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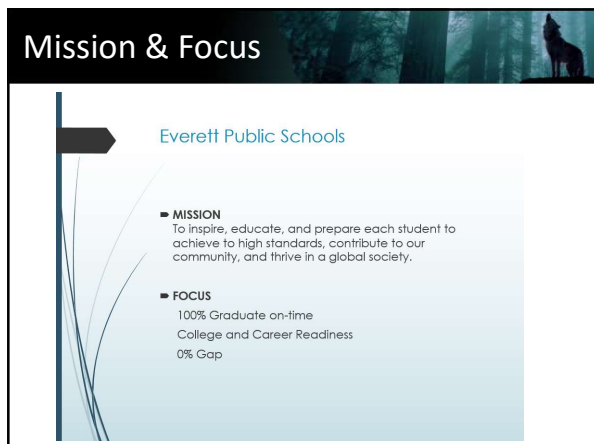
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### State Assessment Data - Overall

Henry M. Jackson High School

ELA Summary						
Grade	2015	2016	Building Change	State 2016	Building Above/below State	Building Above/below State
10	79.5%	84.3%	4.8%	N/A	N/A	
10D	85.2%	90.4%	5.1%	N/A	N/A	
11	41.0%	89.5%	48.5%	75.5%	14.0%	

Math Summary						
Grade	2015	2016	Building Change	State 2016	Building Above/below State	Building Above/below State
11	28.5%	44.5%	16.0%	21.8%	22.7%	

EOC-Biology						
Grade	2015	2016	Building Change	State 2016	Building Above/below State	Building Above/below State
10	86.9%	86.8%	-0.1%	72.2%	14.6%	

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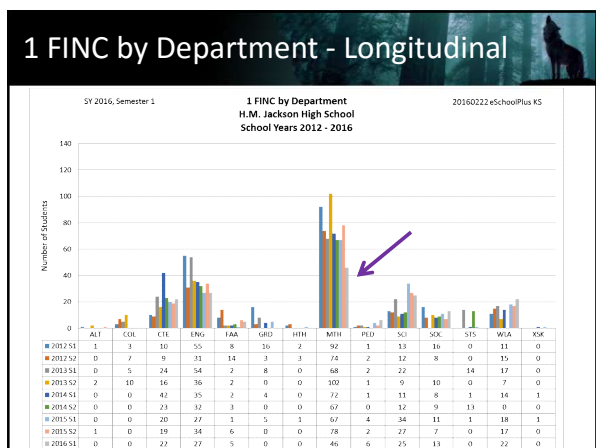
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## 2016 Academic Honors

Washington State Honors  
Top 10% based on SAT and GPA

- 100 of our seniors in the class of 2016 received this award
- This means 20% of our seniors ranked in the top 10% of students in the state based on these criteria

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## College Applications

Jackson High School  
FAFSA Completion Rates

Seniors who have submitted college applications

Year	Completion Rate (%)
2013	10
2014	70
2015	84

Category	Percentage
Applied	74.9%
Not applied	25.1%
This time last year (Applied)	65.2%

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## 5-Year Improvement Trend vs. 2015 Performance

High Schools: 2016 Graduation Rate vs. 5-Year Trend of Improvement

Legend: WA High Schools (blue dots), Everett High Schools (black dots), Henry M. Jackson High School (red square).

Annotations: Lower 50% of Schools & Improving, Top 50% of Schools & Improving, Lower 50% of Schools & Declining, Top 50% of Schools & Declining, Grad Rate Median.

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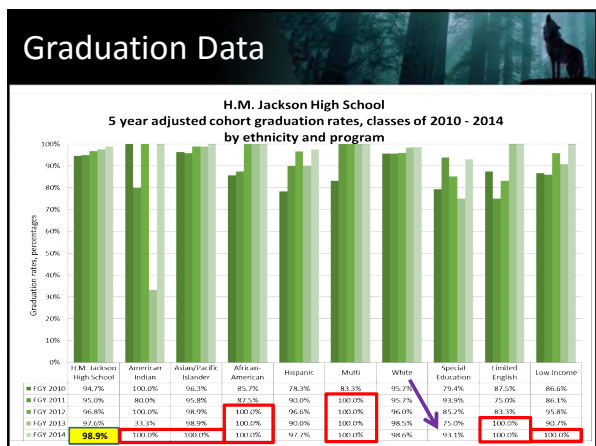
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### Equity Targets

