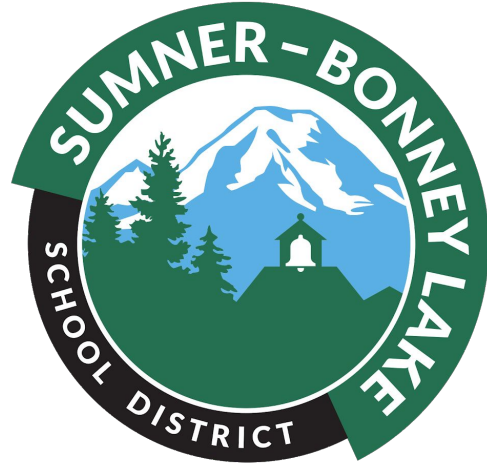


May 10, 2023



Persistence to Graduation

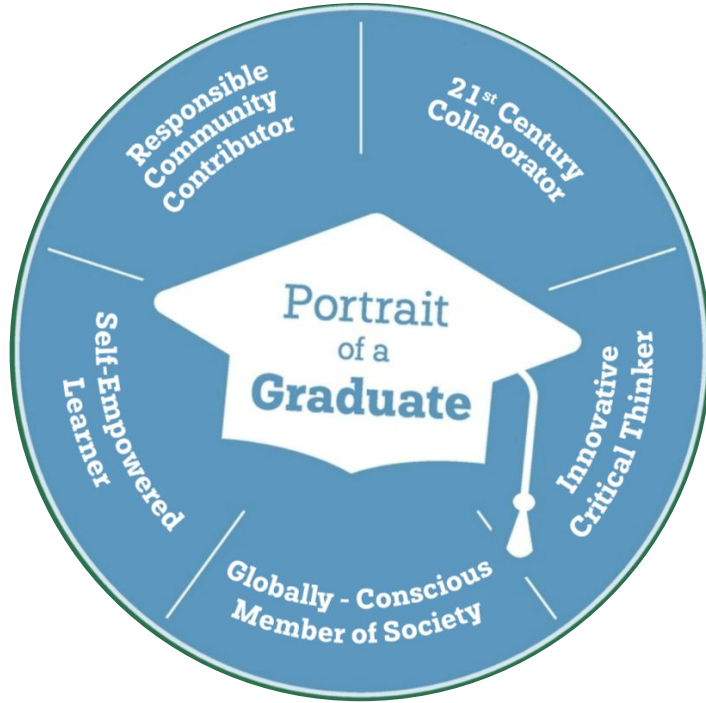
Goal 5: Readiness for College, Career, and Life

Presenters:

Cris Turner, **Principal on Special Assignment**

Kathleen Tuttle, **Director of Assessment**

Portrait of a SBLSD Graduate

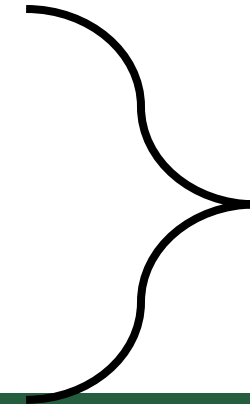


We are doing great!

	Graduation Rate	Dropout Rate
2022	91%	6%
2022	82%	10%
2010	75%	
2000	70%	
1990	77%	
1970	55%	



SBLSD



Washington
State



We are doing great!

Students are learning more and at higher levels than ever before.

And

They are graduating at higher levels than ever before!



We are doing great!

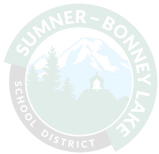
Some are still not making it...

Overall purpose of today's presentation:

- *Share the goals we have set to reach the long term goal of 100%*
- *What we are doing to get these results*
- *How we are continuously working to improve and capture the 9%*

Our promise...

100%



Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.



Relationship to Future Ready!

Goal 5: Readiness for College, Career, and Life

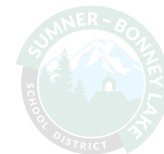
Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

By 2026.....

98% of the senior class will
graduate on time (4 years).

Step - Progress Goals

2023	93%
2024	95%
2025	97%
2026	98%



Relationship to Future Ready!

Goal 5: Readiness for College, Career, and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

Key Areas of Focus:

9th Grade on Track

Transitions - Kindergarten, 5th to 6th, & 8th to 9th

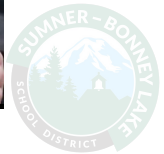
Graduation Pathways

School Improvement Plans



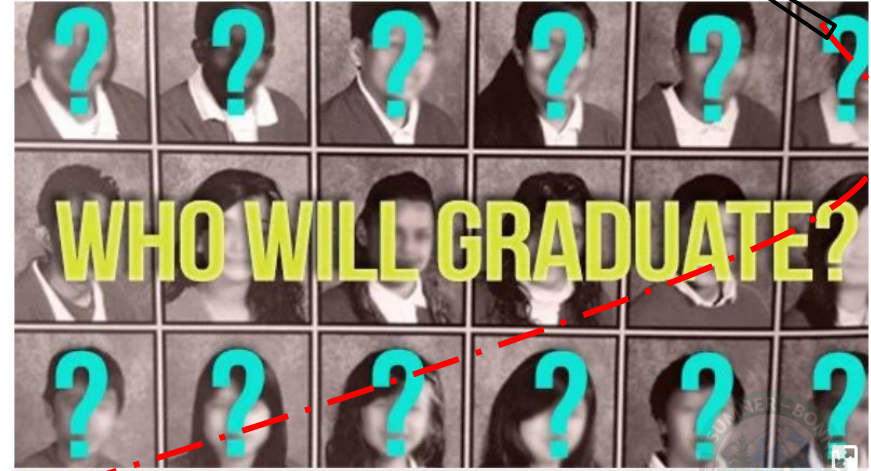
Equity Looks Like

Every student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington State's college & career readiness graduation requirements.



Equity Looks Like

We should not be able to predict the odds of graduation based off the color of a student's skin, amount of money a family has, sexual orientation, gender identity, or religion.



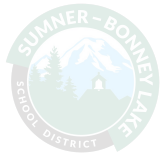
Relationship to SBLSD Policy

Graduation Direct

- 2409 World Language Mastery-Based Credit
- 2410 High School Graduation Requirements
- 2413 Equivalency and Competency Credit Opportunities
- 2418 Waiver of High School Graduation Credits
- 2140 Comprehensive School Counseling Program
- 2161 Special Education and Related Service for Eligible Students
- 2240 Summer School

Underpin Graduation

- Every policy highlighted from goals 1-4



Budget Allocation

Goal 5: Readiness for College, Career, and Life

All the items mentioned in Goals 1-4 have a direct impact on goal 5

- Counselors at every level
- Elhi Hill Program
- CTE Courses - Skills Center
- Graduation Coach
- Advisory
- Summer School
- District Equity Training
- Monday Morning PLC Time
- Parent Conferences
- SEL Curriculum
- Transportation
- Online Education



Outcomes

Learn about how we are fulfilling **Our Promise**, to know, value and support every student in relation to **Graduating Ready!**

Explore Goal 5 work through PLC guiding questions:

- **What do we need to know and be able to do?**
- **Where are we now and how do we know?**
- **How will we get there?**
- **How will we respond if we don't get there?**

Identify how the **4 pillars** are woven through the work we are doing across all schools.

Understand:

- The complexity and structure of our school system
- How graduation supports & interventions are woven throughout our work
- Some of the specific steps we are taking to provide students the support they need to graduate

What do we need to know and be able to do?

By 2026.....

98% of the senior class will graduate on time (4 years).



We Need to Know.... Our Why & Importance

Impacts of
not
graduating

- 3.5 times more likely to be arrested
- 8 times more likely to be incarcerated
- * Approximately 70 % of jail & prison inmates
- Significant increase in high risk behaviors such as early pregnancy, delinquency, crime, violence, alcohol, & drugs
- Extreme bleak economic and social prospects, have health issues, & live in poverty

