# Strategic Plan End-of-Year Progress Report 2016-17

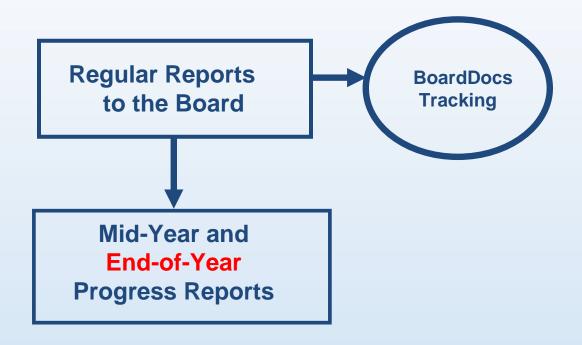
Board of Directors Meeting July 5, 2017



# Introduction/Purpose



- A summary of the strategic plan end-of-year progress report
- Progress reporting and monitoring



# **Strategic Links**



- Board goal S.4.a
  - Monitor student learning improvement progress
- Board goal S.4.b
  - Monitor key strategic priorities progress
- Key Performance Outcome 3.5.a
  - Systems and structures are aligned with the requirements of our mission

# **Overview**



- Review long range and 12 month planning horizons
- Telling the Stories Major accomplishments in our five strategic priority areas
- Summary and next steps

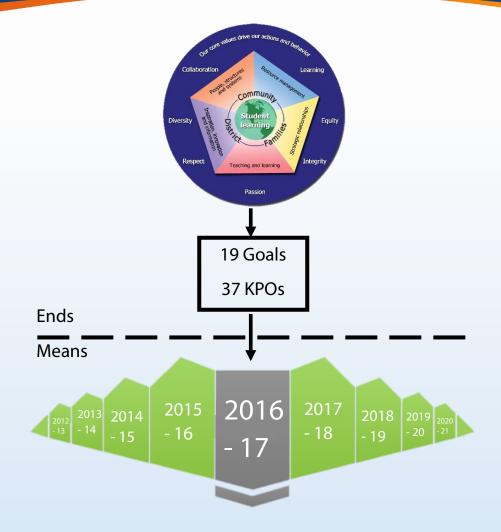


# **60 Month Planning Horizon**



# Key work of school boards (NSBA)

- Effective governance
- Define the "ends"
- Monitor the "means"

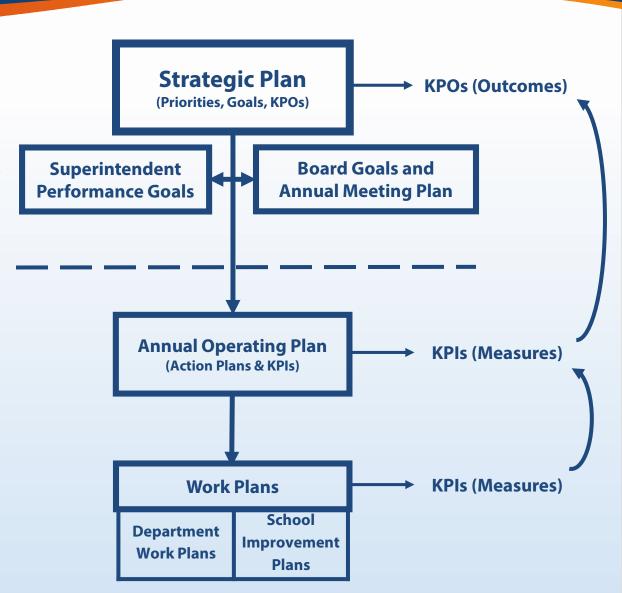


# 12 Month Planning Horizon



# Key work of school boards (NSBA)

- Effective governance
- Define the "ends"
- Monitor the "means"



# **Telling the Stories**



# Major accomplishments in our five strategic priority areas

- 1. Teaching and Learning
- 2. Inspiration, Innovation, and Information
- 3. People, Structure, and Systems
- 4. Resource Management
- 5. Strategic Relationships





## OTG and social emotional meetings

- Strengthening OTG monitoring system
- Implementing OTG social-emotional meetings

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|---|---|---|---|-----|---|
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|   |   |   |   |     |   |

| 15-16 C1s, Ds, & Us AS OF 5/27/16 |            |            |            |            |              |  |  |  |
|-----------------------------------|------------|------------|------------|------------|--------------|--|--|--|
|                                   | <u>CHS</u> | <u>EHS</u> | <u>JHS</u> | <u>SHS</u> | <u>Total</u> |  |  |  |
| C1s                               | 0          | 0          | 0          | 0          | 0            |  |  |  |
| Ds                                | 1          | 0          | 2          | 1          | 4            |  |  |  |
| Us                                | <u>25</u>  | <u>28</u>  | <u>17</u>  | <u>103</u> | <u>173</u>   |  |  |  |
| Total:                            | 26         | 28         | 19         | 104        | 177          |  |  |  |

2016-17

| 16-17 C1s, Ds, & Us AS OF 5/26/17 |            |            |            |           |              |  |  |
|-----------------------------------|------------|------------|------------|-----------|--------------|--|--|
|                                   | <u>CHS</u> | <u>ehs</u> | <u>JHS</u> | SHS       | <u>Total</u> |  |  |
| C1s                               | 0          | 0          | 0          | 0         | o            |  |  |
| Ds                                | 0          | 0          | 0          | 2         | 2            |  |  |
| Us                                | <u>20</u>  | <u>36</u>  | <u>10</u>  | <u>61</u> | <u>127</u>   |  |  |
| Total:                            | _20        | 36         | 10         | 63        | 129          |  |  |

EPS has 48 less dropouts compared to the same time period as last school year.