ELA 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	538	89.4	10.6	2.1	91.5	93.6	95.8	97.9	100.0
African American or Black	14	92.9	7.1	1.4	94.3	95.7	97.1	98.6	100.0
American Indian or Alaska Native	4								
Asian	83	90.4	9.6	1.9	92.3	94.2	96.1	98.1	100.0
Hispanic or Latino	57	77.2	22.8	4.6	81.8	86.3	90.9	95.4	100.0
Pacific Islander	1								
Two or More Races	35	94.3	5.7	1.1	95.4	96.6	97.7	98.9	100.0
White or Caucasian	344	89.5	10.5	2.1	91.6	93.7	95.8	97.9	100.0
Female	269	92.6	7.4	1.5	94.1	95.5	97.0	98.5	100.0
Male	269	84.8	15.2	3.0	87.8	90.9	93.9	97.0	100.0
SpED	36	33.3	66.7	13.3	46.7	60.0	73.3	86.7	100.0
Not SpED	502	92.6	7.4	1.5	94.1	95.5	97.1	98.5	100.0
ELL	5								
Not ELL	530	89.6	10.4	2.1	91.7	93.8	95.8	97.9	100.0
Low Income	98	74.5	25.5	5.1	79.6	84.7	89.8	94.9	100.0
Non-Low Income	440	91.8	8.2	1.6	93.5	95.1	96.7	98.4	100.0

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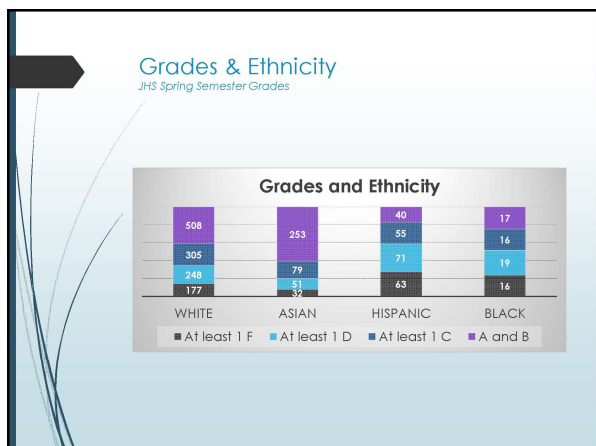
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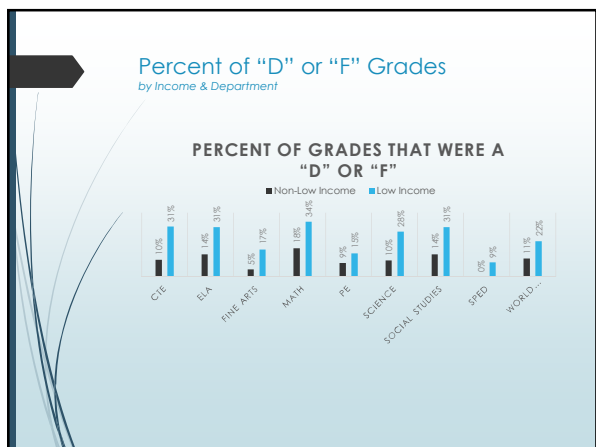
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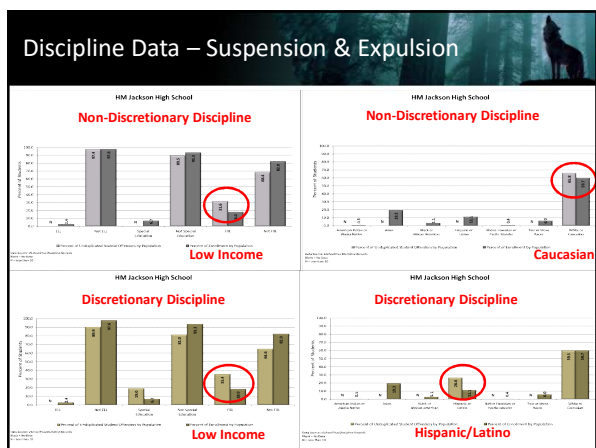
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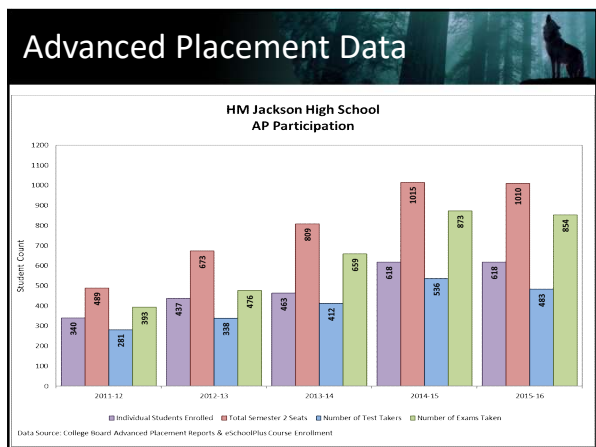
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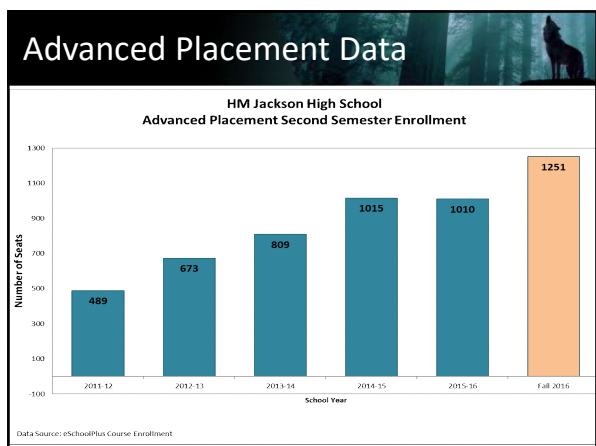
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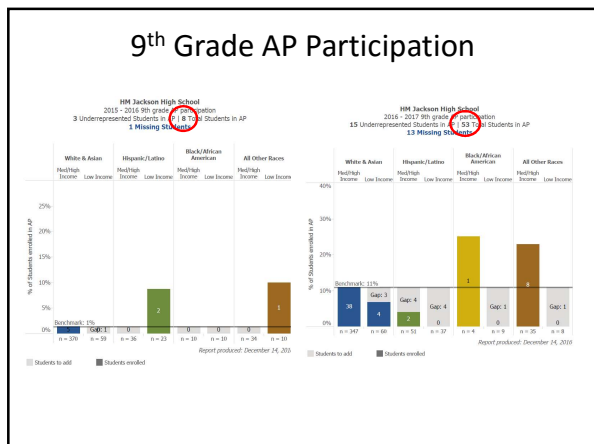
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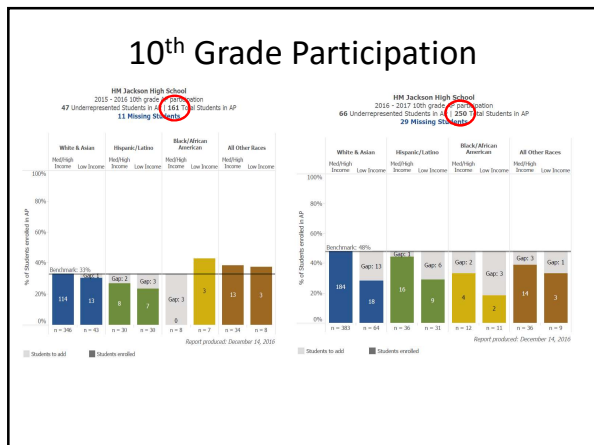
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## AP Next Steps