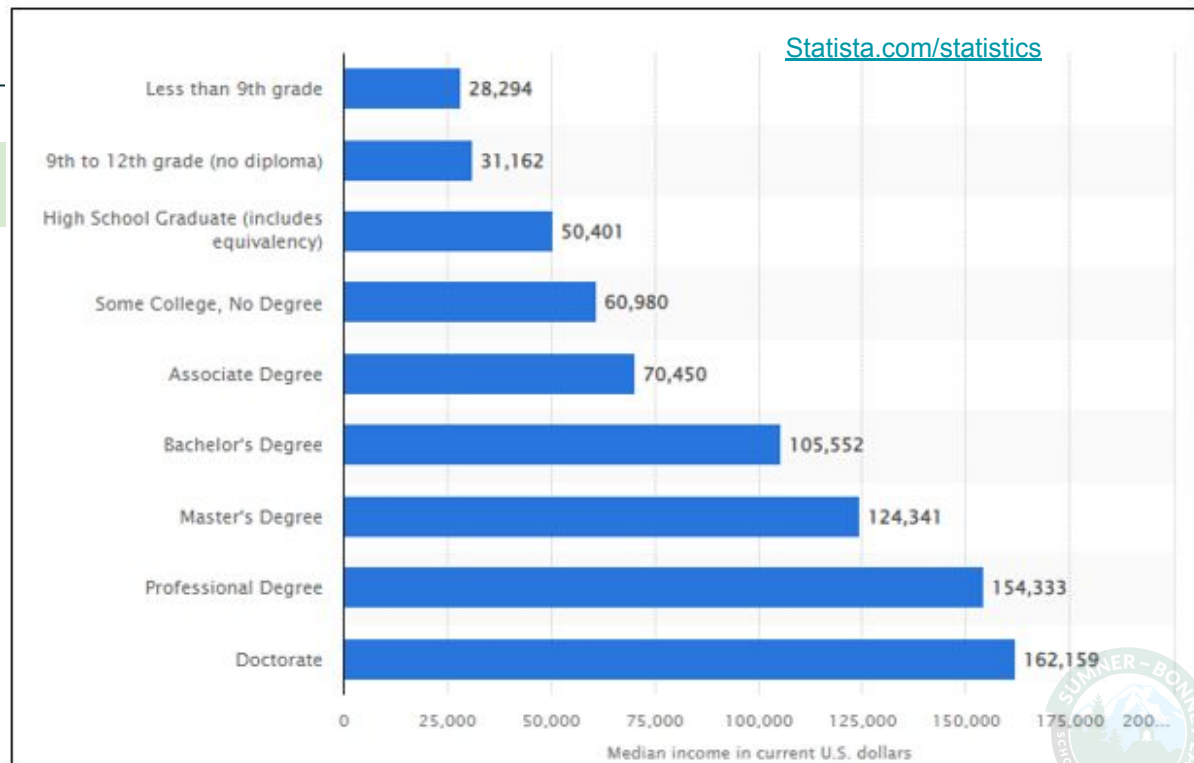


Why & Importance

Financial Security

The average number of jobs held in a lifetime is 12+

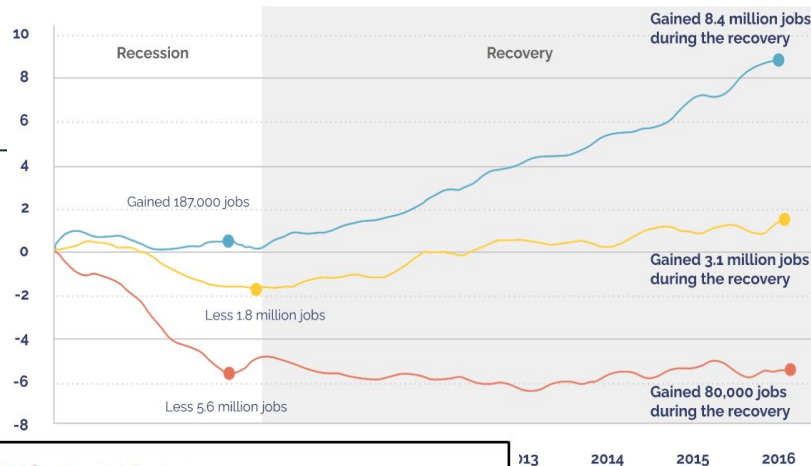
2 out of 3 jobs available today require post secondary education / professional skill set



Average life expectancy is 77 years. We are setting the foundation for students for the next 60 years of their life, when their brain is not even fully developed.

Why & Importance

Where the jobs are going to be..

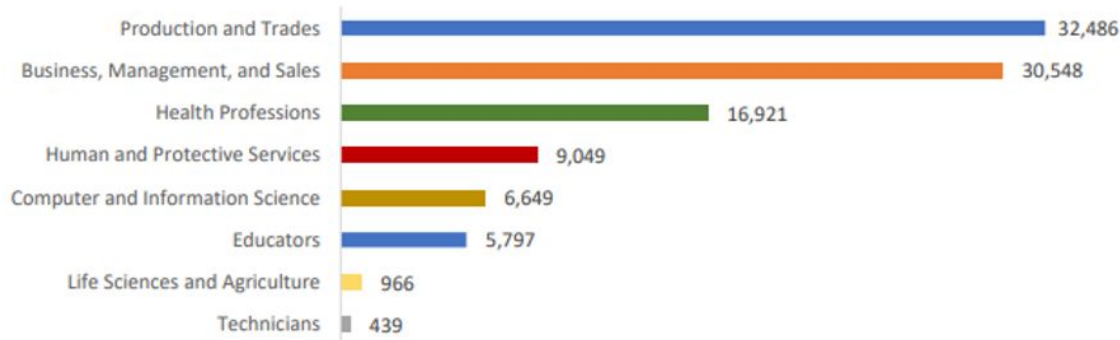


+4500% Jobs requiring a bachelor's degree or higher

+172% Jobs requiring an associate's degree or some college

+1.4% Jobs requiring a high school diploma or less

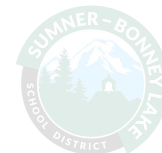
Projected Midlevel Annual Job Openings 2022-2027



Source: WSAC, WTECB, SBCTC joint analysis of 2019 Washington ESD long-term employment forecast; Bureau of Labor Statistics Training levels; IPEDS; 2018 Census PUMS data.

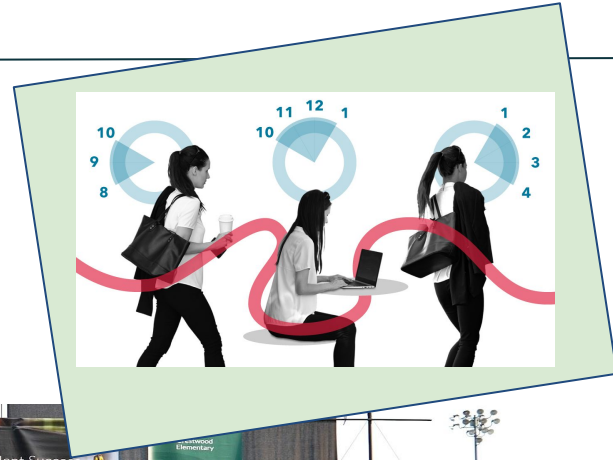
sis of Current Population Survey (CPS) data, 2007-2016.

abl.



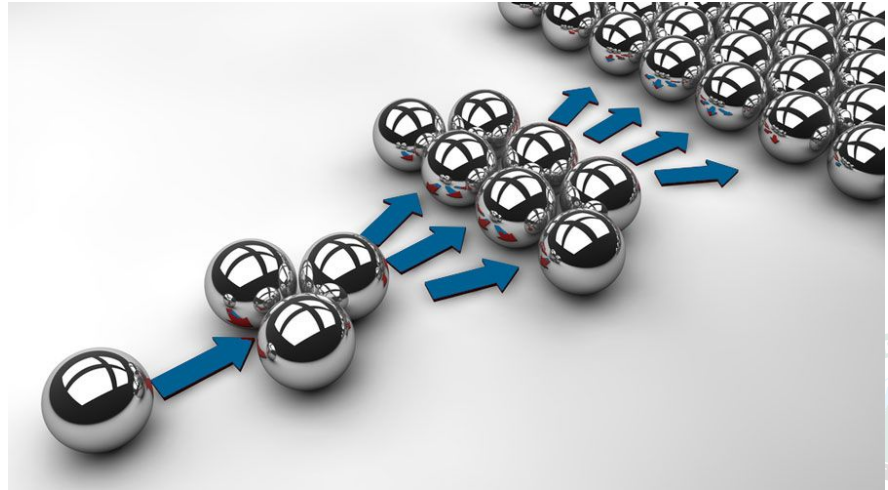
We Need to Know....

- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years



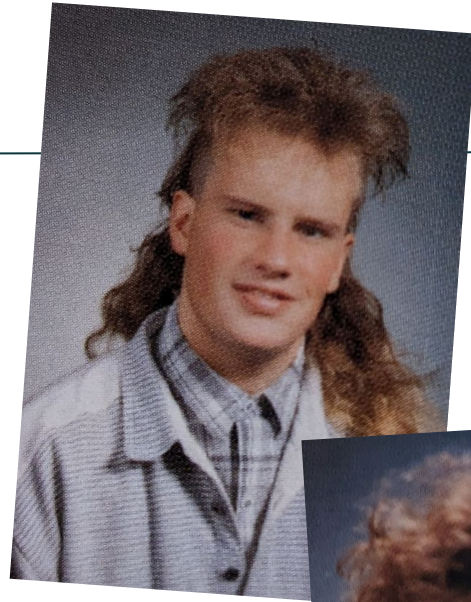
We Need to Know... Impacts Students

- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years
- Things that impact students



Impacts Students

Brainstorm with your elbow partner and create a list of things that have changed since 1989 that impact students & schools.....



Impacts Students (1989 VS 2023)

1989

- Hormones
- Driving / Car
- Sports
- Relationships
- Bullying & Hazing
- Parents
- ????

