

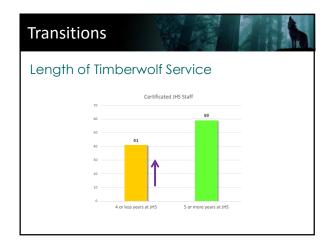
Welcome!

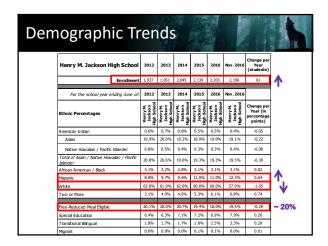
Presentation Team

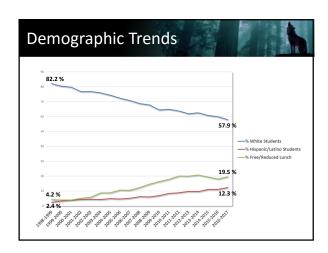
- Sam Lessard English Teacher
- Jeannie Boyer Science Teacher
- Sinead Pollom Math Teacher
- Niki Cassaro Asst. Principal
- Michelle Renee Asst. Principal
- Shaun Monaghan Asst. Principal
- Blythe Young Asst. Principal
- Dave Peters Principal

Everett Public Schools - Mission To inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society. - FOCUS 100% Graduate on-time College and Career Readiness 0% Gap

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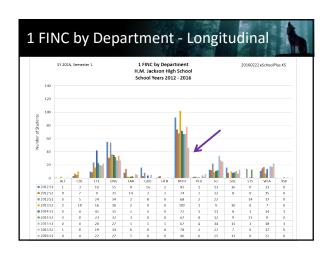


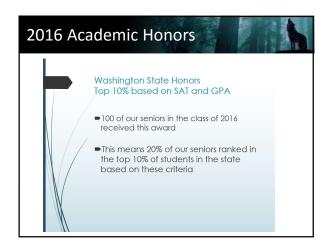


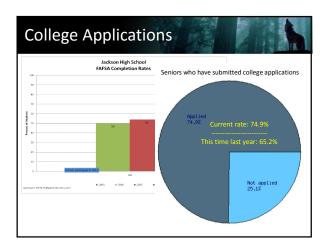


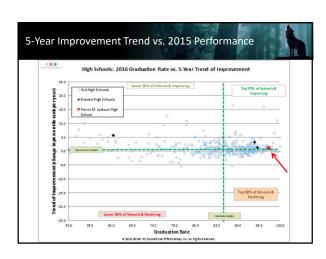


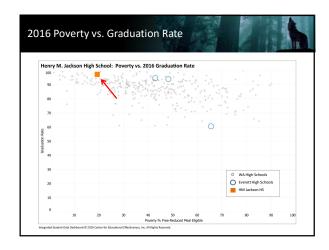
			C 1/200	- Table 198		-
ate Assessmer	nt Da	ta - O	verall		11	
Henry N	1. Jackso	on High S	School			
ELA Summ	arv					
Grade	2015	2016	Building Change	State 2016	Building Above/Below State	
10	79.5%	84.3%	4.8%	N/A	N/A	
10 D	85.2% 41.0%	90.4% 89.5%	5.1% 48.5%	N/A 75.5%	N/A 14.0%	
Math Sum	marv					
Wide Suit	,		Building		Building Above/Below	
Grade	2015	2016	Change	State 2016	State	
EOC-Biolog	28.5% ZV	44.5%	16.0%	21.8%	22.7%	
i					Building	
Grade	2015	2016	Building Change	State 2016	Above/Below State	
Grade 10	86.9%	86.8%	-0.1%	72.2%	14.6%	
10	80.9%	80.8%	-0.1%	72.2%	14.0%	

