School of P.R.I.D.E

### December Theme... "Engagement" & "Professionalism"

Last month, you took a quick PED questionnaire that helped us look at PED use in the classroom. Here is some of the data you gave

#### Approved Teacher PED Use:

- Math and English account for the two highest areas where teachers are encouraging PED use.
  - Math 30% of students report being asked to use it in Math (calculators)
  - English 26% of students report being asked to use it in ELA (research)

#### Non Approved Teacher PED Use:

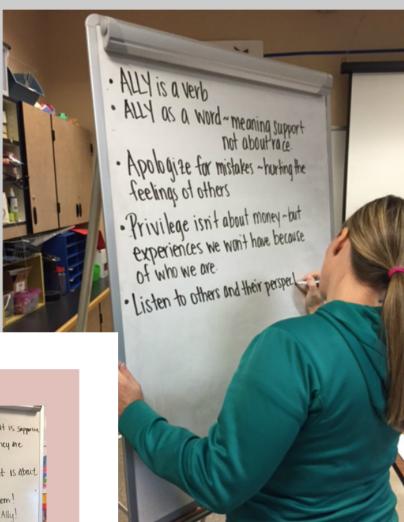
- On average CHS students are using their PED 3 X per period without teacher consent. (1300 "checks" / 483 student responses).
- Main reasons for use include "texting family/friends", "social media notifications", "changing or selecting music".

How do these PED "checks" impact your engagement and professionalism as a school or P.R.I.D.E?

#### Cascade High School: A School of PRIDE

High	Classroom	Hallways	Lunch	Common Areas (School Activities)
Professionalism	Use appropriate     behavior and language     Arrive on time and     prepared with materials.     Remain in class the first     and last 10 minutes of     class − "10 & 10"     Follow directions	Use appropriate     behavior and language     Keep conversations to     acceptable volume levels	Use appropriate behavior and language     Keep conversations to acceptable volume levels     Listen to student and staff announcements	Use appropriate behavior and language     Work as a team     Be thoughtful of your environment     Have a positive attitude
$\mathbf{R}_{ ext{esponsibility}}$	Turn in work on time Clean up after yourself and your work area Follow classroom PED electronic expectations - "Off, Off &: Away"	Use hall passes  Stay to the right; allow for pathways  Keep posters, decorations, displays on the walls.	Keep within     designated boundaries     Hang out with friends     at tables or open areas     Off-campus: Represent your school positively	Represent your school positively Use personal, community, and school property appropriately Think before you act
Inclusivity	Ask for help, and help each other     Show tolerance for other's beliefs and values	Show courtesy to others, open doors     Be mindful of others physical space	Invite others to join you     Set a positive example     Keep physical outdoor activities safe for all	Support each other     Honor diversity     Cheer appropriately
$\mathbf{D}_{ ext{ignity}}$	Dress in school appropriate attire     Follow Academic Integrity guidelines	Use appropriate     physical contact     Keep the campus clean	Use appropriate     physical contact     Keep the campus clean	Show sportsmanship at games and events     Keep the campus clean
Engagement	Create high expectations for yourself     Monitor your grades     Participate actively	Be prompt to class:     "On time, all day, every day."	Stay in straight lunch lines     Wait your turn politely and patiently in lines;	Get involved     Participate in assemblies and club activities     Show School Spirit

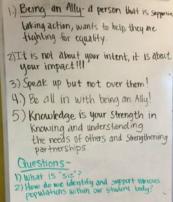




#### A Welcoming Environment: Being an Ally

The administrative team wants to thank all staff members who participated in the LID day on Friday for your positive engagement in all the sessions. We particularly want to thank you for the open and honest conversations on "Being an Ally." It's not always easy or comfortable wrestling with ideas of race, ethnicity, gender identity, and the notion of privilege.

Below is the link to the video. If you have resources that you have found useful in engaging students or others in examining issues like this in open, positive ways, we would appreciate you sharing those as well.





### Page 2

#### Follow Up from Staff Meeting

If you have not yet turned in the two items we needed from you, please turn them in to Ros by the end of the day Tuesday. We need the Acceptable Use of Technology Form and the Staff Handbook Acknowledgement. The staff handbook acknowledgement includes an invitation to receive one of five books. We plan to order them this week!

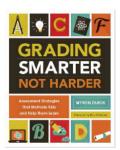
#### Which Book Do You Want to Read?



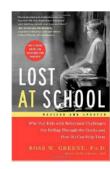
Other People's Children, by Lisa Delpit



<u>Creating Innovators</u>, by Tony Wagner



Not Harder, by Myron Dueck



Lost at School, by Ross Greene



#### Whistling Vivaldi, by Claude Steele



September 3: 67% of staff found PBIS session to be "Most Useful" part of the day

October 9:

80% of staff found session on Equity to be "Most Useful" and/or included specific, positive comments regarding this session









Average Daily Attendance	December 7-18, 2015	January 13-22, 2016	Change
9 <sup>th</sup> grade	89.51		
10 <sup>th</sup> grade	89.46	91.59	+2.13
11th grade	87.27	89.15	+1.88
12th grade	87.72	90.03	

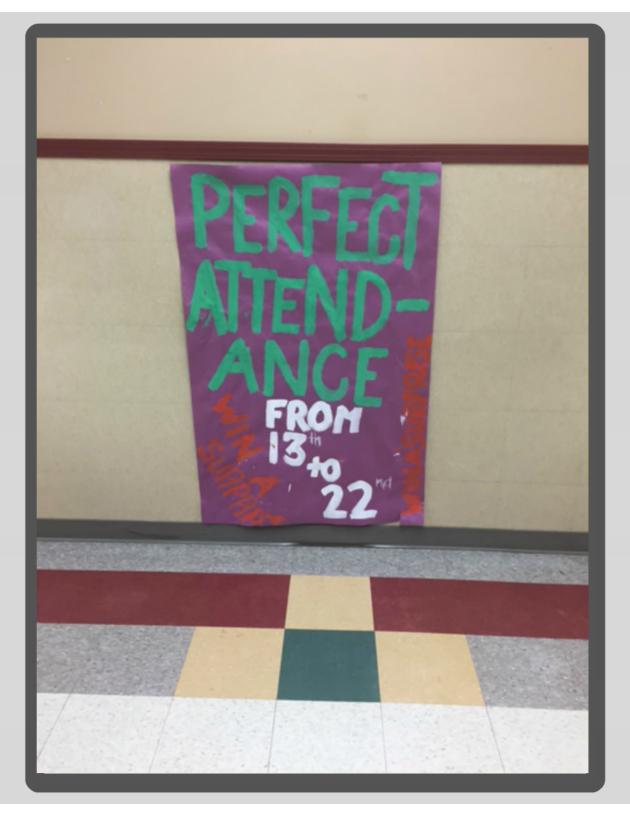












Average Daily At 9<sup>th</sup> grade 10<sup>th</sup> grade 11<sup>th</sup> grade 12<sup>th</sup> grade Totals





Prezi

Average Daily Attendance	December 7-18, 2015	January 13-22, 2016	Change
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11 <sup>th</sup> grade	87.27	89.15	+1.88
12 <sup>th</sup> grade	87.72	90.03	+2.25
Totals	88.54	90.65	+2.11