#### **Monitoring Tool**

| Rb Cop<br>office<br>Chatter | y "<br>not Painter B | Fort         | · 2·4·                               |                 | • ∰Wasi | Appeal .                       | oral • P P P P P P P P P P P P P P P P P P                                                                                                                                                               | Normal Bad Go                                                                                                                           | od Nevtral Calesia<br>loved hy., Hyperlink Input                     | etion         | lesert Delet              | e Format     | ∑ AutoSum<br>☐ Fet •<br>d Clear • |
|-----------------------------|----------------------|--------------|--------------------------------------|-----------------|---------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------|---------------------------|--------------|-----------------------------------|
| A IDS La                    | 6 of Name            | C First Name | 204138<br>O<br>Astronery<br>Progress | Tetal Cr 1/7/17 |         | G<br>Total Credits<br>11/21/16 | H<br>Motes 12/1/16                                                                                                                                                                                       | 1<br>Notes 9-29-16                                                                                                                      | j<br>Action 9-29-16                                                  | K<br>Oct Prog | Total Credits<br>18/27/16 | Sept<br>Prog | N<br>Total<br>credits<br>1/20/16  |
| ı                           |                      |              | NS<br>UP                             | 11.75           | up      | 34.75                          | Doing great; big changes since middle school; quiet in class; positive friendship between G and # 36. Connect resources. Carrie to appt; angry at self abour                                             | Pronoun Vi; New TI; Acade cally<br>doing fine; Parent Contact Dad is<br>aware of identity but not accepting                             | JB-Connect with resources                                            | up.           | 12.5                      | up           |                                   |
|                             |                      |              | MO                                   | 7.25            | 1.535   |                                | came to apply at services<br>progress; talking about dropping out;<br>Tough love:<br>Baby's father had 2 hour visit; concern<br>for safety.<br>AH: Follow up with DVS services and<br>restraining order: | Returned with new focused;<br>determined to get credits; Negativity<br>can interfere with her success;<br>Working on bing more positive | ZH. Continue to connect with an staying positive; checking in on Art |               | 3.75                      | UP           |                                   |



Elementary Staff

Weekly

Newsletter

NEXT Social Emotional Grade Level Check-In's on Wednesday 5.51 – Below are some changes in time for the last meeting of the year. Data is always available to staff on the shared file: MAETemp/Shared – sitesocial emotional meetings – student list 2016-2017. The schedule for our next meeting is as follows in Smother's Rm -222:

\*\* We are starting and ending within contractual time so that we will have more time with each group.

8:00-9:00 – 4<sup>th</sup> grade 9:15-10:15 – 5<sup>th</sup> grade 10:30-11:00 − 2<sup>nd</sup> grade 11:00-11:40 – Lunch for SS & Subs 11:45-12:45 – 1<sup>th</sup> grade 1:00-2:00 – Kindergarten 2:15-3:15 – 3<sup>nd</sup> grade

#### Success!

everything you said I could! Thank you so much for always believing in



# Reengagement program

| <u>Level</u>  | # of Students | <u>Discipline Reason</u>                                                                                                                                           |
|---------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle School | 4             | <ul> <li>Weapon</li> <li>Threat</li> <li>Possession of marijuana</li> <li>Failed to comply with school rules</li> </ul>                                            |
| High School   | 5             | <ul> <li>Instigating, encouraging, or supporting fighting behavior</li> <li>Fight without major injury</li> <li>Threat</li> <li>Possession of marijuana</li> </ul> |





# 21st century skills definitions & rubrics

**Citizenship** is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

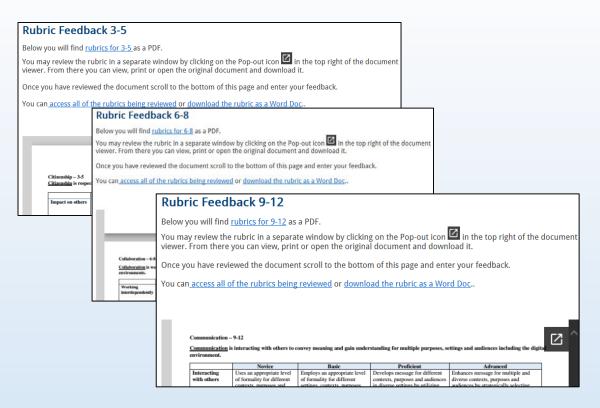
**Collaboration** is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

**Communication** is interacting with others to convey meaning and gain understanding for multiple purposes, settings and audiences including the digital environment.

**Creativity** is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.

**Critical Thinking** is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.

**Growth Mindset** is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.





# Technology integration professional development

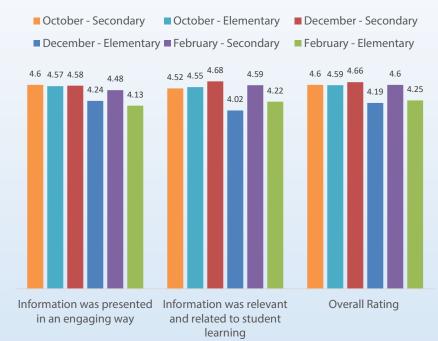
#### **Overall attendance**

- 282 Total number of staff that attended
- 212 Staff that attended all four trainings
- 45 Staff that attended three sessions
- 19 Staff that attended two sessions
- 6 Staff that attended one session

#### **Participation**

- Everett High
- Sequoia High
- Garfield Elementary
- Lowell Elementary
- Monroe Elementary
- Facilitators
- Specialists

#### 2016-17 Technology Training





#### Behavior conversations



Response/Action Optional

May 26, 2017

All Principals Jovce Stewart

Student Behavior Management System Forum

Attached is the agenda for the May 30 Student Behavior Management Syst

Principals, assistant principals, and two to three teachers are invited to atte During the forum, the leadership group will be reporting on its progress, sl discovered from building visits, and seeking feedback regarding recommer

#### Student Behavior Management System Forum

Community Resource Center – Port Gardner A Tuesday, May 30, 2017 4:15 - 5:45 p.m.

Physical, emotional, and intellectual safety are critical and necessary conditions for effective teaching and learning to take place. Over the past two years, staff members at all levels expressed a need to assist and learning to take place. Over the past two years, start memoers at al lievies expressed a need to assist schools in developing structures for teaching expected behaviors and creating student behavioral, academic, social, and emotional support systems. In response, a shared leadership team of district leaders and association members spent the last year gathering input from staff members in our schools and studying various behavior support systems. Unfortunately, the group found no magic wand that single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning environment but the group did identify components of an effective behavior support system.