2023

- All 1989's stressors
- Internet & computers
 - Social media & instant information
 - Easy access to violent videos & sexualized material
 - Email / text / message apps
- Easy access to drugs
- Mental Health
- Gang violence
- School shootings
- AP / IB / Running Start
- State Testing & Grad Requirements
- COVID



We Need to Know.... Changing Graduation Requirements

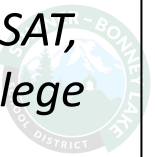
Up to 1990 - Graduation requirements locally determined

Graduation requirement changes from 1991 to today

- 19 credits required
- Passing State Testing

	Graduation Rate	Dropout Rate
2022	91%	6%
2022	82%	10%
2010	75%	
2000	70%	
1990	77%	
1970	55%	

- *Washington Assessment of Student Learning*
- *High School Proficiency Exam*
- *End Of Course Exams*
- *Smarter Balanced Assessment*
- *Grad Assessment Pathways: CTE Pathway, SAT, ACT, ASVAB, AP/IB course, Dual Credit / College Level Courses*



Changing Graduation Requirements

Up to 1990 - Graduation requirements locally determined

Graduation requirement impacts / changes from 1991 to today

- 19 credits required
- Passing State Testing
- Running Start
- Dual Credit
 - AP, IB, College in the High School, CTE, etc.
- High School and Beyond Plan
- 24 credits required
- Social Emotional Learning
- Graduation Assessment Pathways



We Need to Know.... Data



- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years
- Things that impact students
- **Data - how to use it to identify struggling students and needed interventions, progress monitoring, etc..**
 - Graduation rates, 9th grade on-track, attendance
 - Test scores, grades, demographics, reading levels, classroom assessments, Healthy Youth Survey, Center for Educational Effectiveness, Universal Screener, etc...



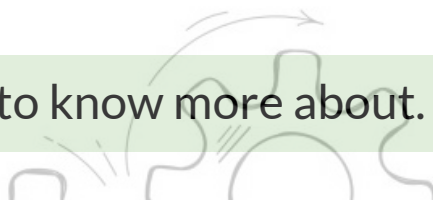
We Need to Know.... Current Systems

- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions
- **Our current systems - programs, supports, interventions**

Exploring Graduation Supports & Programs



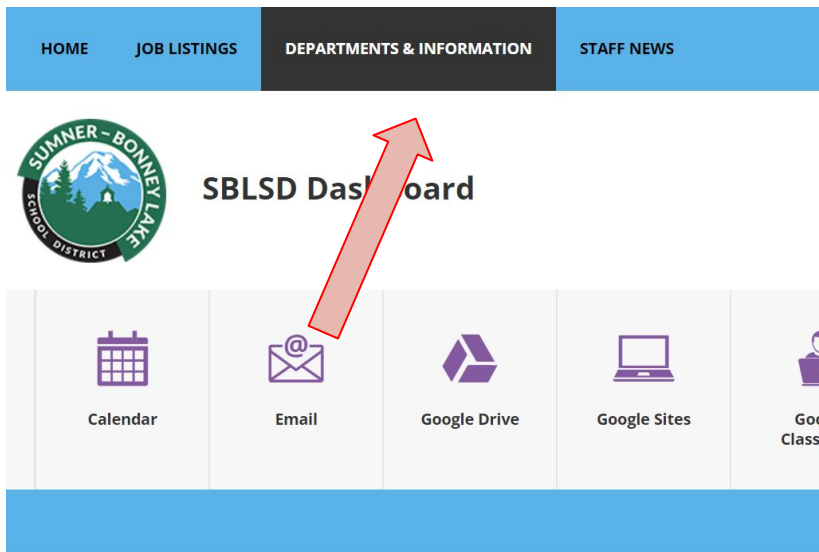
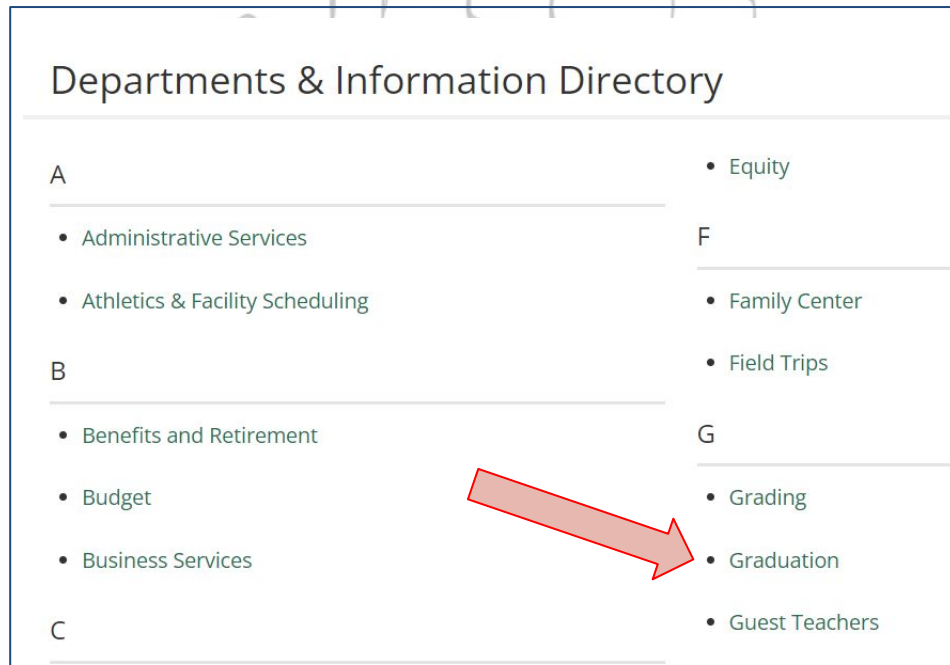
Find something you did not know or want to know more about.



Secondary Educational Options	Building Supports & Interventions	Credit Deficit & Recovery Interventions	Secondary District Interventions
In District	Building Online ALE	State/Competency Testing Link	Elhi Hill Link
Building	Health Supports	Course Progression Link	Academy
Running Start Link	Mental Health Supports Link	Online Credit Recovery	Grad Alliance
Skills Center Link	Home Hospital Link	Building Online ALE	Open Doors Link
WA Youth Academy Link	EL / ML Supports Link	Summer School	Graduation Coach
Home School Link	Waivers Link	Waivers Link	Special Education Link
Out of District	Special Education Link	WA Youth Academy Link	Community Based Link
Online School Link	504 Plans Link	Worksite Learning	Family Center Link
Tech High School Link	Skills Center Link	Correspondence Courses Form	
Job Core Link	Work Site Learning	OSPI	
GED	Counselors Link		
UW Early Entrance Link	BFSS		
	Drug & Alcohol Supports		
	Graduation Coach		
	Grade Contracts Example		
	Extended Learning Example		
	McKinney Vento Link		

Exploring Graduation Supports & Programs

Find something you did not know or want to know more about.



Exploring Graduation Supports & Programs

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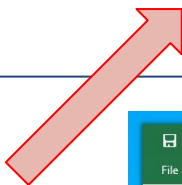
Graduation

Grad Supports & Options >

Grad Supports & Options



Graduation Supports and Programs (updated 10/24)



Graduation_Supports_and_Programs_10_24 (8) - Excel

File Home Insert Draw Page Layout Formulas Data Review View Help Tell me what you want to do

K7

Start * Must open in Excel to work properly.

Secondary Educational Options	Building Supports & Interventions	Credit Deficit & Recovery Interventions	Secondary District Interventions
In District	Building Online ALE	State/Competency Test	Elhi Hill
Building	Health Supports	Course Progression	Academy
Pulling Start	Household Support	Online Credit Recovery	Grad Alliance
Skills Center	Home Hospital	Building Online ALE	Open Doors
V/A Youth Academy	EL / ML Supports	Summer School	Graduation Coach
Home School	Valuers	Valuers	Special Education
Out of District	Special Education	V/A Youth Academy	Community Based
Online School	504 Plans	Worksite Learning	Family Center
Tech High School	Skills Center	Correspondence Cour.	
Job Core	Work Site Learning		
GED	Counselors		
UV Early Entrance	BFSS		
	Drug & Alcohol Supports		
	Graduation Coach		
	Grade Contracts		
	Extended Learning		
	McKinney Vento		

Overview Chart Hover Overview In District Out of District G ...



We Need to Know.... COVID

- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions
- Our current systems - systems, supports, interventions
- **Impact of COVID on graduation**



COVID & Graduation....