# Natural Leaders





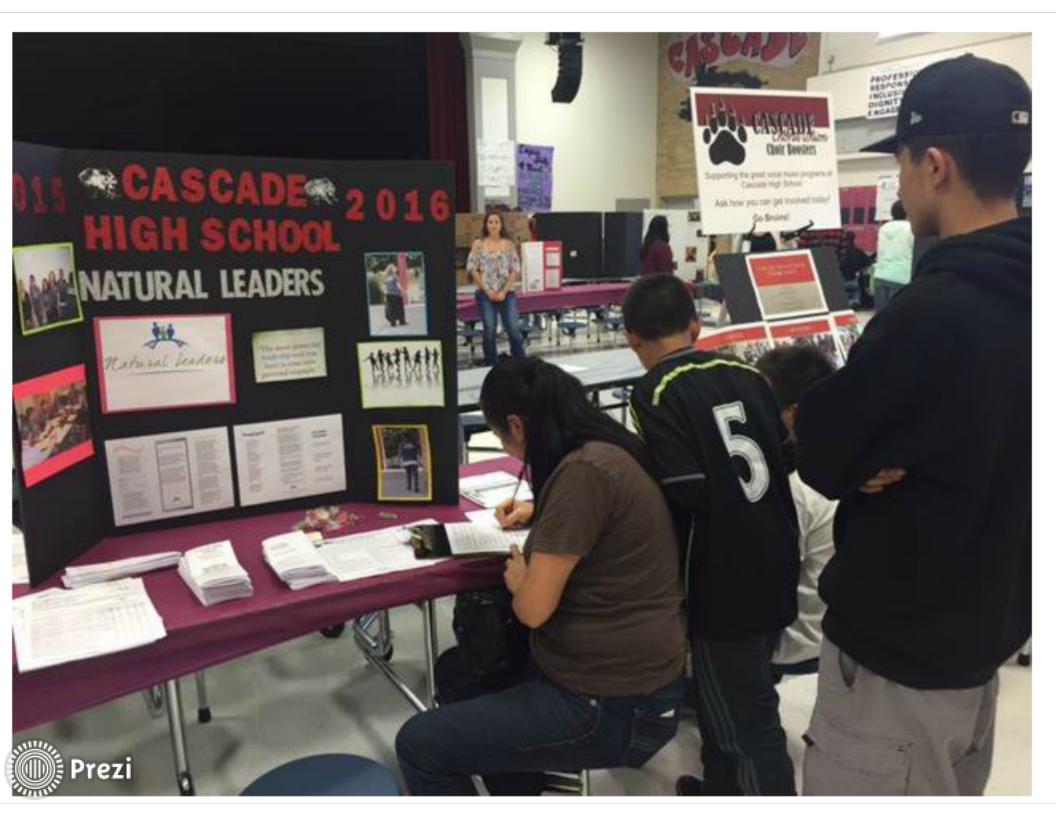




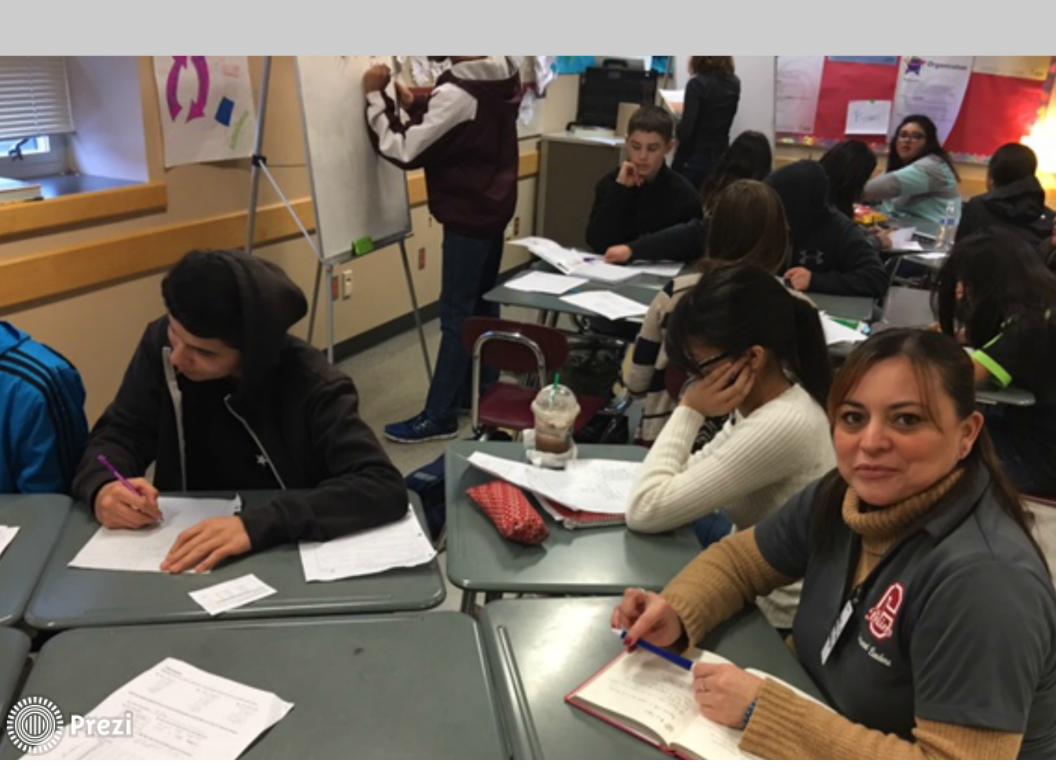


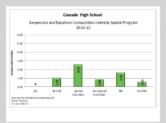


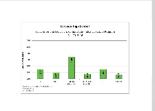


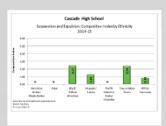


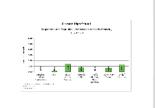


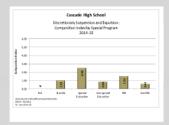


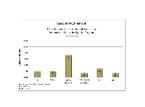


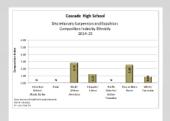


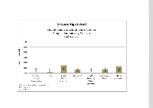




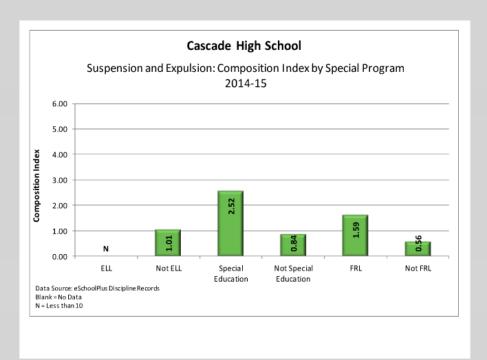


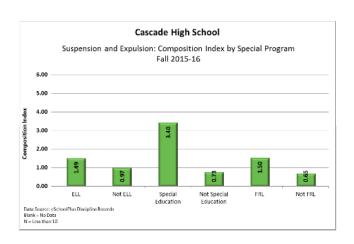




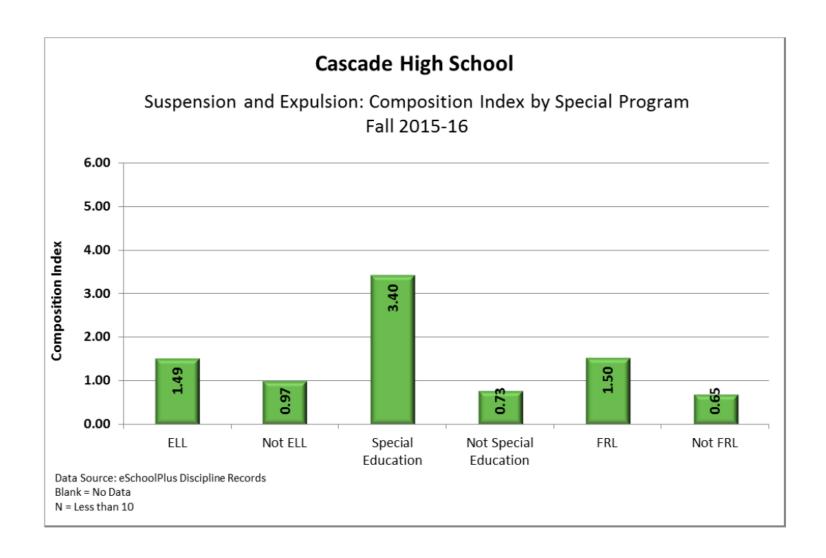








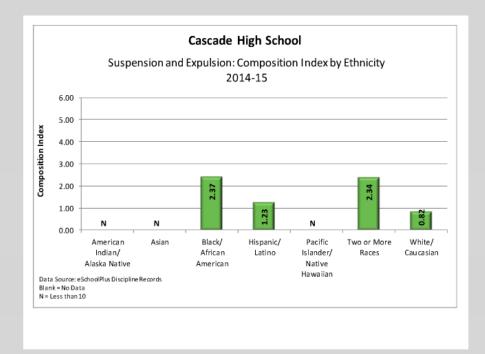


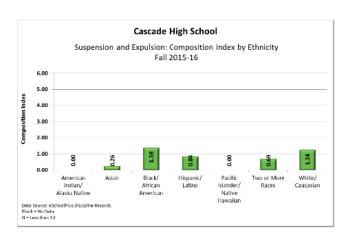




Education



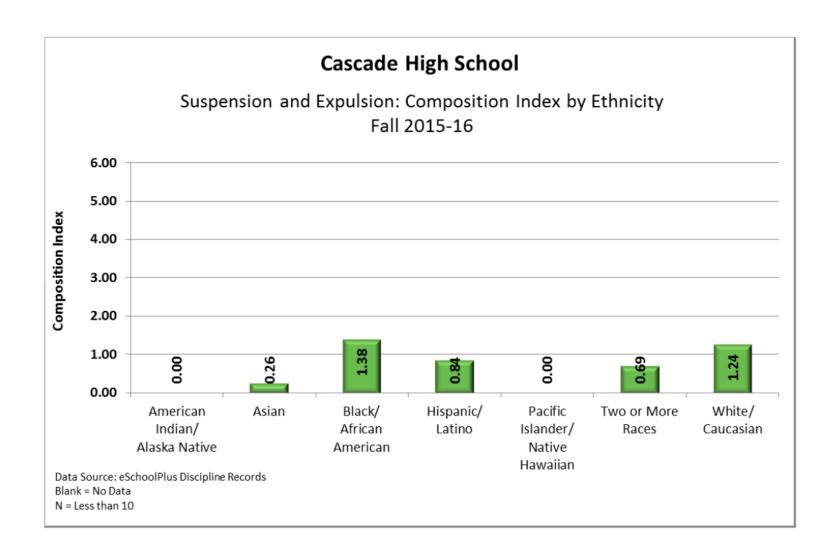






#### Cascade High School

Discretionary Suspension and Expulsion: Composition Index by Special Program 2014-15