The study session will provide an opportunity for district employees to hear staff members' input, learn the components of an effective behavior support system, and gather participants' ideas about next

Welcome and introduction 4:15 - 4:30 p.m. 4:30 - 5:00 p.m. Review of effective programs

EVERETT

**SCHOOLS** 

**PUBLIC** 

Jared Kink and Jovce Stewart

A Conversation about Behavior Support Systems

Tuesday, May 30, 2017

4:15 – 5:45 p.m. Port Gardner Room A

Marinos Nackos, Zach Crane, and Lois Craig

Becky Ballbach and LaRae Marks

Main components

Basic structure Training Review of staff feedback

5:00 - 5:10 p.m.

5:10 - 5:25 p.m.

· What are key themes from the schools?

How do the key themes inform next steps?

To: All Principals From: Jovce Stewart Regarding: Student Behavior Management System

Focused feedback groups Assigned facilitators and participants

· Given what you just learned, how do the new learnings inform next steps? · What else would you like the shared leadership team to know?

On Tuesday, principals, assistant principals, and teacher: Management System forum. During the forum, the leade 5:35 - 5:45 p.m. shared input from building visits, and gathered feedback ...

Debriefing from facilitators

Jared Kink and Joyce Stewart

The materials and resources shared at the meeting can be accessed by following the link below:

June 2, 2017

my.sharepoint.com/personal/11278 apps everettsd org/ lavouts/15/guestaccess.aspx?guestaccesstoken=5Uu6UVnEAzOXF54OM4kUlPcnogx8towT15vzZfAcok8%3d&folderid=2 0603fc51 b69dd45ac827fd21600261bfa&rev=1

#### **Lunch Meetings with Staff**

| <u>School</u>             | <u>Date</u>                  | Leadership<br><u>Team Member</u> |
|---------------------------|------------------------------|----------------------------------|
| Cascade High School       | Monday, March 6, 2017        | Jared Kink                       |
| Cedar Wood Elementary     | Monday, March 13, 2017       | Zac Crane                        |
| Eisenhower Middle School  | Tuesday, February 28, 2017   | Jared Kink                       |
| Emerson Elementary        | Thursday, March 16, 2017     | Jared Kink                       |
| Everett High School       | Tuesday, March 21, 2017      | Reno Nackos                      |
| Evergreen Middle School   | Thursday, March 9, 2017      | Reno Nackos                      |
| Forest View Elementary    | Thursday, March 9, 2017      | Jared Kink                       |
| Garfield Elementary       | Friday, March 10, 2017       | Zac Crane                        |
| Gateway Middle School     | Thursday, March 9, 2017      | LaRae Marks                      |
| Hawthorne Elementary      | Wednesday, March 8, 2017     | Jared Kink                       |
| Heatherwood Middle School | Tuesday, March 21, 2017      | Becky Ballbach                   |
| HM Jackson High School    | Wednesday, March 22, 2017    | Becky Ballbach                   |
| Jackson Elementary        | Friday, March 3, 2017        | Zac Crane                        |
| Jefferson Elementary      | Friday, March 10, 2017       | Becky Ballbach                   |
| Lowell Elementary         | Wednesday, February 22, 2017 | LaRae Marks                      |
| Madison Elementary        | Monday, March 20, 2017       | Zac Crane                        |
| Mill Creek Elementary     | Thursday, March 2, 2017      | Reno Nackos                      |
| Port Gardner School       | No Meeting Needed            | Reno Nackos                      |
| Monroe Elementary         | Monday, March 6, 2017        | Zac Crane                        |
| North Middle School       | Thursday, March 16, 2017     | Becky Ballbach                   |
| Penny Creek Elementary    | Tuesday, March 14, 2017      | Jared Kink                       |
| Sequoia High School       | Friday, March 17, 2017       | Zac Crane                        |
| Silver Firs Elementary    | Tuesday, March 14, 2017      | Reno Nackos                      |
| Silver Lake Elementary    | Thursday, March 23, 2017     | Reno Nackos                      |
| View Ridge Elementary     | Wednesday, March 15, 2017    | LaRae Marks                      |
| Whittier Elementary       | Wednesday, March 8, 2017     | LaRae Marks                      |
| Woodside Elementary       | Wednesday, March 1, 2017     | LaRae Marks                      |



# Multi-Tiered Systems of Support (MTSS)

#### TIER 3

refers to the interventions that are provided to individual students.

#### TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

#### TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



Academics and/or Behavior



# Support systems for MTSS framework implementation



Tech Prep, AP
SAT Team
Ext. Day Interventions/ Sat. School
Summer School/Cr. Recovery (Fuel ED)
Student Success Skills Curriculum
After school homework club
OTG monitoring parent/counselor/student
mtgs; counselor/student check ins
Success Coordinators
AP study halls and paractice tests

Running Start, College in the HS.

Core curriculum - classroom intervention Instructional practices (GLAD, AVID, David Matteson, HS & Beyond plans) Grading 4 Learning Naviance

### **Strengthened:**

- Elementary and secondary summer school programs
- Middle school math summer program
- Positive Behavior Intervention System (PBIS)
- Safety focus in all school administrator evaluations
- Panorama Ed survey: to measure social-emotional and life readiness