2020 = 9th Grade



2020 = 8th Grade



2020 = 7th Grade



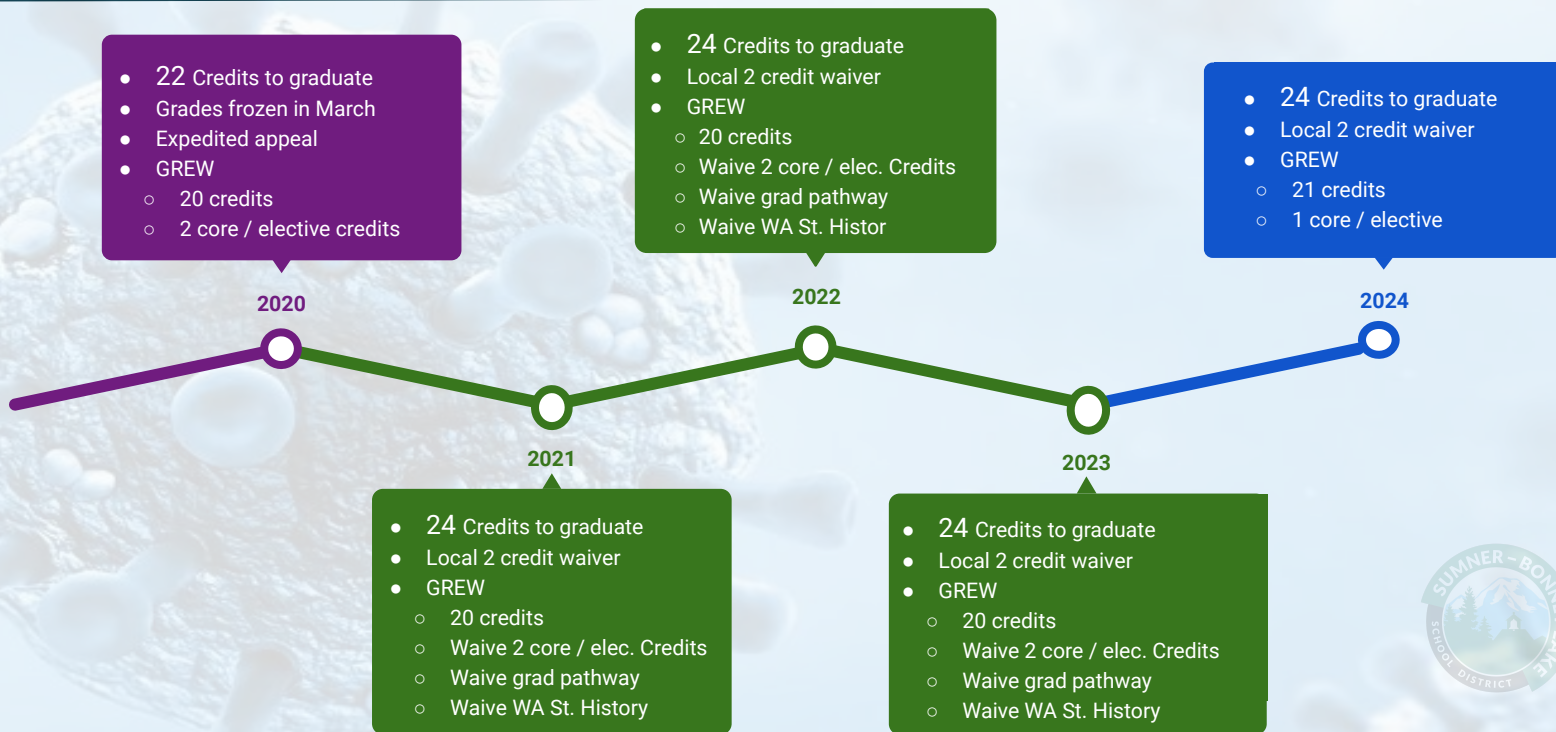
2020 = 6th Grade

- 9th - Lost $\frac{1}{2}$ of the year
- 10th - Online - void school connection
- 11th - Relearn how to do school
- 12th - First "normal" year



COVID & Graduation....

2022
8% received a waiver



Local Waiver:

Homeless, Health Condition, Limited English proficiency, Disability, Transfer in last 2 years Other circumstances that directly compromised a student's ability to learn (emergency, natural disaster, trauma, personal or family crisis)

We Need to Know.... Who & What

- Our WHY & Importance
- “On Time Graduation”
 - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions
- Our current systems - systems, supports, interventions
- Impact of COVID on graduation
- **Who is graduating and who is not**
 - What is the best predictor to identify potential non-graduates

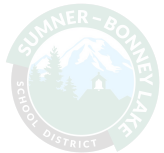


Who & What - Research

- Data on our “Who” - next section
- 9th Grade Success #1 predictor of graduating
 - Freshmen on track at the end of the year are four (4) times more likely to graduate
 - Stronger indicator than race, ethnicity, poverty or test scores
 - OSPI - tracks
 - 21-22 school year, WA State 70% - SBLSD 80%
- The top 3 school-related reasons high school students drop out: (National Dropout Prevention Center)
 - 1) Missing too many school days
 - 2) Believe easier to get a General Education Diploma
 - 3) Getting poor grades & failing classes

Strategic Plan Goal 2
Attendance!

Strategic Plan Goal 3
Instruction!



Where are we now and how do we know?

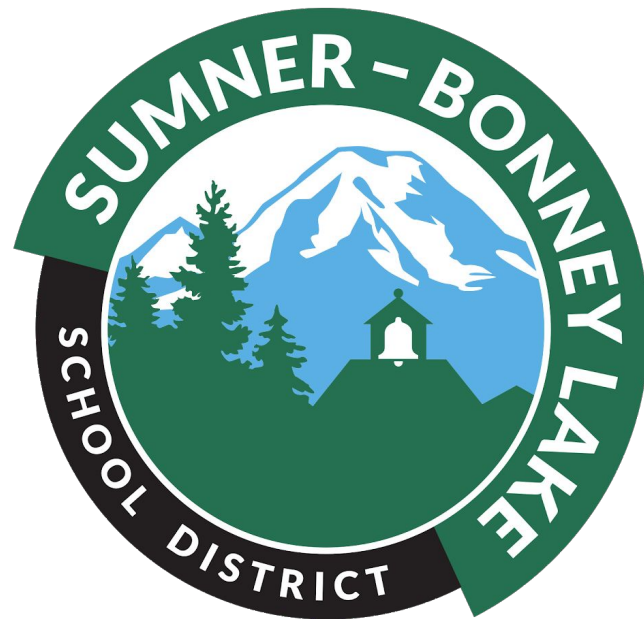
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98% of the senior class will
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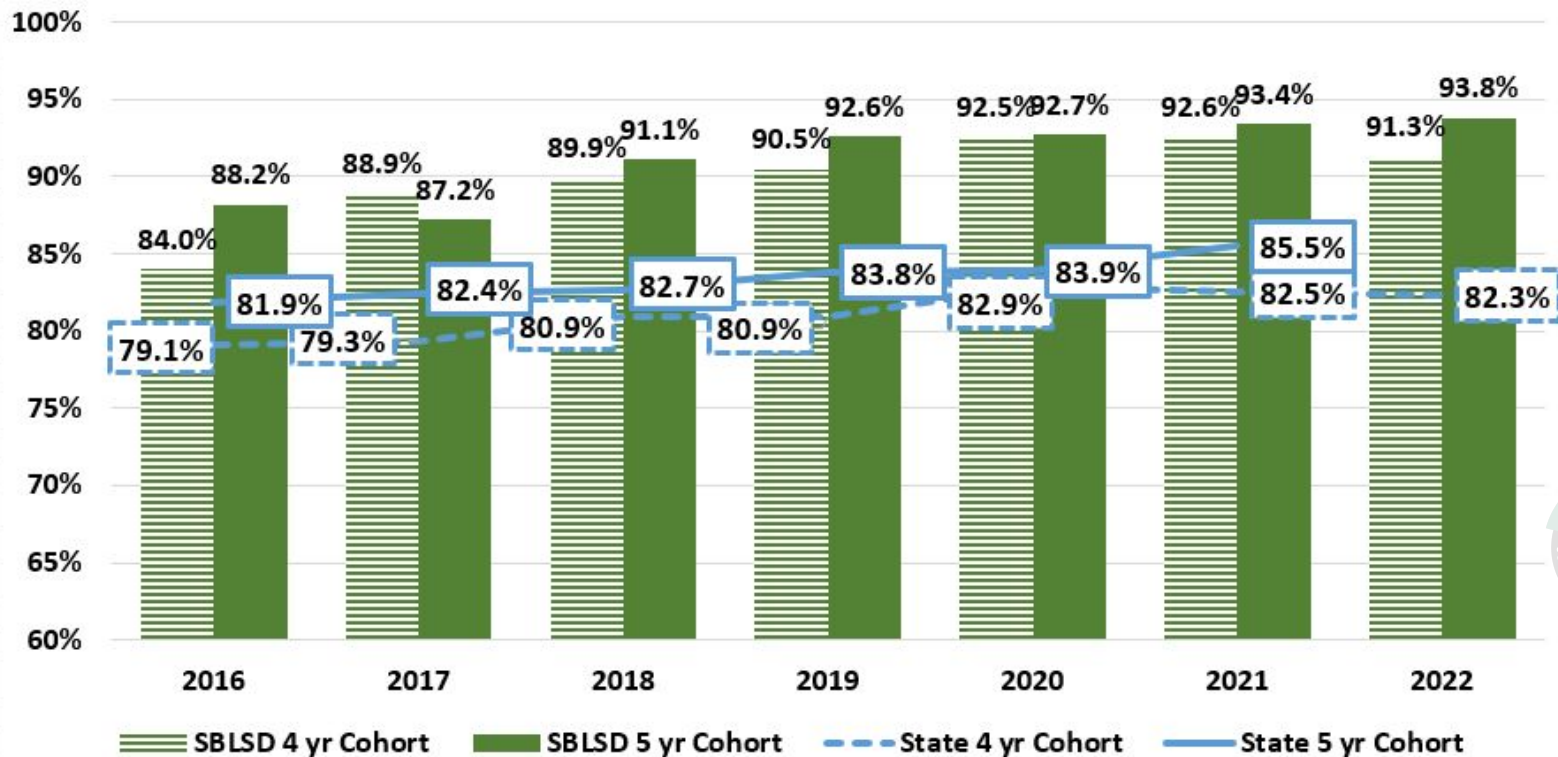
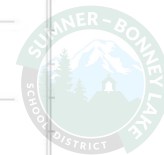
Step - Progress Goals