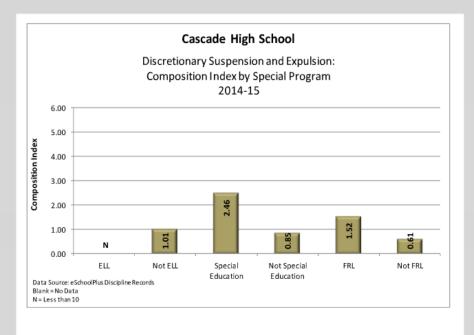


Alaska Native

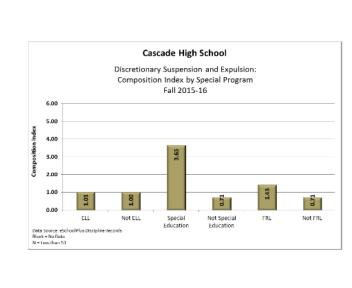
American

Native Hawaiian

Data Source: eSchoolPlus Discipline Records Blank = No Data N = Less than 10



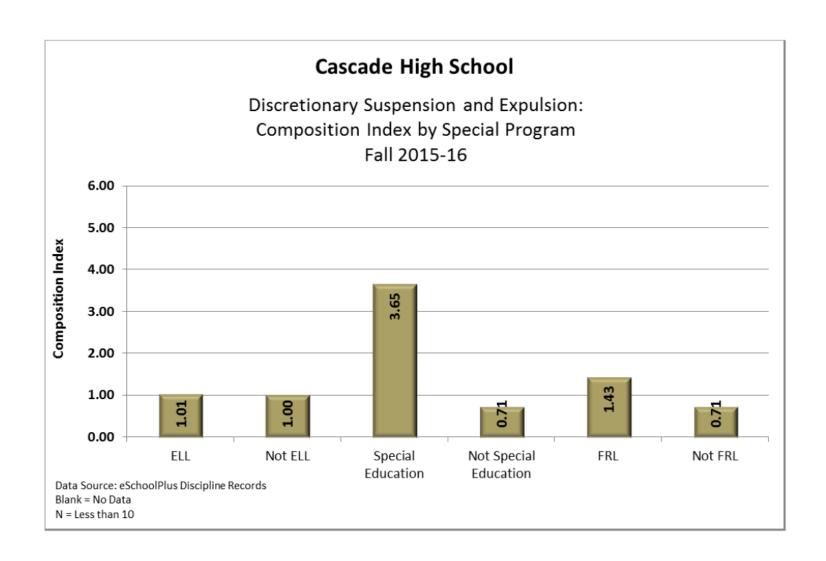






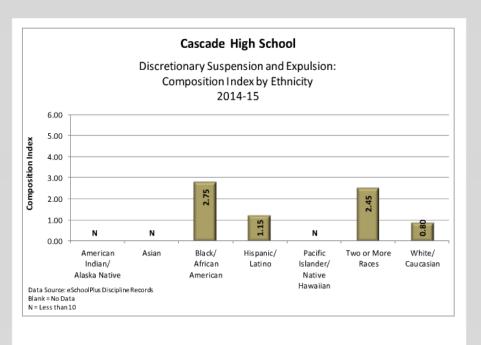
Cascade High School

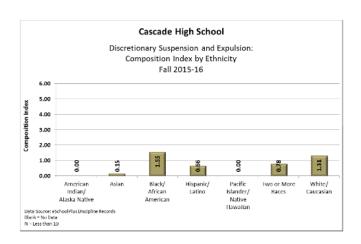
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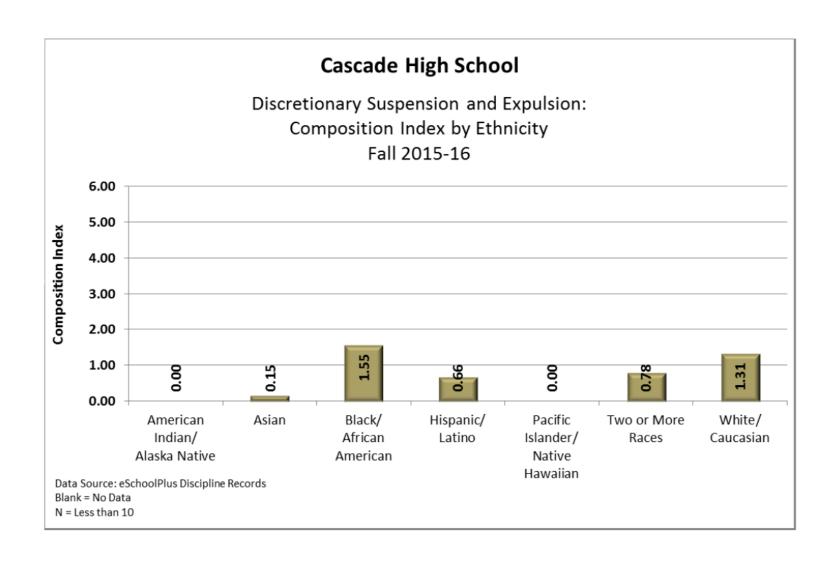


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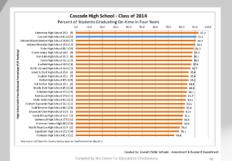






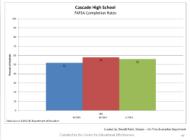


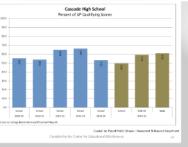
# On Time Graduation and Challenging Options Data

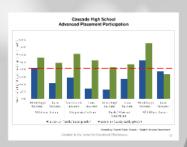


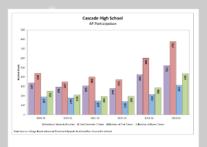
	Four Year Graduation Rate	Five Year Graduation Rate
Class of 2013	89.4%	93.5%
Class of 2014	91.3%	95.8%
Class of 2015	93.5%	

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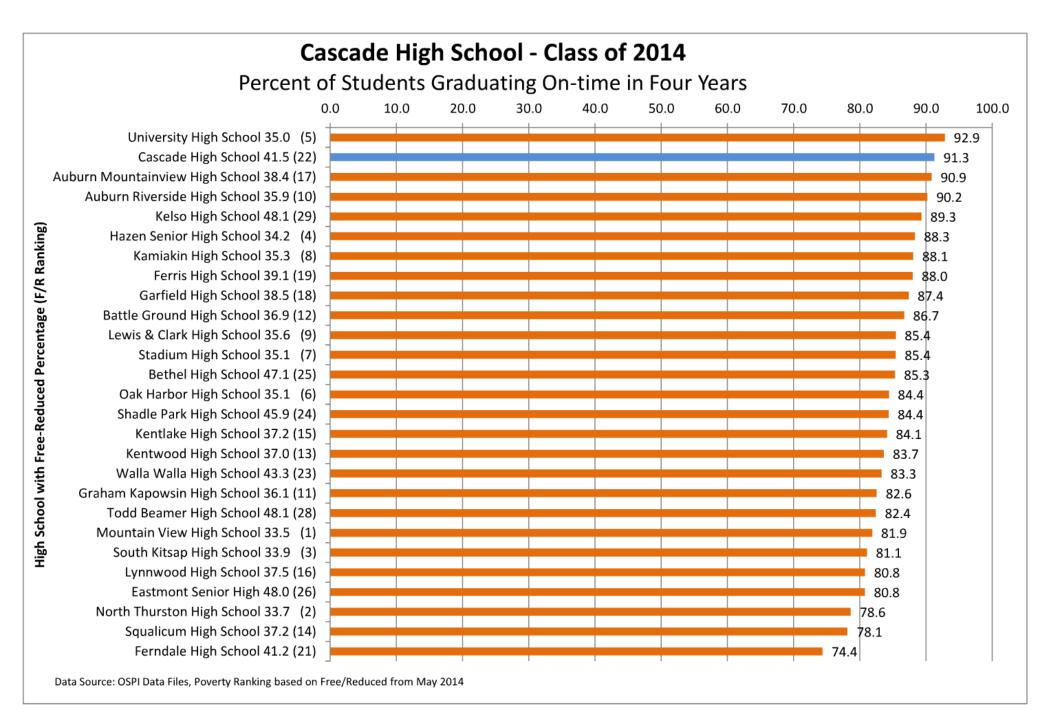




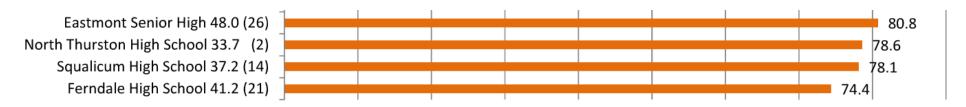












Data Source: OSPI Data Files, Poverty Ranking based on Free/Reduced from May 2014

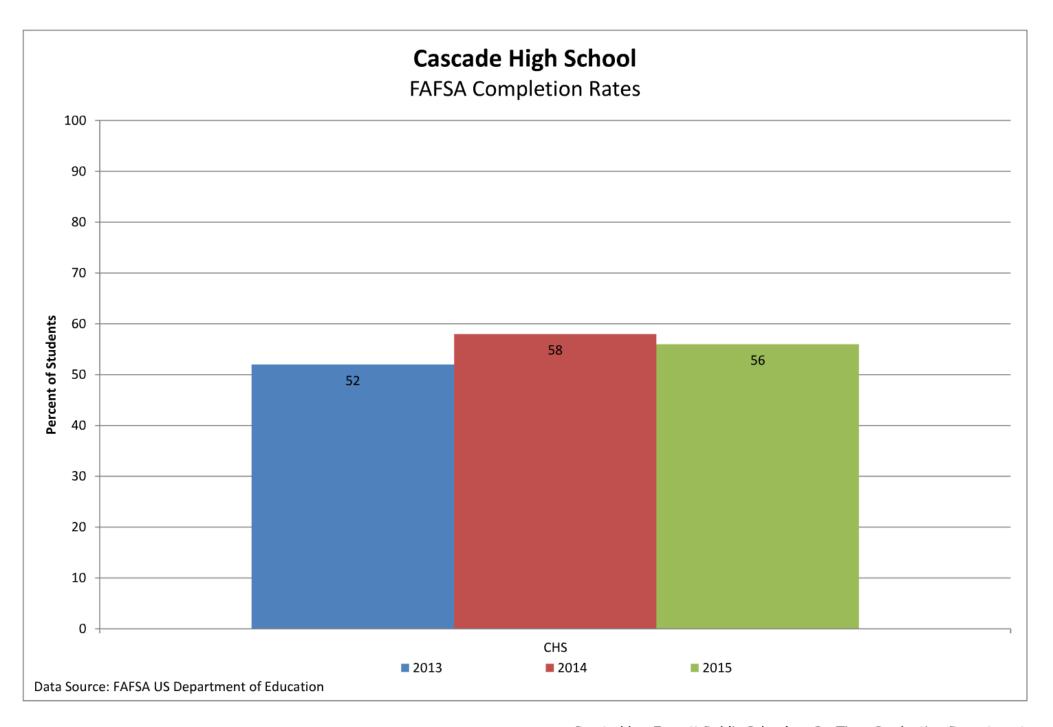
Created by: Everett Public Schools - Assessment & Research