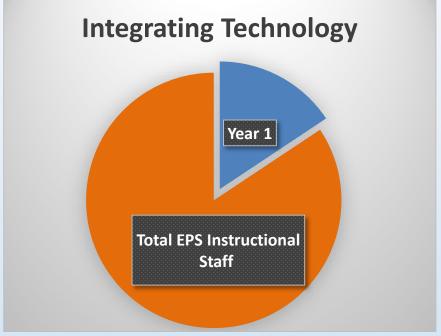




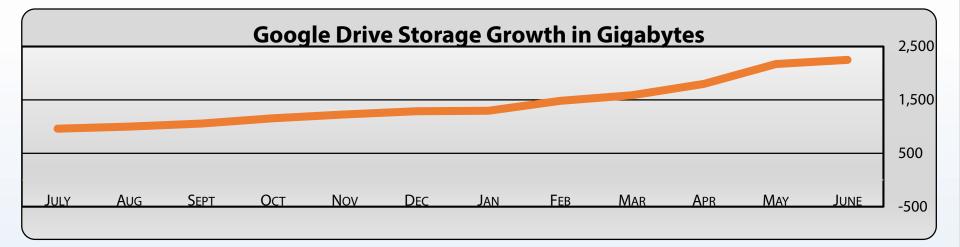


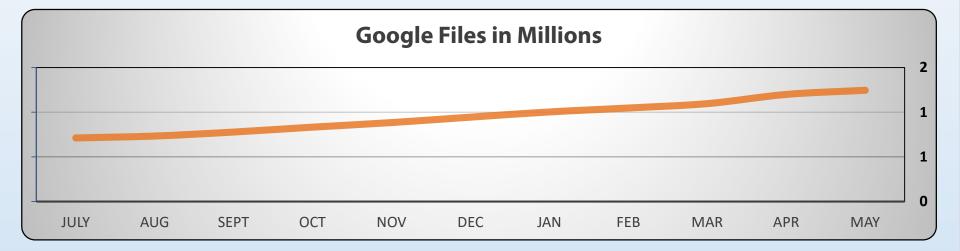
## 2000 student computers purchased



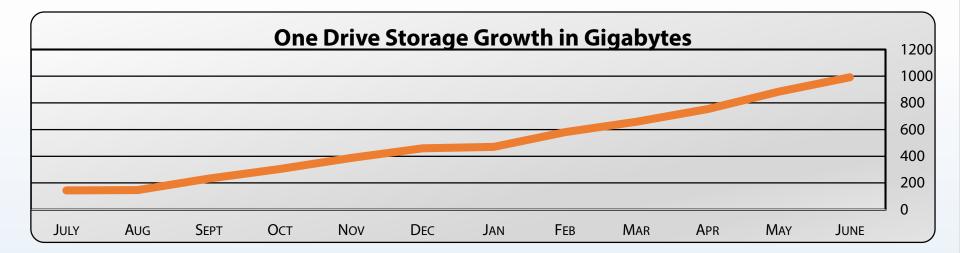


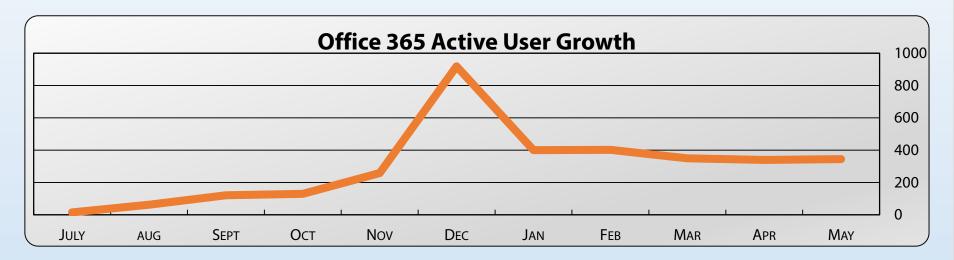






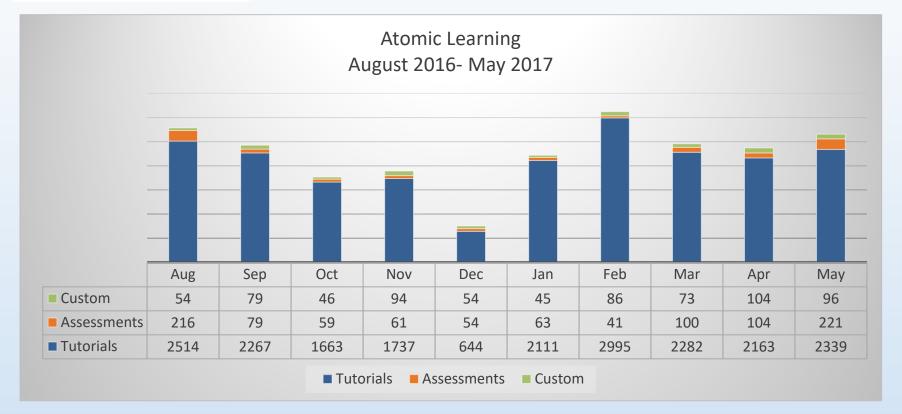








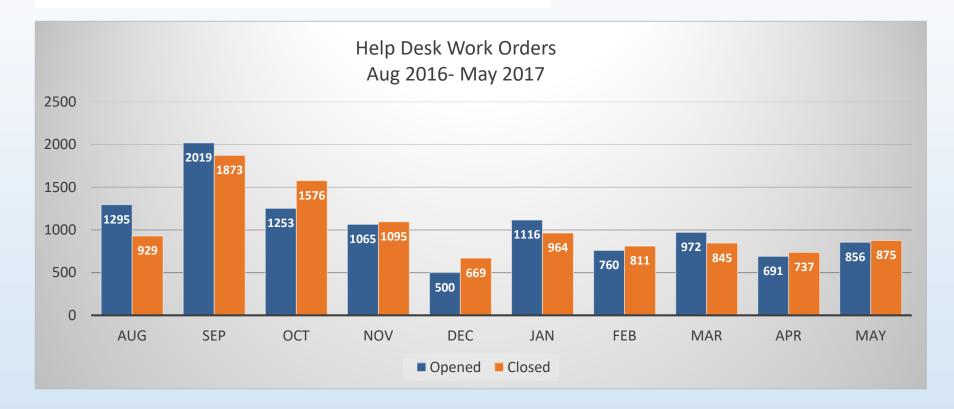
| EVERETT PUBLIC SCHOOLS                                                          | ATOMIC<br>LEARNING |
|---------------------------------------------------------------------------------|--------------------|
| Please enter your login information below to access the Abovic Learning system; |                    |
| themathe                                                                        |                    |
| Pansword Logie.                                                                 |                    |







#### Help Desk How can we help you with your technology needs?







#### Learning Management Services

The LMS team can help you with eSchoolPLUS, Insight, Cognos, Gradebook, Elementary Progress Reporting, Curriculum Portal, Student and Parent Access, the website, and Instructional tools.