2023	93%
2024	95%
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2026	98%

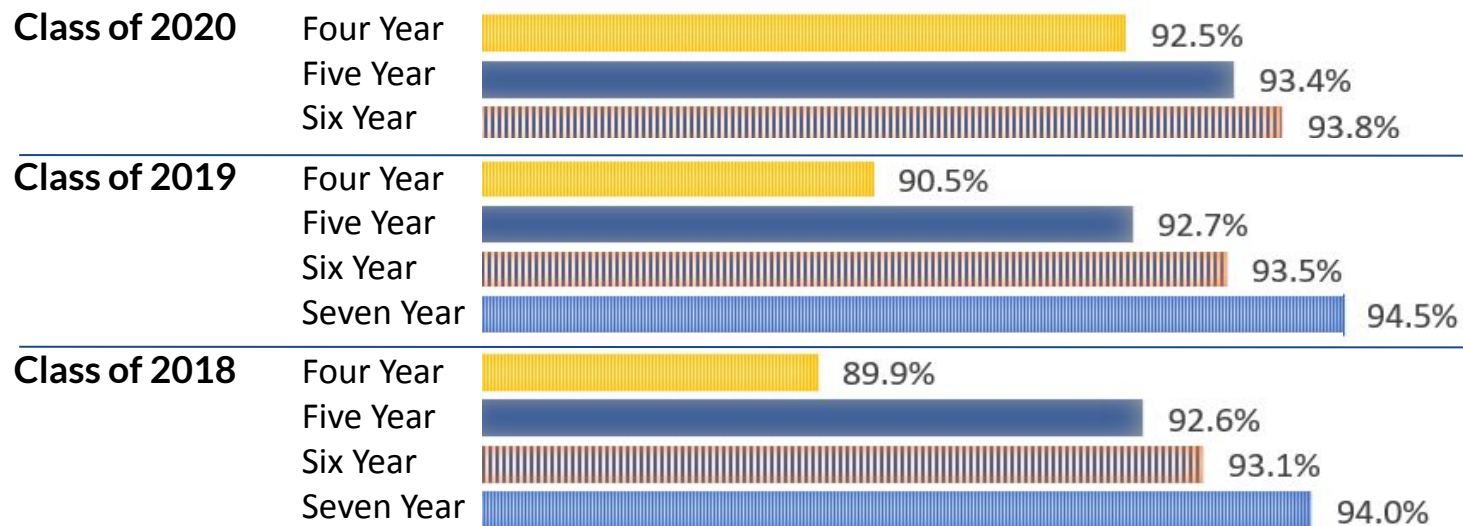


Where Are We Now... Graduation Rates

Graduation by Cohort: Class of 2016-2022

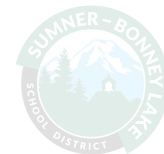


Graduation Rates

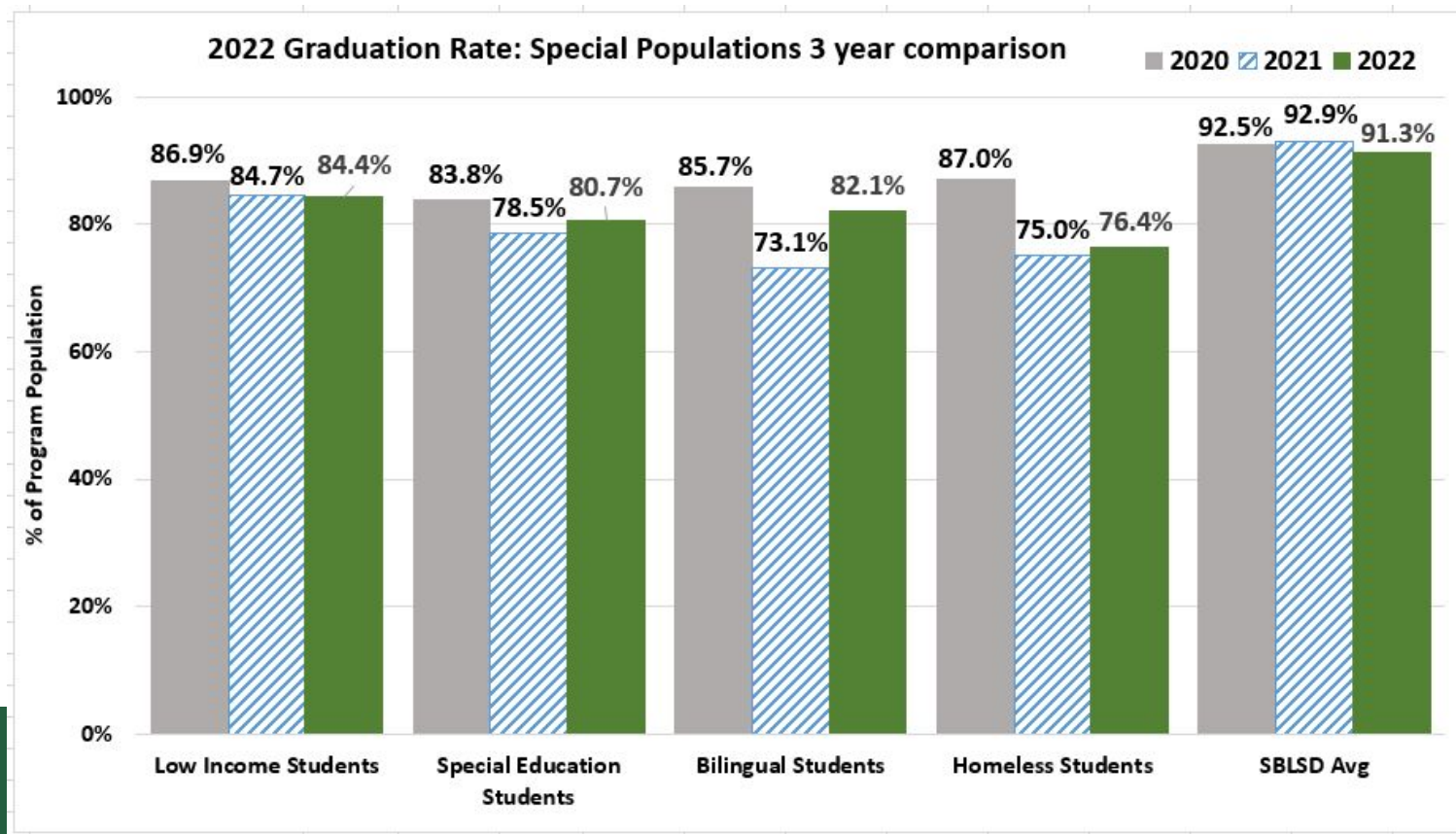
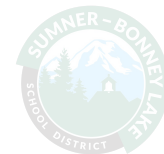


7% to 9% are not graduating - On Time

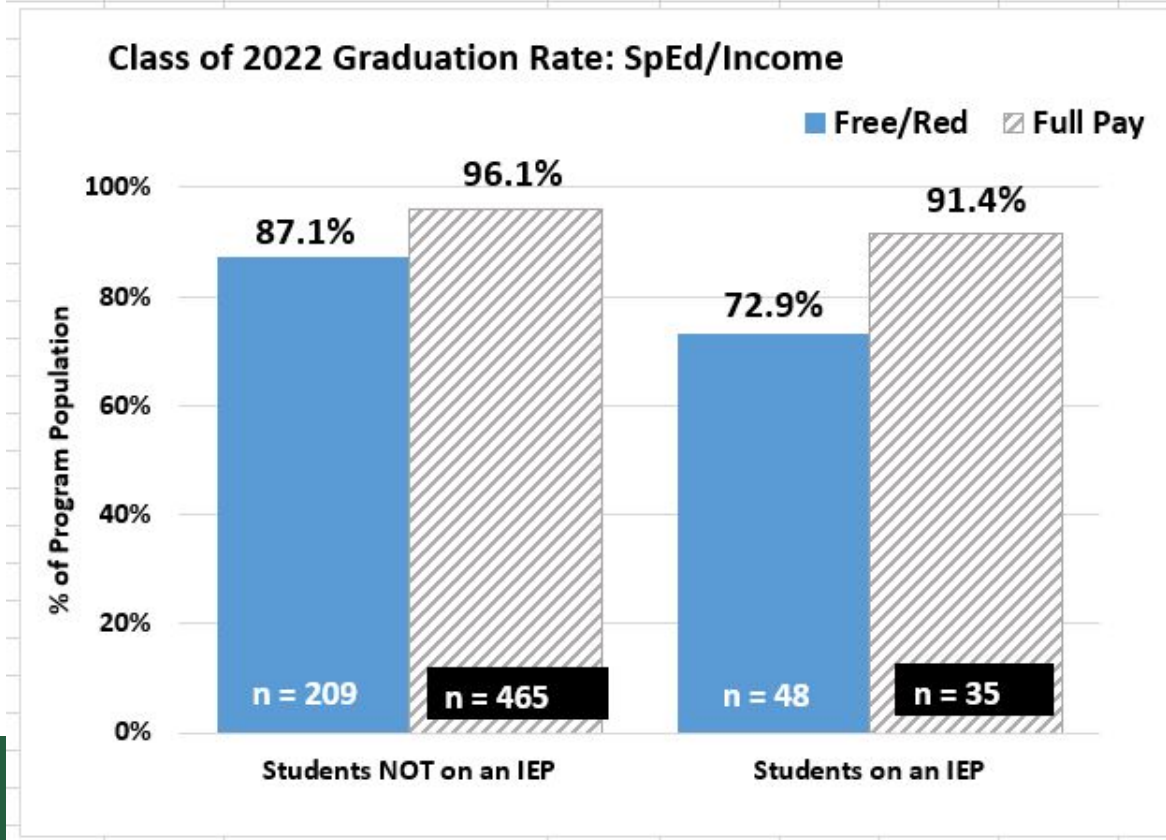
We continue to work, improving overall graduation rate!