Compiled by the Center for Educational Effectiveness

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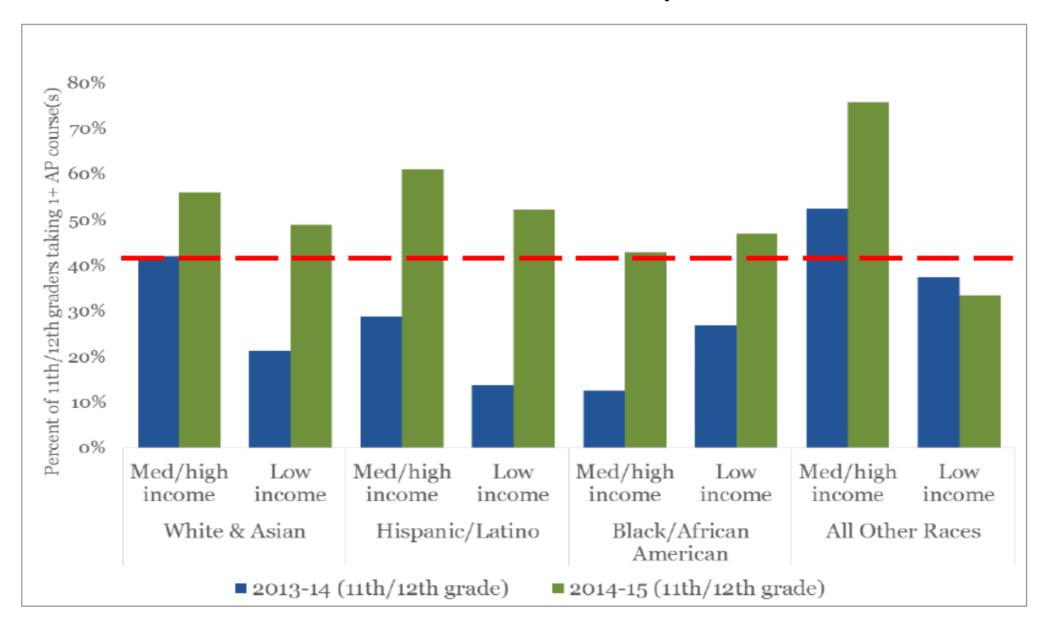
# Cascade High School College Board Comparison Report

STEP A TOWN				((	SAT ? Class o	2015 of 2015	)			AP 201 ass of 2	)		PSAT/NMSQT Sophomores 2014 (Class of 2017)								PSAT/NMSQT Juniors 2014 (Class of 2016)								
High School 2015	llment ber 2017	ent F/R h May 2015	Test	Critic	al	Marsh	327-121-	Took	Percent of Test Takers	 Total		Test Taken	- 1	Number of Exams with		T	Critical			,	Writing	_	Total	Criti	cal			Writing	