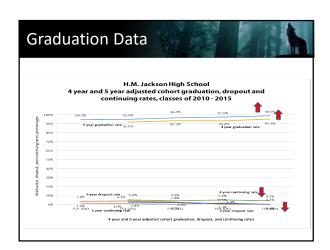


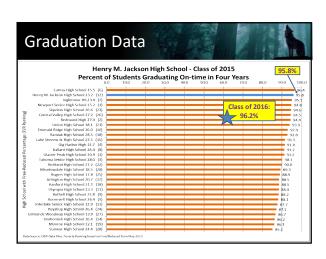


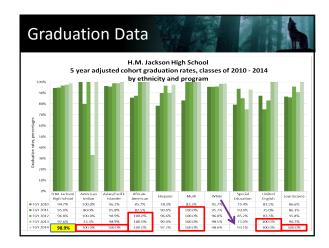




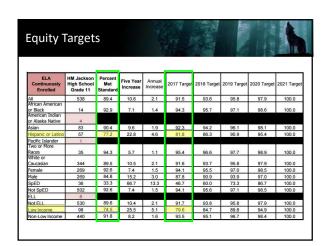




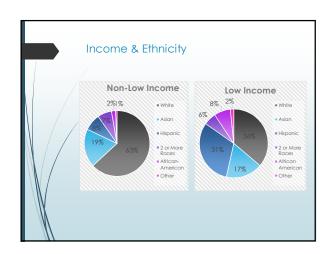


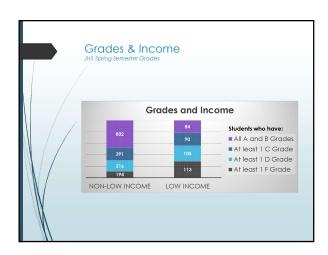


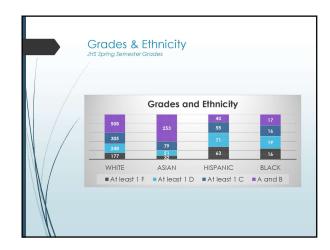


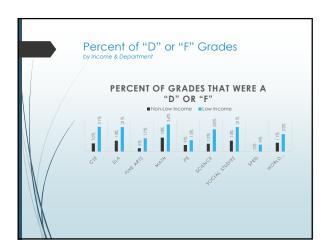


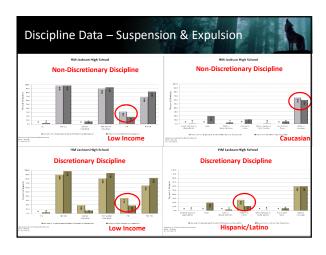
Equity 1	[arget:	S					19		3
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Math Continuously Enrolled	HM Jackson High School Grade 11	Percent Met Standard	Five Year Increase	Annual Increase	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
All	520	44.5	20.0	4.0	48.5	52.5	56.5	60.5	64.5
African American or Black	13	15,4	49.1	9.8	25.2	35.0	44.9	54.7	64.5
American Indian or Alaska Native	5								
Asian	81	63.0	1.5	0.3	63.3	63.6	63.9	64.2	64.5
Hispanic or Latino	54	27.8	36.7	7.3	35.1	42.5	49.8	57.2	64.5
Pacific Islander	1								
Two or More Races	33	51.5	13.0	2.6	54.1	56.7	59.3	61.9	64.5
White or Caucasian	333	42.3	22.2	4.4	46.8	51.2	55.6	60.1	64.5
Female	260	46.2	18.3	3.7	49.8	53.5	57.2	60.8	64.5
Male	260	41.5	23.0	4.6	46.1	50.7	55.3	59.9	64.5
SpED	40	12.5	52.0	10.4	22.9	33.3	43.7	54.1	64.5
Not SpED	480	46.5	18.0	3.6	50.1	53.7	57.3	60.9	64.5
ELL	8								
Not ELL	512	44.5	20.0	4.0	48.5	52.5	56.5	60.5	64.5
Low Income	97	23.7	40.8	8.2	31.9	40.0	48.2	56.3	64.5
Non-Low Income	423	48.5	16.0	3.2	51.7	54.9	58.1	61.3	64.5