# Strengthen new hire professional development

Menu of Options – open to all staff

| Session Title                                                 | Staff Attended |
|---------------------------------------------------------------|----------------|
| MPD Exploring the Reach for Reading Materials                 | 6              |
| MPD Introduction to Google Apps and Office 365                | 1              |
| MPD Math 3 Act Tasks and Performance Tasks                    | 12             |
| MPD Math 3-Act tasks and Performance Tasks                    | 7              |
| MPD Mathematical Practices (6-12)                             | 2              |
| MPD Moving Forward by Planning Backward                       | 1              |
| MPD Noticing and Wondering                                    | 2              |
| MPD Number Talks and Number Strings (6-12)                    | 2              |
| MPD Optimizing your Math Block                                | 11             |
| MPD Proficiency Scaling and DOK                               | 1              |
| MPD Questioning and Discussion Techniques                     | 5              |
| MPD SBA Math - Get Ready (3-8, & 11)                          | 9              |
| MPD Science Discourse (K-12)                                  | 1              |
| MPD Science: Constructing Explanations (K-12)                 | 2              |
| MPD Science: Developing and Using Models (K-12)               | 5              |
| MPD Student Engagement and Motivation                         | 5              |
| MPD Sum It Up! Identifying the Power of Summative Assessments | 3              |
| MPD Supporting High Functioning Autism Spectrum Disorder      | 7              |
| MPD Using Formative Assessments to Inform your Practice       | 6              |
| MPD Utilizing Close Reading Strategies in all Classrooms      | 1              |

| Session Title                                              | Staff Attended |
|------------------------------------------------------------|----------------|
| MPD Accommodations for Students with Learning disabilities | 3              |
| MPD Accountable Talk for Deeper Learning                   | 3              |
| MPD Applying Basics of Differentiation                     | 4              |
| MPD Behavior Intervention: Proactive Classroom Management  | 1              |
| MPD Bring Math Alive with Technology (6-12)                | 20             |
| MPD Building a classroom Website                           | 5              |
| MPD Classroom Management Strategies                        | 14             |
| MPD Counting Collection (K-5)                              | 4              |
| MPD Counting Collections (K-2)                             | 3              |
| MPD De-escalation Strategies: Para-Verbal and Non-Verbal   | 16             |
| MPD Digging Deeper into Google Classroom                   | 6              |
| MPD Digging Deeper into Google Forms                       | 2              |
| MPD Digging Deeper into Office 365 - Engaging Students     | 1              |
| MPD Digging Deeper into Office 365 - One Note              | 6              |
| MPD Digging Deeper into Office 365 - Sway and Mix          | 3              |
| MPD Digging Deeper into Office 365 and Google Apps-Cloud   | 4              |
| MPD Digital Citizenship - Leveraging Common Sense Media    | 3              |
| MPD Elementary Progress Report                             | 4              |
| MPD Engaging your students with your Classroom Website     | 6              |
| MPD Exploring GLAD strategies                              | 21             |

#### **Attendance**

- 218 Total number of staff that attended
- 6 Staff that attended 6 sessions
- 15 Staff that attended 5 sessions
- 36 Staff that attended 4 sessions

- 30 Staff that attended 3 sessions
- 60 Staff that attended 2 sessions
- 71 Staff that attended 1 session



## Summer professional development planning

#### **Planning Meetings**

Summer Professional Development Planning (BEST)

Summer Professional Development Planning (Categorical)

CRC - Big Four Mountain Room

Summer Professional Development Planning (Literacy & Humanities)

CRC - Big Four

CRC - Mount Pilchuck

Summer Professional Development Planning (OTG)

Summer Professional Development Planning (OTG)

Summer Professional Development Planning (Science & Math)

CRC - San Juan Island

Summer Professional Development Planning (Special Services)

CRC - Monte Cristo

Fri 3/24/2017 1:00 PM Wed 3/8/2017 10:00 AM Wed 3/29/2017 12:00 PM Thu 3/2/2017 10:15 AM Tue 3/14/2017 10:00 AM Fri 3/17/2017 2:30 PM Fri 3/24/2017 11:00 AM

#### **Summer 2017 Offerings**

| Content Area                            |
|-----------------------------------------|
| ACES                                    |
| AP Summer Institute                     |
| AVID Summer Institute                   |
| Benchmark Assessment Reading and Math   |
| CCRS                                    |
| CTE-Science                             |
| Early Learning                          |
| EL Summer School Training               |
| ELA Support for ELs                     |
| Elementary Literacy                     |
| Elementary Summer School Staff Training |
| Equity (Student Mindset Institute)      |
| Everett Ready training                  |
| Everett Ready training                  |

| Ctt-t                    |
|--------------------------|
| Content Area             |
| GLAD                     |
| Highly Capable           |
| Library                  |
| Math                     |
| Mentor/Mentee Training   |
| Paraeducator Training    |
| School Counselors        |
| Science                  |
| Secondary Literacy       |
| Secondary Social Studies |
| Special Services         |
| Technology               |
| World Languages          |



# Professional development

- Classified
  - Office Professionals
  - Paraeducator
  - Custodial
- Leadership
  - Reasonable Suspicion
  - Due Process and Misconduct
  - Defensible Hiring Practices
  - Expanded New Administrator Orientation





#### Recruitment and retention

- Alternate route certification programs
- Diversifying Pathways
- Early hiring of hard to fill vacancies
- Staff of color events











# Evaluation – growth model

- Development phase
  - Nurses
  - Directors
- Implementation phase
  - 70% using four-tier

model

#### Everett Public Schools Director Framework \*Core Themes\*

Standard 1—Visionary Leadership: The director is an educational leader who supports learning and achievement for each student by leading the development, articulation, implementation, and stewardship of the district's vision.