- 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 9<sup>th</sup> and UW Astronomy
- Also piloting We Service projects in AP Spanish, AP Art, AP HuG

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### School Improvement Focus

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### School Improvement Focus

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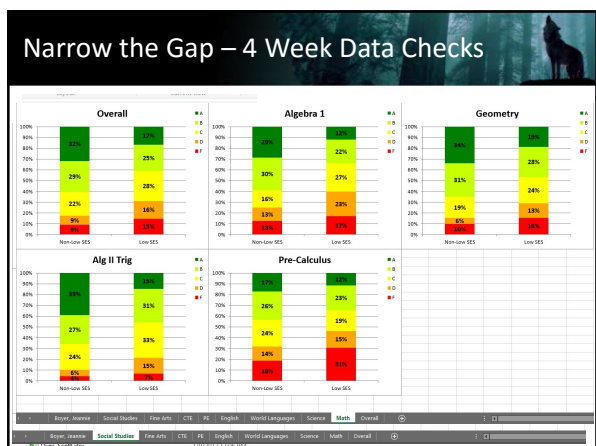
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## High Performing Teams - Science

### Common Assessment Data- Carbon Time

General Biology

Units	Pre-Test % (All classes averaged)	Post-Test % (All classes averaged)
System and Scale	51.9%	75.4%
Plants	43.7%	68.2%
Animals	52.2%	71.7%

Honors Biology

Units	Pre-Test % (All classes averaged)	Post-Test % (All classes averaged)
System and Scale	50.1%	80.3%
Plants	48.9%	79.4%
Animals	52.5%	82.2%

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## High Performing Teams - Science

### How Did the Data Influence Our Teaching/Response?

- Large concept re-teaching
  - 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

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## 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?