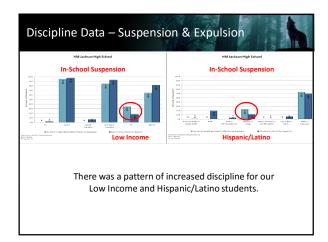


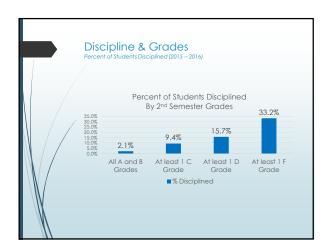


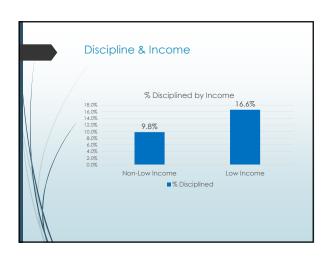




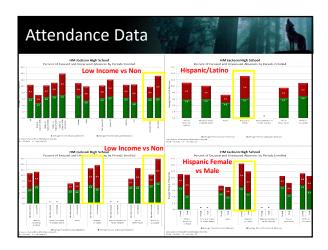


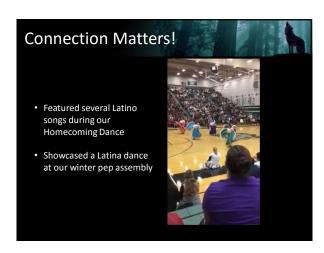




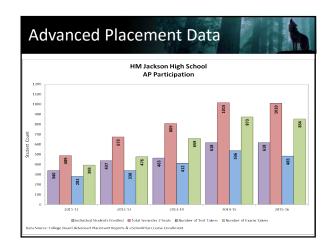


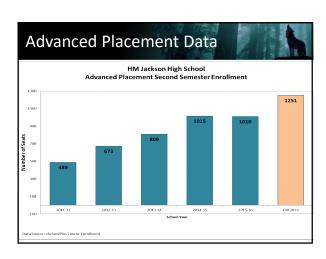


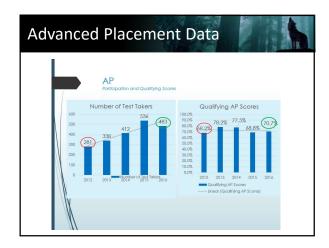




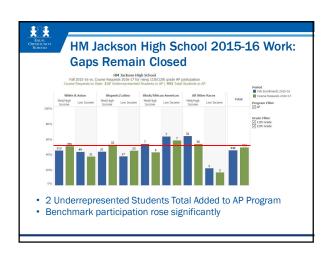


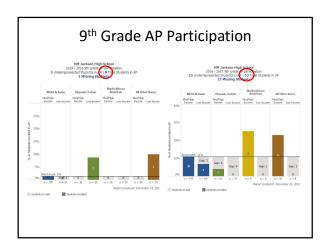


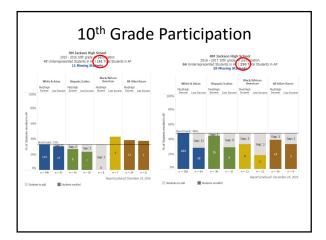




Advanced Pl	acemen	t Da	ta		
2015-16 Advance Placement Exams Mean Score Comparison	HM Jackson HS	District	WA	US	Global
Biology	3.04	3.16	2.95	2.84	2.85
Calculus AB	3.66	2.97	3.07	2.94	2.9
Calculus BC	4.60	4.17	3.65	3.81	3.8
Chemistry	3.20	2.59	2.64	2.64	2.69
Computer Science A	1.90	2.35	3.09	3.01	3.0
English Language Comprehension	3.73	2.58	2.89	2.81	2.8.
English Literature Comprehension	3.02	3.00	2.83	2.75	2.7
Environmental Science	2.50	2.51	2.74	2.55	2.55
French Language	N<10	N<10	3.33	3.26	3.3
Macroeconomics	2.93	2.70	3.13	2.83	2.89
Microeconomics	2.70	2.70	3.33	3.04	3.1
Physics 1	2.47	2.39	2.59	2.29	2.3
Psychology	3.85	3.75	2.92	3.06	3.0
Seminar	3.00	3.00	2.85	2.90	2.9
Spanish Language	3.27	3.37	3.63	3.77	3.71
Statistics	3.42	3.46	2.90	2.86	2.8
Studio Art 3D	N<10	N<10	3.11	3.24	3.24
Studio Art Drawing	N<10	N<10	3.21	3.40	3.4
US Govt. & Politics	3.08	2.95	2.94	2.64	2.6
US History	3.79	2.75	2.76	2.70	2.70
World History	3.58	2.86	2.74	2.60	2.6