## Cascade High School Advanced Placement Participation

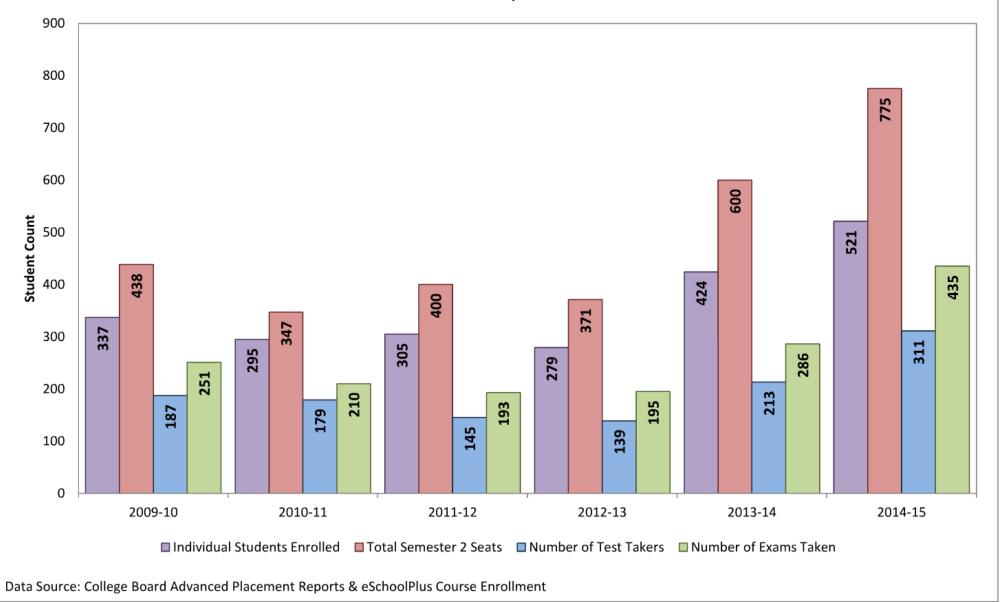




Created by: Everett Public Schools – Student Services Department

### **Cascade High School**

**AP Participation** 





# Cascade High School College Board Comparison Report

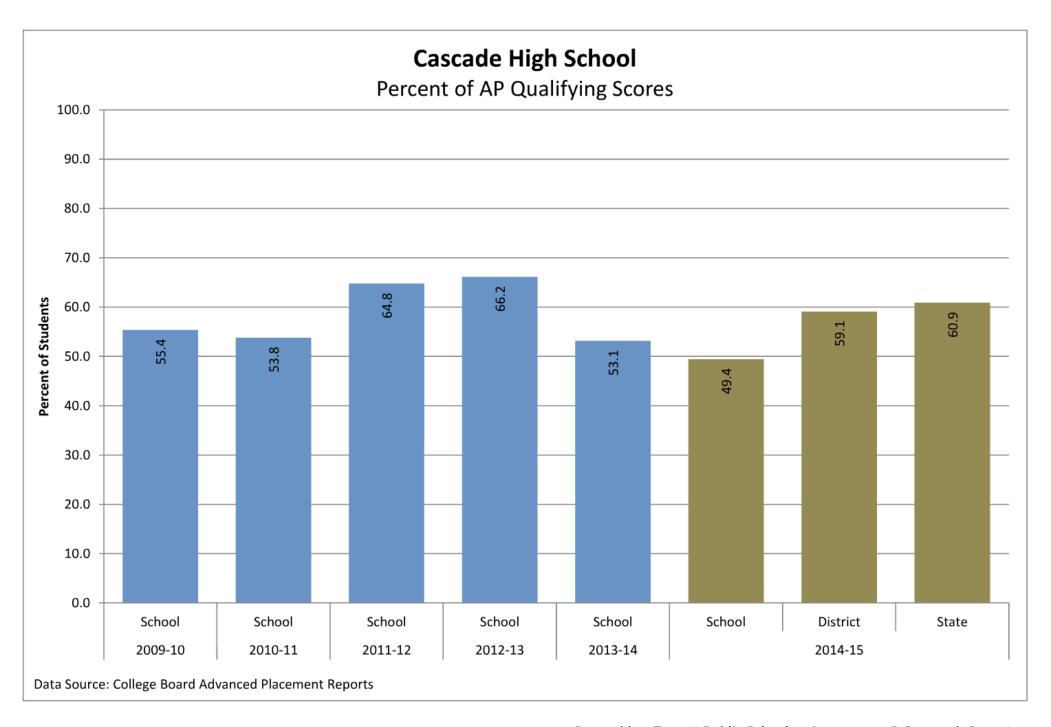
								SAT 2015 AP 2015 (Class of 2015) (Class of 2015)														PS	AT/	NMSQ (Cla		phom f 2017		2014	PSAT/NMSQT Juniors 2014 (Class of 2016)											
High School 2015	Enrollment October 2014	Percent F/R Lunch May 2015	Rank	Test Takers	Rank	Critical Reading Mean	Rank	Math Mean		Writing Mean	Rank	Test Takers	Rank	Percent of Test Takers by Enrollment	Rank	Total Exams Taken	Rank	Test Taken per Test Taker	Rank	Number of Exams with Scores 3, 4 or 5	Rank	Test Takers	Rank	Critical Reading Mean	Rank	Math Mean	Rank	Writing Skills Mean	Rank	Test Takers	Rank	Critical Reading Mean	Rank	Math Mean	Rank	Writing Skills Mean	Rank			
Timberline High School	1735	34.6	1	215	12	497	8	490	12	481	7	324	8	18.7	7	582	5	1.8	6	381	4	134	14	46.4	9	46.9	9	43.9	8	238	10	48.1	11	48.4	13	44.9	11			
Oak Harbor High School	1590	35.2	2	195	13	512	5	506	9	478	9	181	18	11.4	16	283	19	1.6	12	187	13	31	22	48.6	5	52.5	2	45.8	4	147	14	50.4	6	50.1	9	47.1	7			
Garfield High School	1620	35.7	3	253	10	559	1	556	1	548	1	527	2	32.5	2	1,043	1	2.0	4	803	1	295	10	50.0	3	51.5	3	46.8	3	291	7	52.5	1	54.6	2	49.5	2			
Kentlake High School	1504	35.9	4	339	7	461	19	467	20	432	21	208	16	13.8	11	293	18	1.4	18	130	18	308	8	42.0	16	43.7	17	37.6	20	230	11	46.1	13	48.9	11	43.0	13			
Kentwood Senior High School	2000	36.1	5	407	2	464	17	487	13	443	19	241	12	12.1	14	370	14	1.5	14	258	9	478	1	41.6	18	44.4	15	37.9	19	385	2	45.0	15	47.3	14	41.1	18			
Auburn Riverside High School	1636	36.2	6	381	5	463	18	476	17	444	18	385	5	23.5	4	577	6	1.5	15	293	6	333	7	41.0	20	42.8	19	38.5	17	329	5	42.2	24	44.5	22	38.6	24			
Ferndale High School	1501	36.3	7	128	23	511	6	510	6	498	4	131	23	8.7	22	210	21	1.6	11	134	17	87	15	48.0	6	51.4	4	45.8	4	107	18	49.3	9	52.5	4	47.3	5			
Mountain View High School	1848	36.4	8	191	14	532	2	529	2	508	2	447	3	24.2	3	934	2	2.1	1	728	2	81	17	52.0	2	55.4	1	50.2	1	142	15	51.9	3	54.5	3	49.8	1			
University High School	1823	38.6	9	186	15	496	9	515	4	469	12	244	11	13.4	13	412	11	1.7	9	224	11	59	19	47.1	8	49.9	5	43.0	9	87	20	52.1	2	54.8	1	48.0	4			
Joel E Ferris High School	1795	39.1	10	360	6	481	14	487	13	453	16	388	4	21.6	6	713	4	1.8	5	437	3	386	3	44.1	10	45.0	13	40.1	12	337	4	45.7	14	47.3	14	43.0	13			