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## 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*

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## Social Emotional Learning

### Interventions/Plans

- Counseling Team
- School-Wide

- Signs of Suicide Follow up
  - WARNS surveys- individual plans
  - SST, OTG Weekly Work
- Signs of Suicide Curriculum
  - Mentorships




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## Social Emotional Learning

### Weekly Meetings

Student	Gender	Grade	Mentor 1	Mentor 2	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
220491	F	11	Brush	Michelle Renee	504 plan doing 80% online, DECA 9/26 Meeting LT	EDC- Algebra/Geometry in January- RS			
24241	M	10			Checking in weekly. Met with mom, Jackson, UT 1/27. IL	Check in monthly. IL	on 504-LT	no EDT because of non-attendance. IL	Not planning on coming back to site. Looking into outside facility. IL
19793	F	12	Armstrong	Hesse & Crosby	Grad plan 9/16 must pass everything. LT	in Fusion 10/11/17/30 did in-vest email to EDI & support. LT	checked in biweekly. 1/15 EDT Alg 2 is vhd in 3/5 doing well attend EDI for math. Math (disengaged & falling) final in D228 to lessen anxiety. IL	Weekly group. IL	
30079	F	10		Hurt	Transferts- LT				
11489	M	11			Invited to WA Youth Acad presentations, checking in regularly 11/20/16 IL		11/25 EDI Alg 2 is suc as of 11/20		
24608	F	11	Simmons/ Renee	Burns	Not getting HS diploma paperwork signed. DS				
30064	M	11			Came to WA Youth Acad presentation but not interested, checking in biweekly. 1/25 IL				
30030	M	10		Crosby	invite to group meeting IL				
24447	F	10		Lackman	invite to group meeting IL				

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## Social Emotional Learning

### Next Steps...

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


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## 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

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### 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

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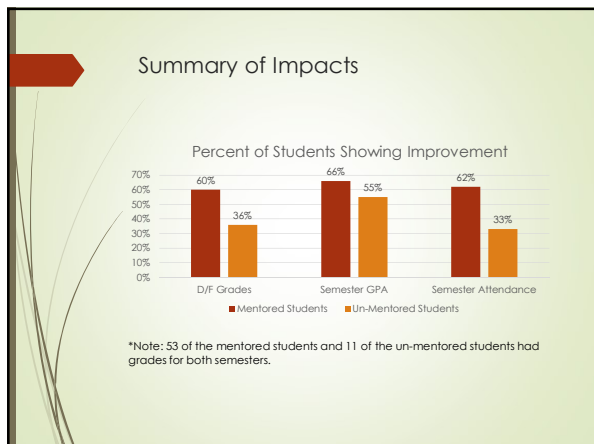
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**You can't teach the head until you've touched the heart.**

**Meet: "Junior"**  
» **Ryan Simmons (mentor)**

**"Twinn"**  
» **Bob Crosby (mentor)**

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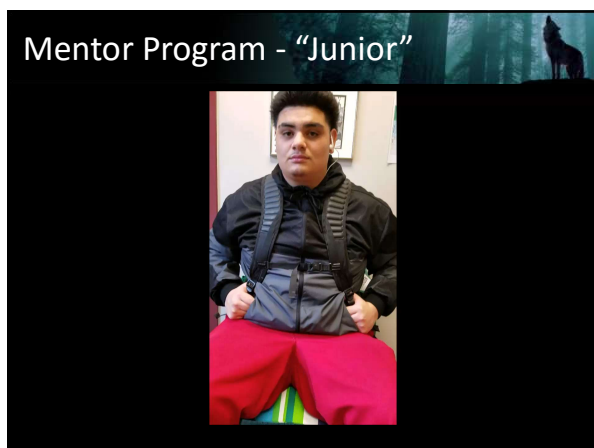
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## Mentor Program - "Twinn"



"I like school."

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## 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




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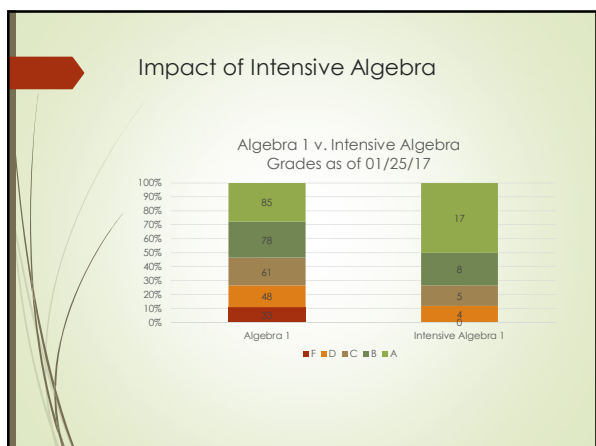
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# Thank You!



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# 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



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**Thank you very much!**

We would appreciate your comments and questions...



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