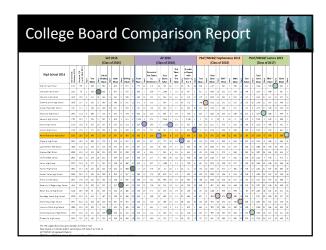


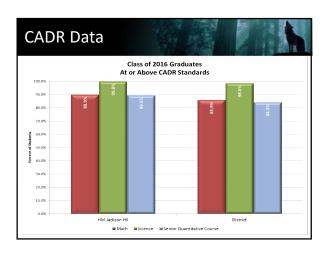


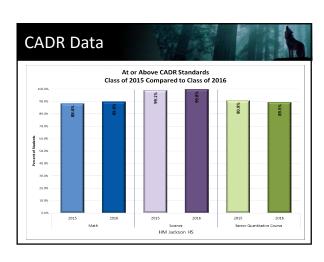
AP Next Steps

- AP Equity Team

 Training counselors and other support staff in recruitment efforts (EOS, Insight Cards)
- Naviance AP Test Prep Training
- Currently developing and implementing AP Research, AP HuG, AP CSP, AP Environmental Science in 9th and UW Astronomy
- Also piloting We Service projects in AP Spanish, AP Art, AP HuG







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Sanda Mariye Mare	20.49	29.5	ne	41.79	20	427	5.79	36.99	21.05	28.25	Anna Salve	22,7%	19.29	0.04	28.29	1525	2929	11.00	29.20	in	20.20
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Missin American V 2003	179	2.4%	3.0%	3.7%		н	3.76	3.29	100	2.65	Allegan december or Wall	-					,				
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dos Stores	34.6%	36.5%	38.5%	33.7%	14.76	27.0%	же	31.09	35.7%	27.40	pain	50	× 19.34		24.59	24.0	30.58	16.2	29.39	14.50	16.16
rudes Sign Sprokers	4.0%	5.5%	585	5.4%	1.5%	52%	2.26	679	196	1.79	to Labor		-	-				10.0	13.39	110	12.5%
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moner	94.00	56.3%	94.75	56.7%	11.7%	90.30	38,04	56.8%	11.49	54.0	Lesson	46	90.40	10.	61.00	*10	10.75	12.4	58.58	14.29	67.55

T Tren	d	Da	ata	a							
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Jech Prop		100	26	13	100	4	300	14	26		
AM Jackson HS	trockets Substit	Senear Seri	Andrewson C	Senerar Sean	Makeiserso National	Senedar Seas	Processor.	Senear Sets	Orderpoint Shorts	Service	
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roude .	0.10		10.20	61.7%	84.7%	19.3%	41.0%	44.5N	67.04	63.1%	
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Special Strategy			2.59	2.09	115	2.3%	3.7%	5.9%	45%	4.00	
Montore		110		3.7%		1 PK		526		2.09	
pratico	1.00	136	2.74	3.74	114	3.3%	1,214	326	- 274	2.64	
Anonkan tolker or Alaska Malon	1 '				-	*	-	н			
hor	11.71	17.0%	10.00	26.1%	0.7%	16.8%	24.05	14.2%	28.6%	27.8%	
Tage II	1.0	1.09	10.69	25.6%	120	8.3%	20.1%	10.1%	1.0	1.79	
tribio huberbrooker	+									-	
Profit toron		,				^	, ,				
Partie Mari Lane	1.0	329	2.69	4.2%	619	52%	33%	7.8%	7.7%	7.6%	
anter or Energies	18.09	61.0%	17.00	15.89	41.1%	65.2%	13.1%	60.8%	15.7%	63.7%	
Sale Season rights	Pus Franceijes										
of lo	w i ksoi	inc n w	om ho a	e a are	nd acc	His	pa ing	nic op	st. por	ıde tun	umber nts at ities

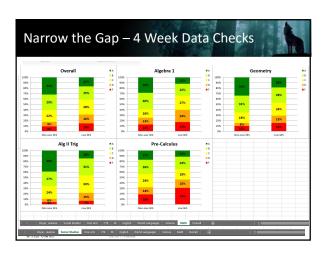
"A 'no excuses' mentality means even if you believe it should be the student's job to be engaged, you accept that it's your job to engage them.