Auburn Mountainview High School	1531	39.2	11	388	3	458	20	468	19	446	17	343	6	22.4	5	536	8	1.6	13	314	5	299	9	42.1	15	44.3	16	39.8	14	273	8	44.6	19	46.4	16	41.4	17			
Bethel High School	1621	42.3	12	144	21	490	11	484	16	468	13	223	14	4070	12	324	16	1.5	17	59	23	58	20	47.7	7	48.8	7	45.1	7	52	23	46.9	12	49.3	10	44.0	12			
Cascade Senior High School*	1812	43.0	13	174	19	514	4	519	3	495	5	311	9	17.2	9	434	9	1.4	20	214	12	366	6	41.6	18	42.5	20	38.0	18	130	16	50.2	7	51.2	7	48.6	3			
Southridge High School	1677	44.4	14	135	22	485	13	508	7	472	11	180	19	10.7	18	264	20	1.5	16	148	16	155	13	44.1	10	47.6	8	41.1	10	292	6	44.2	20	46.3	17	40.5	21			
Walla Walla High School	1871	45.4	15	175	18	516	3	514	5	499	3	212	15	11.3	17	428	10	2.0	2	291	7	85	16	49.2	4	49.1	6	45.5	6	90	19	50.7	5	51.8	5	47.2	6			
Kelso High School	1517	46.1	16	85	25	510	7	502	10	482	6	95	24	6.3	24	123	24	1.3	23	73	22	7	24	52.7	1	45.6	12	49.9	2	49	24	50.0	8	48.5	12	46.1	9			
Todd Beamer High School	1779	48.3	17	461	1	445	22	455	22	431	22	643	1	36.1	1	880	3	1.4	21	266	8	369	5	39.6	23	41.5	22	37.1	23	345	3	42.6	23	43.2	24	39.5	23			
Spanaway Lake High School	1647	49.0	18	110	24	453	21	466	21	437	20	152	21	9.2	21	198	22	1.3	22	76	21	20	23	43.6	12	46.0	11	40.1	12	41	25	45.0	15	46.3	17	42.4	15			
Heritage High School	1925	49.4	19	179	17	487	12	485	15	475	10	342	7	17.8	8	559	7	1.6	10	187	13	63	18	41.7	17	44.7	14	39.5	15	75	21	44.8	18	45.1	21	41.9	16			
Evergreen High School	1806	51.0	20	151	20	478	15	472	18	457	15	173	20	9.6	19	294	17	1.7	8	124	19	2	25	0	25	0	25	0	25	59	22	50.8	4	50.6	8	46.9	8			
Mount Rainier High School	1663	51.4	21	325	8	439	24	449	24	427	24	0	25	0.0	25	0	25	0.0	25	0	25	372	4	40.6	21	42.0	21	37.5	21	271	9	42.8	22	45.2	20	40.7	19			
Thomas Jefferson High School	1831	53.0	22	383	4	441	23	451	23	431	22	137	22	7.5	23	148	23	1.1	24	56	24	421	2	40.0	22	40.9	23	37.2	22	393	1	43.0	21	44.3	23	40.5	21			
Wenatchee High School	2182	54.9	23	226	11	496	9	508	7	479	8	205	17	9.4	20	407	12	2.0	3	228	10	51	21	42.7	13	46.1	10	40.7	11	111	17	49.0	10	51.3	6	45.1	10			
Auburn High School	1554	56.9	24	277	9	433	25	434	25	412	25	246	10	15.8	10	344	15	1.4	19	100	20	269	11	38.3	24	39.5	24	35.3	24	229	12	41.6	25	43.1	25	38.4	25			
Mount Vernon High School	1962	59.2	25	184	16	475	16	491	11	465	14	232	13	11.8	15	396	13	1.7	7	164	15	175	12	42.5	14	43.7	17	39.2	16	167	13	45.0	15	45.8	19	40.7	19			