Where Are We Now... Equity



Where Are We Now... Impacted populations



**2022 Special Education
Graduation Rate**

80.7%



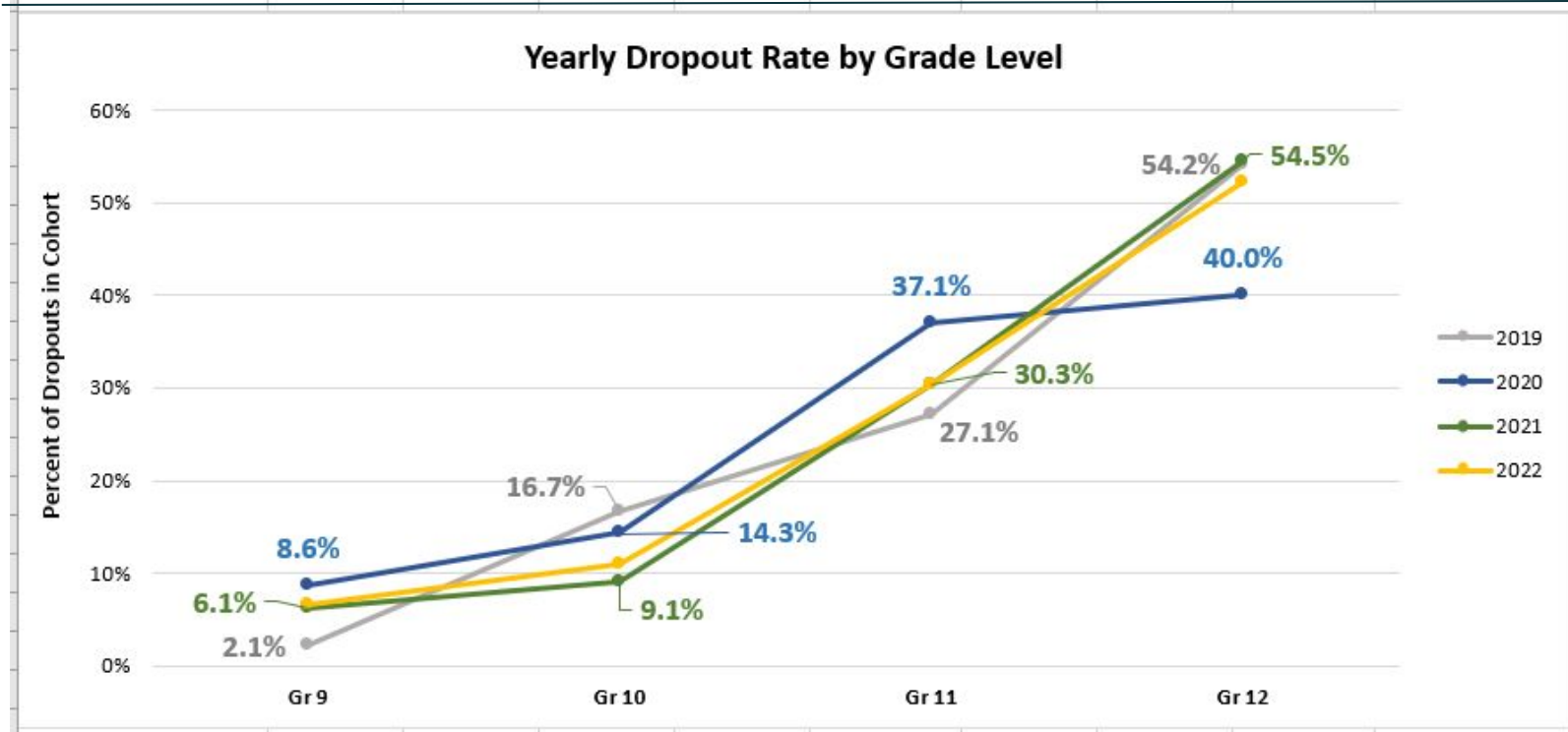
Where Are We Now... Who do we lose?

	% of Dropouts		% of 5th Years	
Low Income	31	67.4%	9	60.0%
Special Education	11	23.9%	5	33.3%
EL	3	6.5%	3	20.0%
Homeless	9	19.6%	4	26.7%
No Program	14	30.4%	3	20.0%
Total	46		15	
*Excl CBT/DLC				

61 Students



Where Are We Now... When do we lose students?



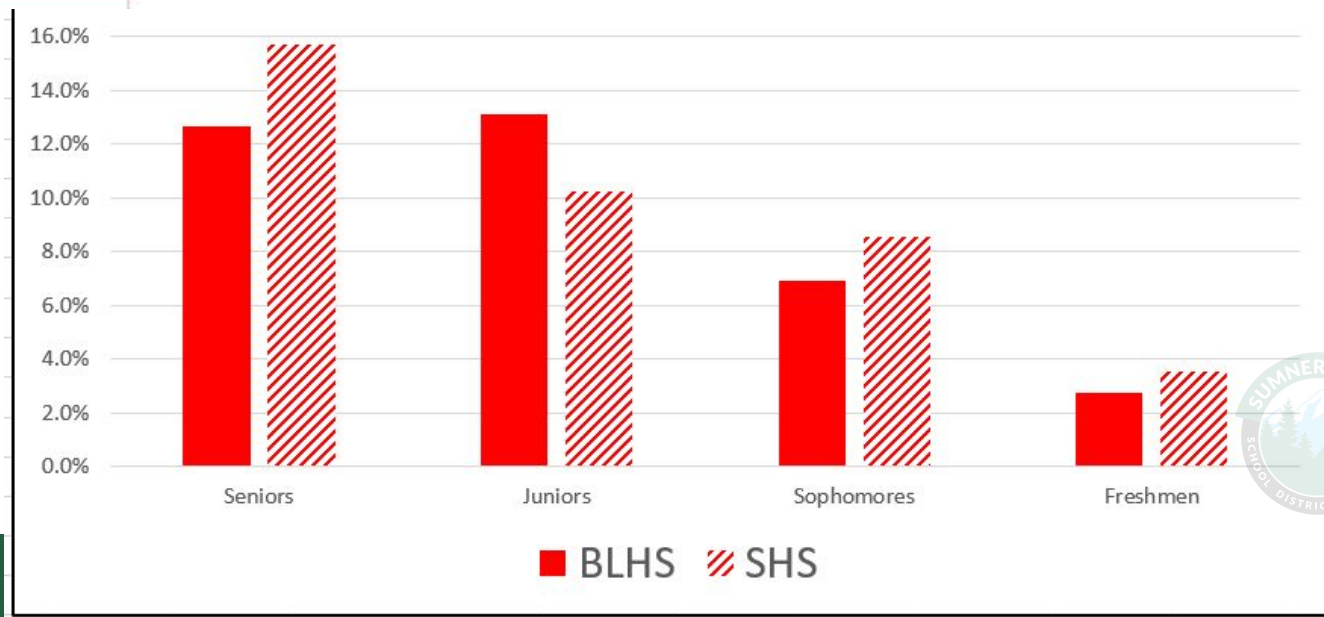
Where Are We Now... Early Warning System

Green = On Track

Amber = .5 to 1.5 credits behind

Red = 2+ credits behind

2/1/23 SBLSD EWS % Red



Where Are We Now... Monthly Grade Data

BLHS

-  BLHS Teacher Grades 4-14-23
-  BLHS 9th 4-14-23
-  BLHS Teacher Grades 3-3-23
-  BLHS 9th 3-3-23
-  BLHS Teacher Grades 2-3-23
-  BLHS 9th 2-3-23
-  BLHS Teacher Grades 1-3-23
-  BLHS 9th 1-3-23
-  BLHS Teacher Grades 11-14-22
-  BLHS 9th 11-14-22