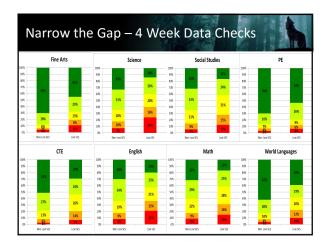
**Eric Jensen "Engaging Students with Poverty in Mind"

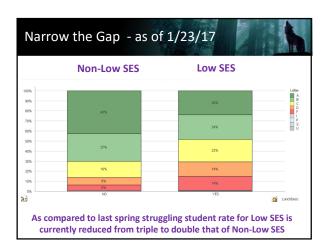
**Engagement Matters!

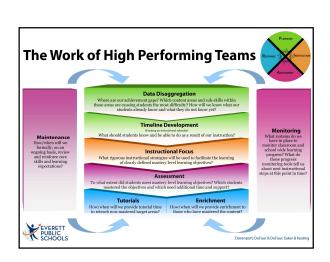


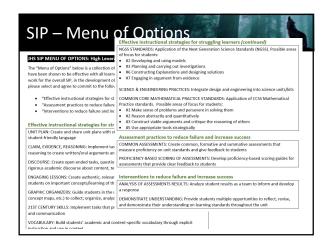


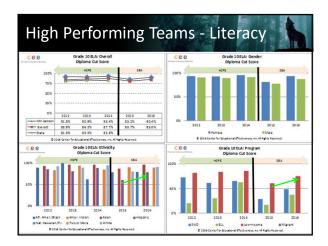


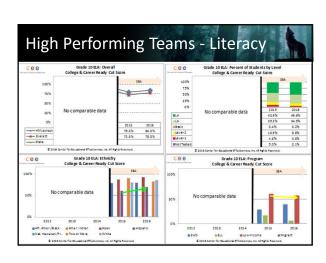


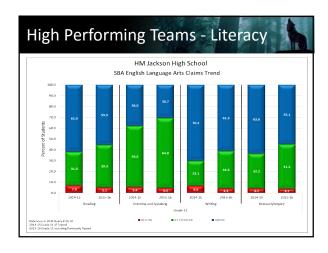










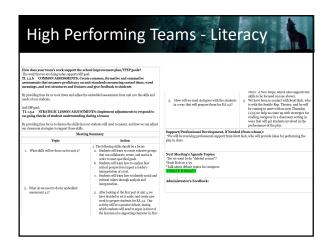


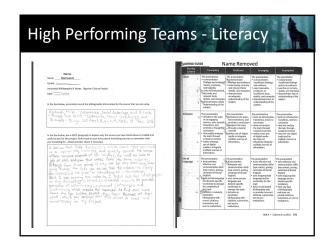
High P	erfo	or	m	ing Tear	ms - Literacy
W	EVERETT PUBLIC SCHOOL	s			2016-17 School Improvement Plan Jackson High School Dave Peters , Principal
2015-16	5.1 d 4.5 4.1			Language Arts (ELA). Reduce the gap between struggl	NET In not standed on the financie historical Assessment (SIAL) in English ling for accisconcernic stant (SISL) and non-low SISL seasons by at least to 13,6% for randoms with 0 or F semoster gardest.
Strategie Plan Reference	Reading Acti (Actions that i What are you;	mprove p	erformane	e towards outcomes)	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
TLiga	CLAIM, E' students to and explan	rise evider	nce and res	NG: Implement tasks that require asoning to create written/oral arguments claim.	SBA ELA Interim Block Assessments Embedded assessments from SpringBoard (with common rubrics) Grade checks every four weeks
TLiga	opportunit of text-dex	ties for studendent qui	lents to ap	S: Model, teach, and provide ply close reading strategies using a range I tasks that require students to read and a the lens of critical and creative	
TL1.2.b	assessmen	ts that mee	sure profi	eate common, formative and summative riency on unit standards measuring and text structures and features and give	
PSS 3-3-a		ssessment	as a team	RESULTS: Analyze student results of to inform and develop a targeted	
				Page 1 of 11	