Data Sources: Enrollment and F/R Lunch Status OSPI Data Files 10.15.15 SAT/FSAT/AP College Board Website SAT and AP represent the class of 2015 regardless of when tested \*PSAT Class of 2017 School-Day Administered; Class of 2016 Self-Selected



Created by: Everett Public Schools - Assessment & Research Department

0	1/	444	19	385	0	23.5	4	5//	D	1.5	12
0	6	498	4	131	23	8.7	22	210	21	1.6	11
9	2	508	2	447	3	24.2	3	934	2	2.1	1
5	4	469	12	244	11	13.4	13	412	11	1.7	9
7	13	453	16	388	4	21.6	6	713	4	1.8	5
3	19	446	17	343	6	22.4	5	536	8	1.6	13
4	16	468	13	223	14	4070	12	324	16	1.5	17
9	3	495	5	311	9	17.2	9	434	9	1.4	20
3	7	472	11	180	19	10.7	18	264	20	1.5	16
4	5	499	3	212	15	11.3	17	428	10	2.0	2
2	10	482	6	95	24	6.3	24	123	24	1.3	23
	22	431	22	643	1	36.1	1	880	3	1.4	21





## Equitable and Accessible Opportunities and Challenging Options Plan

#### CHALLENGING OPTIONS ACTION PLAN

#### Key Performance Outcome(s):

By 2018 every student graduates from CHS with college credit through AP, College-in-the-High School, and/or Tech Prep.

Increase the number of AP Scholars at all levels from 36 to 45 through enrichment opportunities.

Increase the percentage of AP such catalog at least one AP exam and earning a qualifying score of 3 or higher for each grade level to 20% for the class of 2016, ac/8 for the class of 2017, and 15% for the class of 2018.

Strategic Plan Reference	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
TL 1.3	<ul> <li>Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.</li> </ul>	Participation in after-school and PAWS supports, including peer tutoring.     Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels.
TL 1.3	Build academic confidence freshman through senior year including building growth mindset, using Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).     Continue professional development in AVID strategies for all teachers, with emphasis on AP teachers having training in these strategies.	Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented.     Numbers of teachers overall and numbers of AP teachers with AVID training.
III 2.1	Implement student-led encouragement of successful academic strategies on video announcements and other outreach communication.	Video announcements and communication tools
TL 1.3	<ul> <li>Plan for implementation of AP Capstone, adding AP Seminar in 2016-17 and AP Research in 2017-18. Include teacher professional development and student recruitment.</li> </ul>	Teachers attending professional development     Numbers of students who pre-register for AP Seminar
TL 1.1	Educate students about financial assistance for earning college credit in high school.	<ul> <li>Numbers of students utilizing the assistance, enrolling in College in the High School and Tech Prep, and earning credit through CIHS, AP, and Tech Prep.</li> </ul>



## LENGING OPTIONS ACTION PLAN

### rformance Outcome(s):

very student graduates from CHS with college credit through AP, College-in-the-High School, and/or Tech Prep.

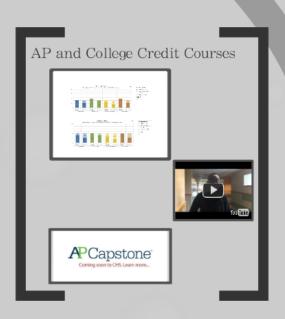
the number of AP Scholars at all levels from 36 to 45 through enrichment opportunities.

the percentage of AP students taking at least one AP exam and earning a qualifying score of 3 or higher for each grade level to 20% for the class of 2016, the class of 2017, and 15% for the class of 2018.

ce	Challenging Options Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?					
	Build culture of expectation in all classes that prepares students for college-level classes, including giving AP prompts in all classes, including core and challenging option courses, increasing use of collaborative strategies such as AVID tutorials, study groups, and peer tutoring.	<ul> <li>Participation in after-school and PAWS supports, including peer tutoring.</li> <li>Walkthroughs, observations, and collaborative team meeting notes demonstrate evidence of student responses to AP prompts in classes at all levels.</li> </ul>					
	<ul> <li>Build academic confidence freshman through senior year including building growth mindset, using Cornell notes, interactive notebooks and other WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).</li> <li>Continue professional development in AVID strategies for all teachers, with emphasis on AP teachers having training in these strategies.</li> </ul>	<ul> <li>Notes from walkthroughs of classrooms demonstrate evidence of strategies implemented.</li> <li>Numbers of teachers overall and numbers of AP teachers with AVID training.</li> </ul>					
	Implement student-led encouragement of successful academic strategies on video announcements and other outreach communication.	Video announcements and communication tools					
	Plan for implementation of AP Capstone, adding AP Seminar in 2016-17 and AP Research in 2017-18. Include teacher professional development and student recruitment.	<ul> <li>Teachers attending professional development</li> <li>Numbers of students who pre-register for AP Seminar</li> </ul>					
	Educate students about financial assistance for earning college credit in night school.	<ul> <li>Numbers of students utilizing the assistance, enrolling in College in the High School and Tech Prep, and earning credit through CIHS, AP, and Tech Prep.</li> </ul>					