SHS

-  SHS Teacher Grades 4-14-23
-  SHS 9th 4-14-23
-  SHS Teacher Grades 3-3-23
-  SHS 9th 3-3-23
-  SHS Teacher Grades 2-3-23
-  SHS 9th 2-3-23
-  SHS Teacher Grades 1-3-23
-  SHS 9th 1-3-23
-  SHS Teacher Grades 11-14-22
-  SHS 9th 11-14-22

LMS

-  Lakeridge 4-14-23
-  Lakeridge 3-3-23
-  Lakeridge 2-3-23
-  Lakeridge 1-3-23
-  Lakeridge 11-14-22
-  Lakeridge 10-17-22

MMS

-  Mountain View 4-14-23
-  Mountain View 3-3-23
-  Mountain View 2-3-23
-  Mountain View 1-3-23
-  Mountain View 11-14-22
-  Mountain View 10-17-22

SMS

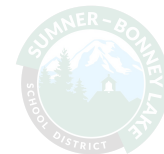
-  Sumner Middle 4-14-23
-  Sumner Middle 3-3-23
-  Sumner Middle 2-3-23
-  Sumner Middle 1-3-23
-  Sumner Middle 11-14-22
-  Sumner Middle 10-17-22

Staff Dashboard - [Graduation](#)



Monthly Grade Data (monitoring)

Row Labels	A	A-	B	B-	B+	C	C-	C+	D	D+	F	Grand Total
10 ENGLISH	74	23	22	17	19	16	7	18	18	8	43	265
	23	9	7	1	5	1		1	2		2	51
	36	6	2	9	5	2	2	8	5		17	92
	11	4	10	7	6	5	1	5	2	3	10	64
	4	4	3		3	8	4	4	9	5	14	58
11 ENGLISH	16	12	13	12	11	14	11	7	12	7	21	136
	3	2	1									6
	2	1	6	3	1	6	7	2	10	4	16	58
	11	9	6	9	10	8	4	5	2	3	5	72
12 ENGLISH	22	13	11	11	13	11	4	9	13	5	20	132
	3	5	3		3							14
	4	1	1	4	2	3	1	3	5		6	30
	11	5	6	4	4	4	2	4	6	5	8	59
	4	2	1	3	4	4	1	2	2		6	29
9 ENGLISH	55	22	19	24	13	30	20	18	22	7	52	282
	2			1		2	1	1			1	8
	13	13	13	11	5	9	9	5	3	3	21	105
	1	3	4	9	5	12	9	10	8	4	13	78
	39	6	2	3	3	7	1	2	11		17	91
ALGEBRA I	27	13	27	29	17	25	13	20	27	21	60	279
	5	3	11	10	7	10		9	4	6	16	81
	2	1	1		3	2	2	3	3	1	6	24
	2	2	3	3	4	6	4	3	8	1	14	50
	7	2	7	3	2	1	4	1	4	3	7	41
	11	5	5	13	1	6	3	4	8	10	17	83
AP CALC B/C	1	1			2	1	1		1		2	9



Monthly Grade Data (monitoring)

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	4	4	3		3	8	4	4	9	5	14	58
11 ENGLISH	16	12	13	12	11	14	11	7	12	7	21	136
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	2	1	6	3	1	6	7	2	10	4	16	58
	11	9	6	9	10	8	4	5	2	3	5	72
12 ENGLISH	22	13	11	11	13	11	4	9	13	5	20	132
	3	5	3		3							14
	4	1	1	4	2	3	1	3	5		6	30
	11	5	6	4	4	4	2	4	6	5	8	59
	4	2	1	3	4	4	1	2	2		6	29
9 ENGLISH	55	22	19	24	13	30	20	18	22	7	52	282
	2			1		2	1	1			1	8
	13	13	13	11	5	9	9	5	3	3	21	105
	1	3	4	9	5	12	9	10	8	4	13	78
	39	6	2	3	3	7	1	2	11		17	91
ALGEBRA I	27	13	27	29	17	25	13	20	27	21	60	279
	5	3	11	10	7	10		9	4	6	16	81
	2	1	1		3	2	2	3	3	1	6	24
	2	2	3	3	4	6	4	3	8	1	14	50
	7	2	7	3	2	1	4	1	4	3	7	41
	11	5	5	13	1	6	3	4	8	10	17	83
AP CALC B/C	1	1			2	1	1		1		2	9

English 10 - 4 Teachers:

- 2 F = 4%
- 17 F = 18%
- 10 F = 16%
- 14 F = 24%

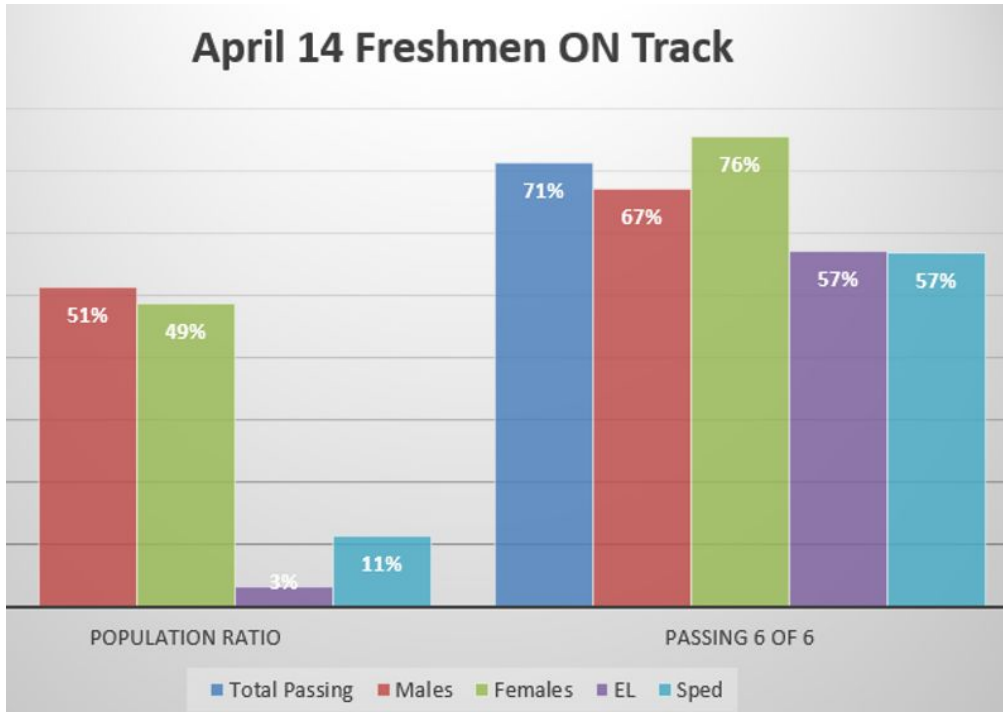
Eng. 10 PLC meeting

- Failure rate discrepancy
- Same standard being measured
- What instructional strategies are working
- Create possible interventions

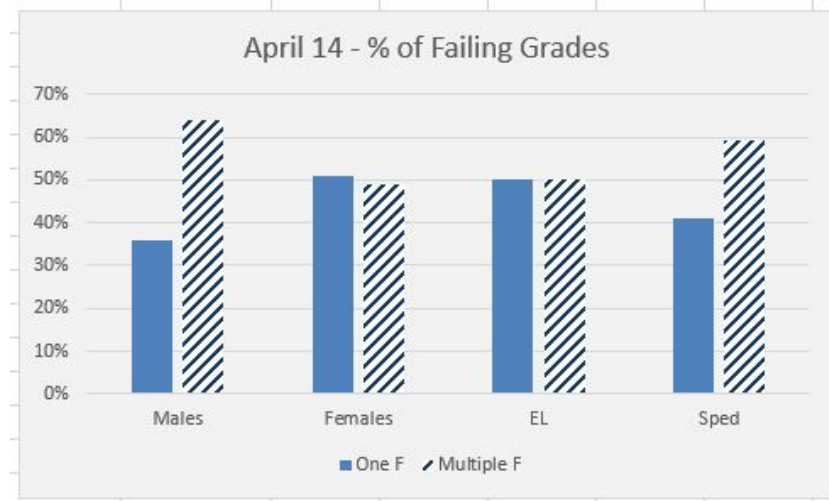
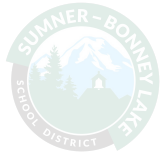