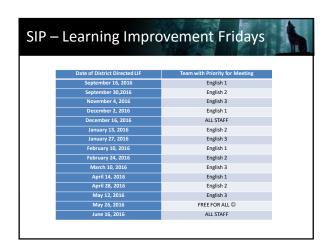
F	ertorm	ing real	ms - Literacy				
WIDTH	NG ACTION PLAN	Key Performance Outcom	nai				
2015-16 5	BA Results (includes previously passed)	By grade 11, 100% of students Language Arts (ELA).	s will meet standard on the Smarter Balanced Assessment (SBA) in English ggjing low SES and non-low SES learners by at least 3.4 percentage points				
Overall: 80 Reading Listening an Speaking Writing Research/In	Near 5-1 99-3 55-5 d 4-5 64-8 30-7 4-1 34-6 61-3						
Strategic Plan Reference	Writing Action Items (Actions that improve performance What are you going to do?	e towards outcomes)	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?				
TL 1.3.a	CLAIM, EVIDENCE, REASONI students to use evidence and re arguments and explanations th	asoning to create written/oral	Baseline SpringBoard Argumentative Boay data vs. comparative essay spring results SRA ELA Interim Block Assessments Embedded assessments from SpringBoard (with common rubrics)				
TL 1.3.4	 STRATEGIC LESSON ADJUST respond to on-going checks of s lesson. 	MENTS: Implement adjustments to tudent understanding during a	Carde checks every four weeks				
TL 1.2.b	COMMON ASSESSMENTS: Cresumative assessments that measuring central ideas, word a features, and give feedback to state.	easure proficiency on unit standards meanings, and text structures and					
PSS 3.3.a	ANALYSIS OF ASSESSMENTS common assessments as a team response for improvement.	RESULTS: Analyze student results of to inform and develop a targeted					

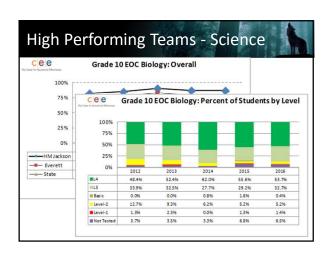
High Performi	ng Teams - Literacy
LIF Notes - 1/	
EVERE PUBLIC SCHOOL	Administrator Facilitated Fridays High School Level Feedback Form
Date: 1/13/17	Team Name: English II
Location: P. 11	Facilitator: <u>Sam</u> Lessard
Members Present/Al Guffey	issent: Sam Lessard, Matt Barry, Kathi
Meeting Norms (List):
Paucing	Allow thoughts to be finished Allow for processing time, especially for new or big ideas Avoid talking over each other
Paraphrasing	Especially to allow for clarification This will help us avoid assumptions
Posing Questions	
Putting Ideas Out Then	
Providing Data	Help us avoid generalizations
Paying Attention To Yourself & Others	Be inclusive of all group members Answer succinctly in order to be respectful of others' time
Presuming Positive Intentions	Assume that we all mean well Remember that flexibility is key in working well together while respecting our differences

P	Performing Teams - Literacy
	nda: (1) Identify skills to focus on in English II, SB 4 Adapt Embedded Assessments from English II, SB 4 to those skills
Hig	hlight the step of the 8 Step Continuous Improvement Process where your work is focused.
The	Work of High Performing Teams
1.	Data Disaggregation. Where are our achievement gaps? Which content areas and oub-skills within these areas are causing student the most difficulty? How will we know what our students already know and what they don't yet?
2.	Timeline Development- (creating and instructional calendar) What should our students know and be able to do as a result of our instruction?
3.	Instructional Focus: What rigorous instructional strategies will be used to facilitate the learning of clearly defined mastery level learning objectives?
4.	Assessment-To what extent did students meet mastery level learning objectives? Which students mastered the objectives and whi students are in need of additional time and support?
5.	Tutorials- How/when will we provide totorial time to reteach non-mastered target areas?
6.	Enrichment- How/when will we provide enrichment to students who have mastered the content?
7.	Maintenance-How/when will we formally, on an ongoing basis, review and reinforce core skills and learning expectations?
8.	Monitoring. What systems do we have in place to monitor classroom and school wide learning progress? What do those progress monitoring tools tell us about next instructional steps at this point in time?