Strand 1—Advancing a district-wide shared vision that supports learning. The director...

| Themes                                                                                                                                   | Unsatisfactory                                                                                                                               | Basic                                                                                                                                          | Proficient                                                                                                                                    | Distinguished                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Collaborates with<br>supervisor and peers to<br>evaluate progress toward the<br>strategic plan and to revise<br>strategies as needed. | does not collaborate with<br>supervisor and peers to<br>evaluate progress toward the<br>strategic plan and to revise<br>strategies as needed | collaborates with supervisor<br>and peers to assess progress<br>toward the strategic plan and<br>use it as an informal indicator<br>of success | collaboratively uses data to<br>assess progress toward the<br>strategic plan and<br>communicate results to the<br>board, staff, and community | engages in collaborative and<br>reflective evaluation of the<br>strategic plan, candidly<br>sharing information and<br>perceptions of progress,<br>barriers, or ambiguities, and |

| Food & Nutrition Domain 1 Planning and Organizing                                               |                                                                                         |                                                                                                                    |                                                                                  |                                                                                       |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
| Elements Level of Performance                                                                   |                                                                                         |                                                                                                                    |                                                                                  |                                                                                       |  |  |  |  |  |  |  |
|                                                                                                 | Unsatisfactory                                                                          | Distinguished                                                                                                      |                                                                                  |                                                                                       |  |  |  |  |  |  |  |
| A. Manages and maintains inventory to assure that adequate supplies are available for each meal | Does not place orders or<br>notify supervisors when<br>supplies/materials are<br>needed | Places orders or notifies<br>supervisor when<br>supplies/ materials run<br>low, though not always<br>in timely way | Proactively tracks<br>inventory to avoid<br>shortages as well as<br>overstocking | Analyzes inventory<br>system and<br>suggests/makes changes<br>that improve efficiency |  |  |  |  |  |  |  |
| B. Prepares and presents food that appeals to                                                   | Pays little attention to                                                                | Prepares and presents                                                                                              | Continually monitors                                                             | Reflectively evaluates                                                                |  |  |  |  |  |  |  |

| Domain 1 for Registered Nurses: Planning & Organizing |                              |                                         |             |                                      |  |  |  |  |  |  |  |
|-------------------------------------------------------|------------------------------|-----------------------------------------|-------------|--------------------------------------|--|--|--|--|--|--|--|
| ELEMENTS                                              | UNSATISFACTORY               | BASIC                                   | PROFICIENT  | DISTINGUISHED                        |  |  |  |  |  |  |  |
| 1a:                                                   | Nurse demonstrates little    | Nurse demonstrates basic understanding  | į           | Nurse demonstrates deep and thorough |  |  |  |  |  |  |  |
| Demonstrating medical                                 | understanding of medical     | of medical knowledge and school nursing |             | understanding of medical knowledge   |  |  |  |  |  |  |  |
| knowledge and skill in                                | knowledge and school nursing | techniques.                             | techniques. | and school nursing techniques.       |  |  |  |  |  |  |  |
| school nursing                                        | techniques.                  |                                         |             |                                      |  |  |  |  |  |  |  |
| techniques                                            |                              |                                         |             |                                      |  |  |  |  |  |  |  |



Equity is ensuring that each student has access to resources to reach their dreams and goals, and achieve success.

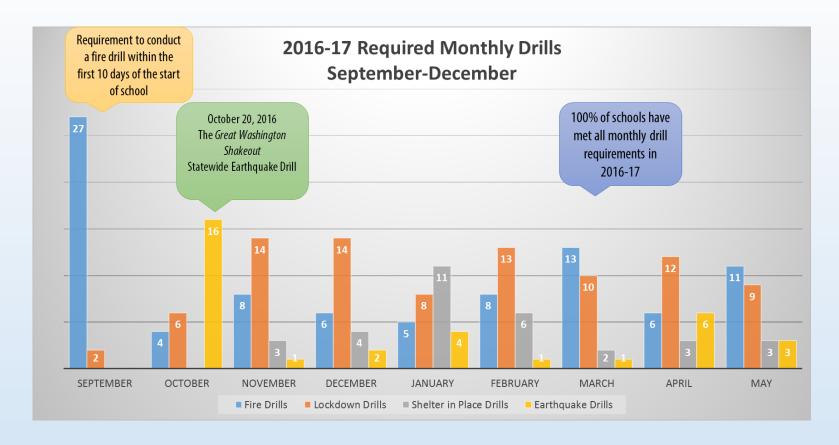
- Russian/Ukrainian Community Conversation
- African-American Community Conversation
- 2017 Equity Conference
- Undoing Institutional Racism Training







# Required monthly drills





# Required monthly drills

#### 2016-17 SCHOOL DRILLS, SAFETY COMMITTEE MINUTES AND SAFETY PLAN SUMMARY

Percentage of schools who have met the May drill requirement: Percentage of schools who have conducted <u>all</u> required safety committee meetings to date Percentage of schools who have current safety plans in Rapid Responder

Gatewa

100% 85%

| SCHOOL     |   | FIRE DRILLS<br>3 REQUIRED) |   | OCK DOWN<br>DRILLS<br>REQUIRED) | 1 | SHELTER-IN-<br>PLACE DRILLS<br>(1 REQUIRED) |   | ARTHQUAKE<br>DRILL<br>1 REQUIRED) | OTHER DRILLS<br>/ INCIDENTS | S CURRENT COME<br>SAFETY PLAN MIN |   | SAFETY<br>COMMITTEE<br>MINUTES<br>REQUIRED) |
|------------|---|----------------------------|---|---------------------------------|---|---------------------------------------------|---|-----------------------------------|-----------------------------|-----------------------------------|---|---------------------------------------------|
| Cascade HS | 1 | 09/13/16                   | 1 | 11/01/16                        | 1 | 12/1/16                                     | 1 | 10/20/16                          | 05/15/17                    | Yes                               | 1 | 9/13/16                                     |
| I          | 2 | 01/06/17                   | 2 | 02/13/17                        |   |                                             |   |                                   |                             |                                   | 2 | 10/24/16                                    |
| 1          | 3 |                            | 3 | 03/23/17                        |   |                                             |   |                                   |                             |                                   | 3 | 11/7/16                                     |