## Actions and Results







## Supports





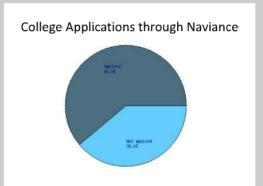




# College Apps

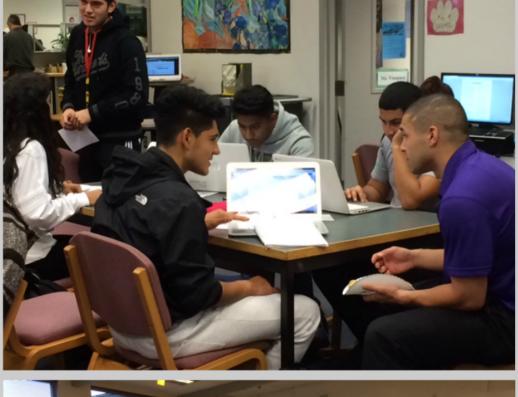












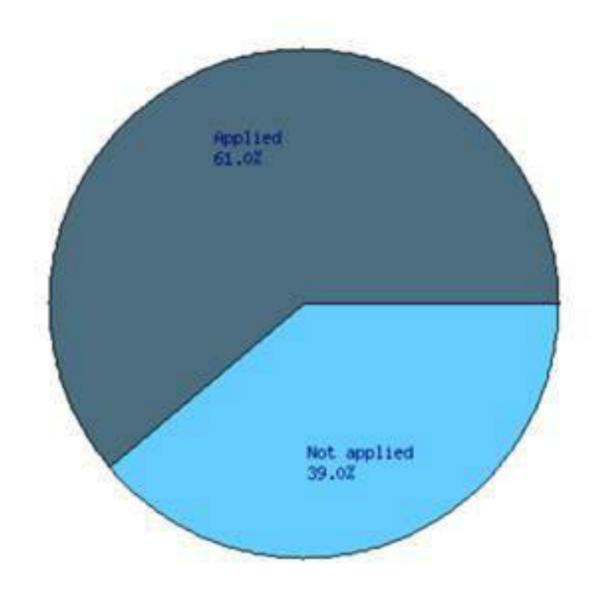






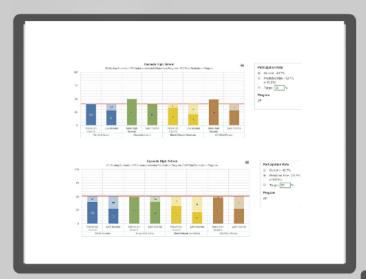


# College Applications through Naviance





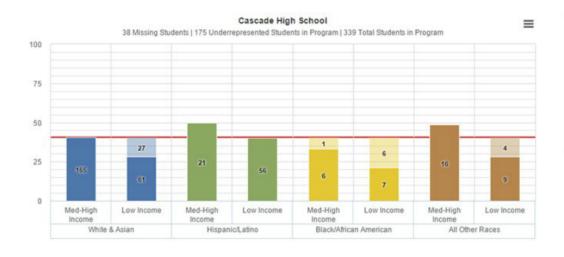
## AP and College Credit Courses



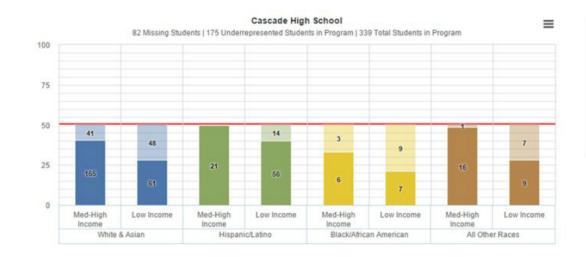


















Prezi

# **AP**Capstone

Coming soon to CHS. Learn more...





Who: Open to all students

What: Academic Support & Extended Library Hours

When: Tuesdays and Thursdays from 2:15PM-3:30PM

Where: CHS Library

Why: Student tutors available, a quiet place to work,

join a study group, computer access

Bruin Success Time is an academic success program in an open library

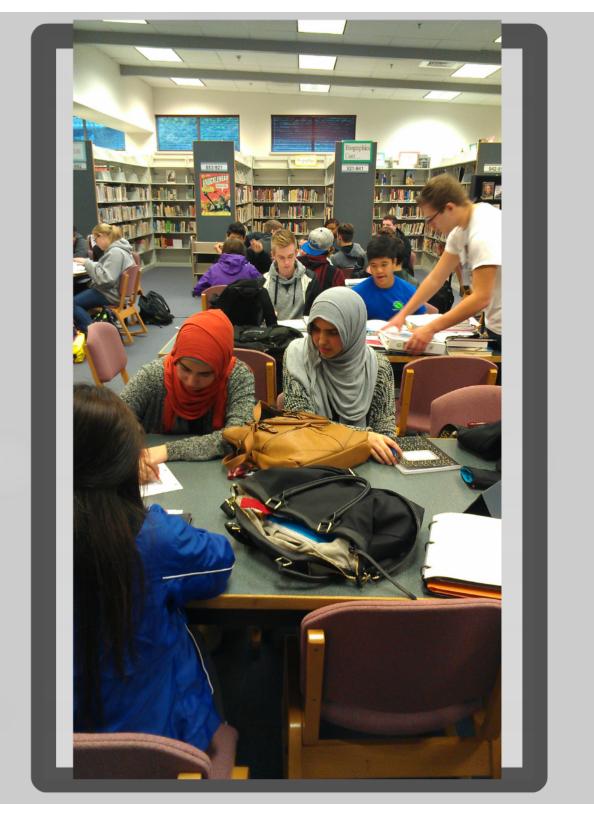
environment. Snacks and Activity Bus passes provided!











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## **Appreciations**



- STEM Support
  - New Classes
  - Equipment (3-D printer, laptops)
  - Professional Development
  - Greenhouse Support

- Student Support
  - SeaMar Therapist
  - Student Support Advocate
  - Intervention Specialist
  - Success Coordinators



## **Appreciations**



- AP Support
  - Ongoing AP Equal
     Opportunity Schools
     Support
  - College Spark Grant
  - Extended Time
  - Collaborative Team



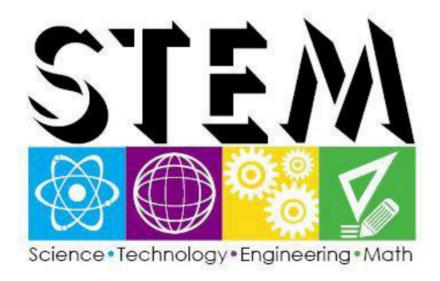
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  - GEAR UP
  - AVID
  - Naviance
  - Math Acceleration







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  - GEAR UP
  - AVID
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  - Math Acceleration





- Staffing to Support College Readiness and Shift to 24 Credits
  - World Language (Chinese)
  - Math Support
  - Sheltered ELL Classes
  - Accelerated Math in Summer School





## **Supports Requested**

 District-wide Professional Development and Collaboration in Content Areas





 Additional Counseling FTE and Technology Support

#### **Supports Requested**

- Continued STEM Expansion
  - Math Support
  - Advanced
     Manufacturing





- Support for Change to a Restorative Justice Focus
  - Policy Review
  - Coordinator
  - Professional Development
  - Similar Focus as with AP



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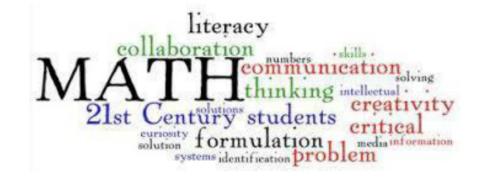




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