100	ol Impr	over	nent	t Plan
2015-16 l	E ACTION PLAN OC Biology Results le (includes previously	:	Reduce the gap b	Outcomes: nde 10, 100% of students will meet standard on the EOC Biology between struggling low SES and non-low SES learners by at least its (from 15% to 12% for students with D or F semester grades).
Overall: %		Claim % Perf.	Claim % Perf. Similar	
Systems		18.0	81.1	
Inquiry		17.6	82.4	
Apolication		21.4	78.6	
Processes W	thin Cells	16.0	83.1	
Maintenance	and stability of populations	15.1	84.0	
Mechanisms	of evolution	12.3	87.7	
Strategic Plan Reference	Science Action Items (Actions that improve performs What are you going to do?	nce towards outcom	es)	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2.b	UNIT PLAN: Create and the unit targets (standare)	share unit plans w ls) in student-frien	ith students listing dly language	learners)
134	CLAIM, EVIDENCE AND require students to use a written/oral arguments.	ridence and reason	ing to create	status, and program Course success rates disaggregated by race, ethnicity, socio
13.4	DISCOURSE: Create ope discussion prompts that about content, texts, and	facilitate riporous a	stions, and scademic discourse	economic status, and program
1.2.b	 COMMON ASSESSMEN summative assessments standards and give feedb 	that measure profi		
1.2.b	DEMONSTRATE UNDE multiple opportunities to understanding on learning	reflect, revise, and	demonstrate their	r





High Performing Teams - Science Common Assessment Data- Carbon Time General Biology Units System and Scale 51.9% 75.4% Animals 52.2% 71.7% Honors Biology Units Pre-Test % (All classes Post-Test % (All classes System and Scale 50.1% 80.3% 48.9% 79.4% Plants

82.2%

High Performing Teams - Science

52.5%



How Did the Data Influence Our Teaching/Response?

· Large concept re-teaching

Animals

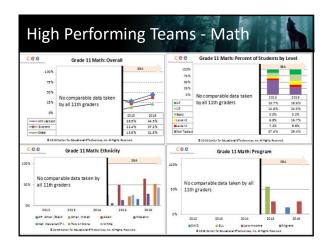
- 52% of students incorrectly answered questions that addressing matter and energy on the Systems and Scale Unit post-test
- 93% of students correctly answered these same questions on the Plant Unit post-test
- · Individual student tutorials
 - 83% of students improved score from pre-test to post-test on Systems and Scale Unit
 - 75% of students improved score from pre-test to post-test on Plants Unit
 - 79% of students improved score from pre-test to post-test on Animals Unit

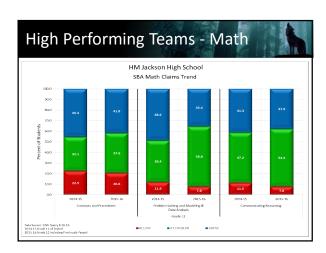
High Performing Teams - Science

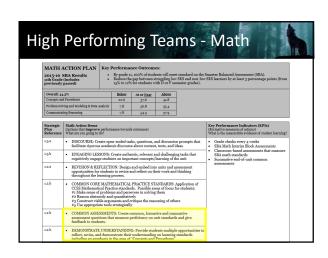


Where Do We Go From Here?

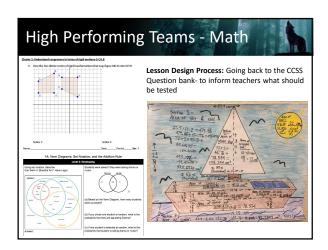
- Evaluate Carbon Time curriculum
 - What do we keep?
 - How do we modify the given lessons to blend with our current curriculum?
 - Rewriting test questions and reformatting their tests
- Continue to align current curriculum with NGSS standards
- Evaluate EOC data from June 2017
 - Did the Carbon Time curriculum and its alignment with NGSS standards help to narrow our achievement gap?

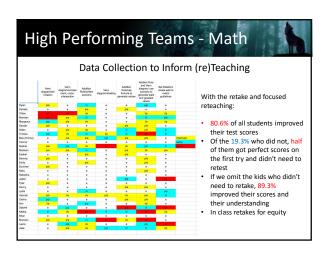


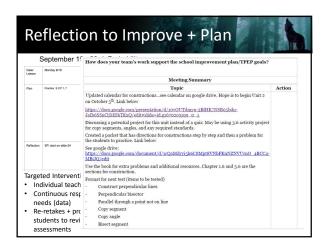


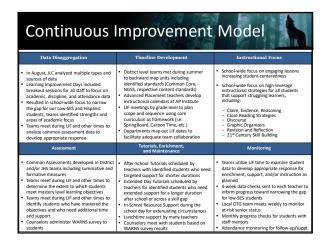














Social Emotional Learning

"Remember that showing you care has more of an effect on student motivation than your level of content knowledge. When you yourself are enthusiastic and engaged, your students will feel more excited about learning and will almost always work harder."