| Everett HS | SCHOOL        | FIRE DRILLS<br>(3 REQUIRED) | LOCK DOWN<br>DRILLS<br>(3 REQUIRED) | SHELTER-IN-<br>PLACE DRILLS<br>(1 REQUIRED) | EARTHQUAKE<br>DRILL<br>(1 REQUIRED) | OTHER DRILLS<br>/ INCIDENTS | CURRENT<br>SAFETY PLAN | SAFETY<br>COMMITTEE<br>MINUTES<br>(3 REQUIRED) |
|------------|---------------|-----------------------------|-------------------------------------|---------------------------------------------|-------------------------------------|-----------------------------|------------------------|------------------------------------------------|
| 1          | Eisenhower MS | 1 09/09/16                  | 1 11/15/16                          | 1 01/23/17                                  | 1 10/20/16                          | 11/02/16                    | Yes                    | 1 10/13/16                                     |
| 1          |               | 2 12/06/16                  | 2 2/24/17                           |                                             | 04/14/17                            |                             |                        | 2 2/2/17                                       |
|            |               | 3                           | 3 3/29/17                           |                                             | 7.7                                 |                             |                        | 3 4/27/17                                      |
|            |               | -                           | 5/26/17                             |                                             |                                     |                             |                        |                                                |
|            | Evergreen MS  | 1 09/09/16                  | 1 11/7/16                           | 1 02/03/17                                  | 1 12/06/16                          | 05/02/17                    | Yes                    | 1 10/5/16                                      |

| SCHOOL<br>IS   |   | FIRE DRILLS<br>3 REQUIRED) |   | LOCK DOWN<br>DRILLS<br>3 REQUIRED) | P | SHELTER-IN-<br>LACE DRILLS<br>LREQUIRED) | 1 | ARTHQUAKE<br>DRILL<br>1 REQUIRED) | OTHER DRILLS<br>/ INCIDENTS | CURRENT<br>SAFETY PLAN |   | SAFETY<br>COMMITTEE<br>MINUTES<br>REQUIRED) |
|----------------|---|----------------------------|---|------------------------------------|---|------------------------------------------|---|-----------------------------------|-----------------------------|------------------------|---|---------------------------------------------|
| Cedar Wood ES  | 1 | 09/15/16                   | 1 | 11/7/16                            | 1 | 12/12/16                                 | 1 | 10/20/16                          |                             | Yes                    | 1 | 9/15/16                                     |
|                | 2 | 01/05/17                   | 2 | 3/23/17                            |   |                                          | - |                                   |                             |                        | 2 | 11/17/16                                    |
|                | 3 | 02/08/17                   | 3 | 5/25/17                            |   |                                          |   |                                   |                             |                        | 3 | 12/12/16                                    |
|                | 1 | 04/11/17                   | + |                                    |   |                                          |   |                                   |                             |                        |   | 2/8/17                                      |
| Emerson ES     | 1 | 09/16/16                   | 1 | 11/8/16                            | 1 | 01/18/17                                 | 1 | 10/18/16                          |                             | Yes                    | 1 | 9/30/16                                     |
|                | 2 | 03/20/17                   | 2 | 12/8/16                            |   |                                          |   |                                   |                             |                        | 2 | 12/9/16                                     |
|                | 3 | 05/30/17                   | 3 | 2/28/17                            |   |                                          |   |                                   |                             |                        | 3 | 3/3/17                                      |
|                |   |                            |   | 4/14/17                            |   |                                          |   |                                   |                             |                        |   | 01.01-7                                     |
| Forest View ES | 1 | 09/16/16                   | 1 | 12/6/16                            | 1 | 11/03/16                                 | 1 | 10/18/16                          |                             | Yes                    | 1 | 10/20/16                                    |
|                | 2 | 03/16/17                   | 2 | 1/26/17                            |   |                                          |   |                                   |                             |                        | 2 | 12/2/16                                     |
|                | 3 | 05/26/17                   | 3 | 2/27/17                            |   |                                          |   |                                   |                             |                        | 3 | 2/3/17                                      |



#### School Safety & Emergency Drill Plans 2016-17

School Name: Garfield Elementary

Safety Administrator: Brent Radeliff

| Month     | Drill Type       | Date/Time<br>Planned | Safety Team Mgt.<br>Dates Planned<br>(3 or more) |
|-----------|------------------|----------------------|--------------------------------------------------|
| September | Fire/ Evacuation | 9/9/16 @ 10:30       | 9/6/16                                           |
| October   | Lockdown         | 10/12/16 @ 10:45     |                                                  |
| November  | Fire/Evacuation  | 11/15/16 @ 2:50      |                                                  |
| December  | Shelter In Place | 12/12/16 @10:00      | 12/1/16                                          |
| January   | Earthquake       | 1/23/17 @ 1:15       |                                                  |
| February  | Mod. Lockdown    | 2/9/17 @ 10:00       |                                                  |
| March     | Fire/Evacuation  | 3/8/17@2:50          | 3/2/17                                           |
| April     | School Mapping   | 4/25/17 @ 10:45      |                                                  |
| May       | Lockdown         | 5/19/17 @1:15        |                                                  |
| June      | Fire/Evacuation  | 6/5/17 @ 10:00       | 6/1/17                                           |

#### School Drill Requirements

School drills are to be documented in Rapid Responder by date and time performed. Schools are required to conduct no less than one safety-related drill each month that school is in session. Required drills include:

- . One (1) drill using the school mapping information system (Rapid Responder);
- Three (3) drills for lockdowns (at least one modified lockdown & one full lockdown);
- One (1) drill for shelter-in-place;
- Three (3) drills for fire evacuation with the first evacuation drill being completed within the first ten
   (10) days of the start of school; and
- One (1) earthquake drill.

NOTE: Four (4) of your yearly drills must include the RAVE application (except for Jackson High, Heatherwood Middle and Mill Creek Elementary). Schools must email Rich McQuade at SNOPAC 911 (mcquade@snopac011.us) to coordinate the dates for your drills using RAVE.



#### School administrator & SRO conversations

- Monthly meetings
  - Create a regular opportunity to evaluate and discuss the social, emotional, and behavioral needs of students with the SRO
  - Complements monthly physical safety site team meetings
  - Celebrate what is working and problem solve collaboratively





### District EOC simulation exercise



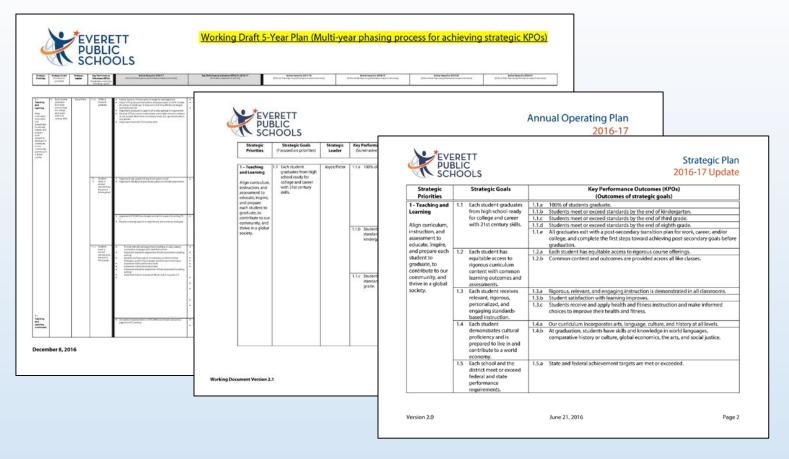








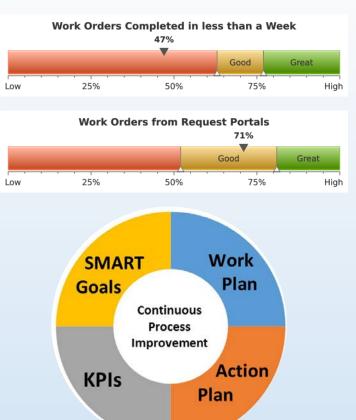
# Updating SP and AOP, five-year plan for implementation





# KPIs/KPOs/AOP, continuous improvement, data dashboard







# Elementary School No. 18

- Design Development is complete
- Project is on schedule
- We have applied for the Conditional Use Permit (CUP)

#### North MS

- Design Development is nearing completion
- Phasing of the project has been determined







# Safety and security, roofing, HVAC

District-wide safety and security design and construction standards developed

Access control system with video intercom will be installed at Hawthorne and

Silver Firs summer 2017

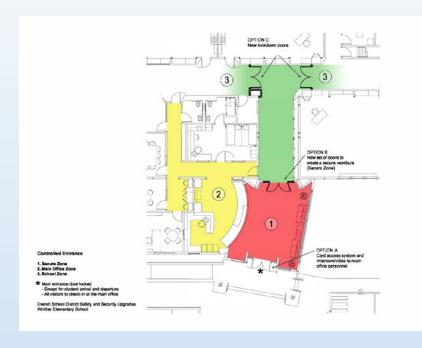
 Gateway HVAC and roofing will begin in late June

# **Technology implementation**

Wireless infrastructure at EHS and
 Sequoia will be completed summer 2017

# Synthetic turf fields

HM Jackson HS and Cascade HS





# 2018 capital bond development

- Continuing growth, portables
- Community forums on growth
- Board special work session on HS capacity analysis









## Effective management of resources

- Exceptional bond ratings
- Superior audits and awards
- Comprehensive Annual Financial Report awards

"Everett School District benefits from a **Strong** and **proactive** management team that demonstrates conservative budgeting practices, conducting multi-year forecasts, cash-flow projections, and scenario analysis."





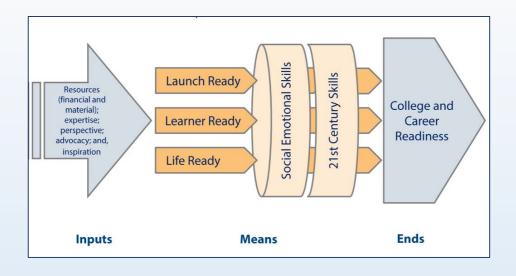








## Theory of action



# **Community Engagement**

- Early learning symposium
- Governors Summit for Career Connected Learning
- Innovation Expo Reception
- Superintendent Strategic Advisory Council



# Early learning

- Cross-community P-3 Leadership
  - National P-3 Institute participation
  - PreK-K transitions
  - Professional learning alongside community service providers
  - Further development of Everett Ready
- Symposium A case for community investment
  - Brain development
  - Economic impact
  - Healthy communities "transformation zones"

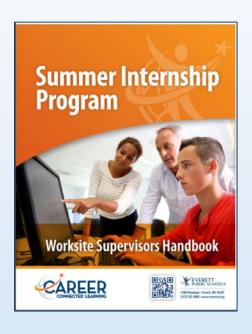




# Career connected learning

- Boeing Partnership
  - \$90,000 grant
  - Internal audit
  - Development of support materials
  - High School STEM Signature Program resources
  - Innovation Expo sponsor
- CTE General Advisory Committee
  - Align participants (partners) and agenda to CTE Pathways
  - Current year focus: IT and Advanced Manufacturing
  - Next year focus: Health Science and Manufacturing / Engineering







# College, career and life ready

- Navigation tools and processes
  - High School & Beyond, FAFSA, College Bound & Rotary Scholarships, College 101
  - Parent Teacher Student Association (PTSA) and Everett Public Schools Foundation (EPSF) "Chart Your Course"
  - Equal Opportunity Schools increasing accessibility & support for success in Advance Placement courses
- Diversifying pathways
  - Everett CC and UW Bothell
  - Medical career pathways and education career pathways
- Social-emotional learning supports
  - Panorama survey pilot
  - Trauma-informed practices grant
  - Family support advocates & therapists





Source: Collaborative for Academic, Social, and Emotional Learning



# **Conclusion**



# Discussion, comments and questions