 Eric Jensen, Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement

Social Emotional Learning

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Interventions/Plans

- Counseling Team
- School-Wide
- Signs of Suicide Follow up
- WARNS surveysindividual plans
- SST, OTG Weekly Work
- Signs of SuicideCurriculum
- Mentorships



Social Emotional Learning

Weekly Meetings

2030606	Gence -	C1930 -	Mentor 1 *	Mentor 2	US -	Tables Accounts 7	Trouvergos 3	190erverson 4	Trenverson 2
259407	-	11	Brush	Michelle Renee	504 plan doing R/S, online, DECA 9/10 LT	Meeting twice/month-MR	EOC- Algebra/Geometry in January- RS		
246341	м	10	Armstrong	Hesse & Crosby	Checking in weekly. Met with mom, Jackson, LT 12/1. JL	Check in monthly.	on 504-LT	no EDT because of non- attendance-IL	Not planning on coming nack to JHs- Looking into outside facility- LL
197915		12	Gadek	Hutt	Grad plan 9/16 must pass everything	ckd in-sent email to	checking in biweeldy. Fueled US Hist (disengaged & failing) 1/9 II.	11/15 EDT Alg 2 js ckd in 1/5-doing well attnd EDT for math. Math final in D208 to lessen arceiety. js	Weekly group. LL
305775	- 1	10			Transcripts- LT				
111839	м	11	Simmons/ Renee	Burns	Invited to WA Youth Acad presentation; checking in regularly 11/2016 JL	11/5 EDT/Alg 2 js suc as of 11/10			
246068	F	12			Not getting JHS diploma paperworks signed 6/15				
305674	м	11		Crosby	Came to WA Youth Acad presentation but not interested; checking in biweekly 11/16 IL				
305783	M	10			invite to group meeting JL				
241497	F	10	Lockman		invite to group meeting JL				

Social Emotional Learning

Next Steps...

- · Panorama SEL Survey
- Needs-based Counselor-led Groups
- Equity/Cultural Competency Training for Staff



Social Emotional Learning

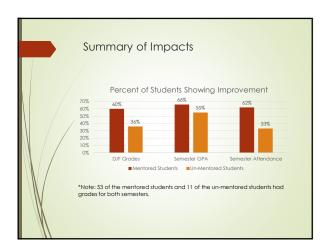
Mentor Program

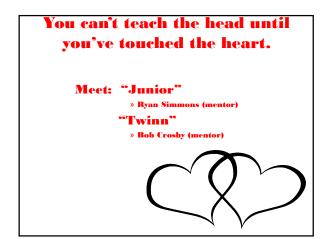
- Fall LID: Teachers identified academically at-risk students using Insight
- Lists consolidated for staff in OneNote
- October LID PD: building relationships w/ mentees
- November staff meeting: teachers shared effective mentor practices w/ one another

 - ☆ 83 staff members signed up
 ☆ 211 academically at risk students were chosen for mentorship
 - Additional (but unknown) number of students chosen for social-emotional reasons

Mentorships

- ■56 staff mentoring Priority 1 students
- ■99 Priority 1 students mentored
- ■28 Priority 1 students without a mentor
- ■44% of Priority 1 students are low SES and 14% are Hispanic
- Overall: 83 mentors serving over 211 students

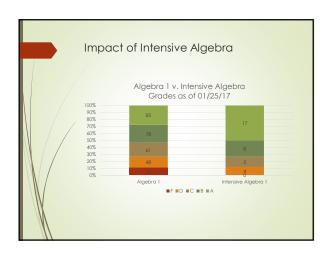








Thank You! ## Funding for Peer Observations ## Additional Sea Mar Support ## Additional Assistant Principal ## Additional Security Staffing (4.0 hours) ## Increased Clerical Support ## EES Survey at the end of the year ## Funding for Intensified Algebra section/materials





Support Needed Increased Clerical Support Reduced Counselor Caseloads Intensive Algebra Support − continued & expanded Vertical Alignment − Algebra thru Pre-Calculus SEL curriculum and/or DBT Skills training for Emotional Problem Solving