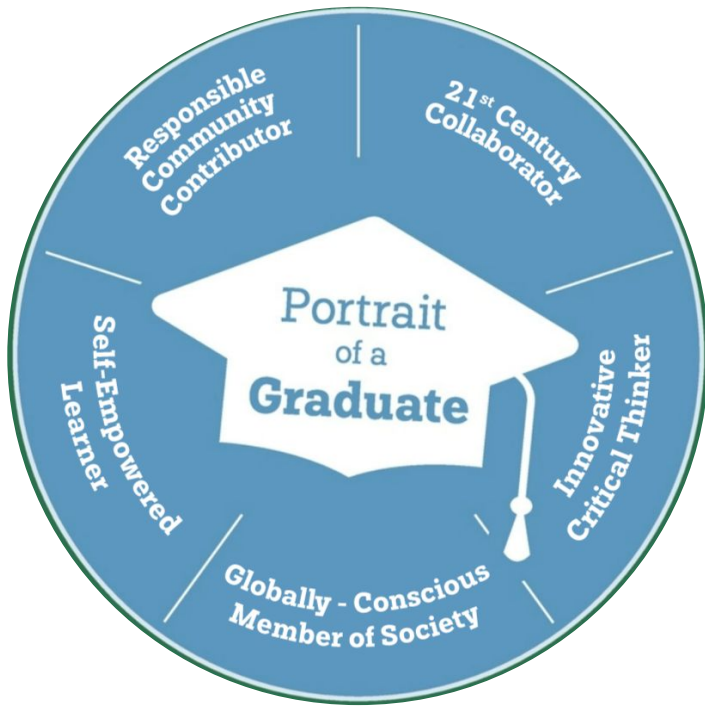
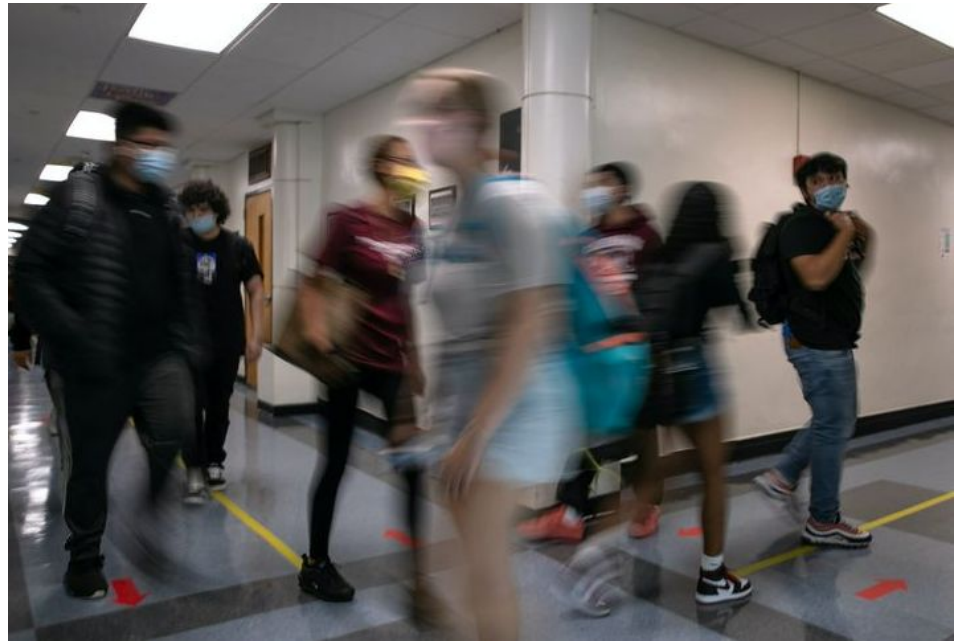
Monthly Grade Data (monitoring)

April 14 Freshmen ON Track



April 14 - % of Failing Grades





A portrait of a Graduate is clear... A portrait of a non-grad is NOT clear.

Know, Value & Support each student w/their unique circumstances!



How will we get there?

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience



By 2026.....

98% of the senior class will
graduate on time (4 years).

Step - Progress Goals

2023	93%
2024	95%
2025	97%
2026	98%

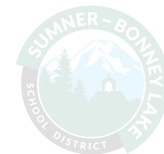
SUMNER - BONNEY LAKE SCHOOL DISTRICT

Strategic Plan

2021 - 2026

Our Promise:

We will **know, value,** and
support every student,
helping them **graduate ready**
to pursue a **promising future.**



Four Pillars: Building Blocks for Action

Pillar A: Teaching & Learning	Pillar B: Safe Culture and Strong Partnerships	Pillar C: Professional Learning	Pillar D: Continuous Improvement
<p>Student Advisory: Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.</p> <p>Strong Transitions: Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.</p> <p>English Language Acquisition: Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.</p>	<p>Career and College Exploration: Create inclusive multi-lingual family and student events, led by a variety of staff and students, to increase support for course taking, career and college options, and completion of post-secondary planning processes.</p> <p>Graduation Coach/Specialist: Designate a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, coursework, and documentation.</p> <p>Work-based Learning Opportunities: Provide every student application-oriented work-based opportunities focused on <i>exposure</i> at the elementary level, <i>exploration</i> for middle schools, and <i>experiences</i> for high school that empower them to find the pathway of their choice.</p>	<p>Effective Strategies & Resources: Connect teachers, leaders, and staff to effective strategies, professional learning, and resources for facilitating academic and social emotional growth of middle and high school students, and strong implementation of advisory programs.</p> <p>Authentic Family and Community Outreach: Enhance effectiveness of district employees' interactions with students and families by providing formal training and continuous learning opportunities that promote open, proactive, and culturally-informed communication.</p>	<p>Pathways for High School Graduation: Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).</p> <p>Master Schedules: Ensure that master schedules provide multiple opportunities for students to stay on track for graduation, including access to intervention, career pathways, and advanced coursework.</p> <p>Equitable Budgeting, Hiring and Staff Placement: Institute need-based, results-focused budgeting; match hiring and staff placement with relative school-level needs; and ensure greater transparency about resource allocation processes.</p>

Educational Strategies



Four Pillars: Building Blocks for Action

Pillar A: Teaching & Learning

Student Advisory:

Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.

Strong Transitions:

Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.

English Language

Acquisition: Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.

Strong Transitions:

Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.

Educational
Strategies



How Will We Get There... Transition Plans

Kindergarten Transition Plan – Overview

Date 2023	Event	Summary	District Responsibilities	Building Responsibilities
Fall Winter 11/29, 12/5, 12/7 Spring	READY! For Kindergarten Parent Classes	Series of classes providing parents with information, tools and training to support them as their child's first teacher All sessions offered via Zoom	☒ Implement program - Annette Bowen ☒ Provide communication about dates - Peachjar	Communicate Ready information to parents Attend a session as available See website for details
January 20th	Pick dates for • Roundup • Screening	To have transparency and improve communication, we will be picking and promoting individual dates for Round up and Screening sooner and in more venues. Additional exposures to the school setting also decreases student anxiety and boosts confidence!	☐ Ensure schools have shared dates by Jan. 20 ☐ BLE ☐ EHE ☐ THE ☐ CWE ☐ ELC ☐ VFE ☐ DEE ☐ LRE ☒ Create round up flyer to share with families ☐ Make copies of flyer for Curriculum showcase ☐ Share dates/flyer at Curriculum showcase at Kindergarten Registration tables	2023 Kindergarten To-Dos & Hour Allocation Share dates on above form by Jan. 20th Share dates on school newsletters! FYI - This year, Round up and Screening will be separate. Budgets and hours will not be transferable. You may contact Alesha McDonald to check if extra hours are available, but additional time will most likely need to come from building budgets.
Week of January 23	Kindergarten Kickoff District Slideshow/video	Families of incoming kindergarten students are invited to view an asynchronous information session to understand the kindergarten registration process and available transition activities.	☒ Kinder Kickoff slide show ☒ Screencastify linked to district website ☐ Provide materials-registration packets ☐ Create Peachjar 2023 flyer ☐ Check website for needed updates	Include Kindergarten Kickoff Video in school newsletters beginning Jan. 23 Link to SBLSD Kindergarten Information: sumnersd.org/kindergarten
January Due February 15	Videos	Elementary schools will provide a video to orient new parents/caregivers and incoming students to their school. The video should provide an opportunity to tour the school and gain information about what kindergarten will be like.	Confirm schools have submitted videos prior to February 15 • Tour school (classrooms, playground, office, etc) • Meet important people (K teachers, office staff, admin, specialists) • Fun things about kindergarten (fun facts, kid work, school info, mascot) ☒ BLE ☒ EHE ☒ THE ☒ CWE ☒ ELC ☒ VFE ☒ DEE ☒ LRE	2023 Kindergarten To-Dos & Hour Allocation ← See District responsibilities for lookfors Final Deadline February 15, 2023 Here are some top notch examples BLE - Great sound quality CWE - Fun teacher facts DEE - Kid work - a day in the life of... All are positive, upbeat with great labeling!

Secondary Work

Transition Goals:

- To provide a smooth, supported transition for every student from one level to the next; to the school the student will attend
- To create district-wide transition plans that address all student needs, provides consistency & equity for students
- Equity focused - transition services are offered to all feeder schools & students



Four Pillars: Building Blocks for Action

Pillar A: Teaching & Learning	Pillar B: Safe Culture and Strong Partnerships
<p>Student Advisory: Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.</p> <p>Strong Transitions: Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.</p> <p>English Language Acquisition: Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.</p>	<p>Career and College Exploration: Create inclusive multi-lingual family and student events, led by a variety of staff and students, to increase support for course taking, career and college options, and completion of post-secondary planning processes.</p> <p>Graduation Coach/Specialist: Designate a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, coursework, and documentation.</p> <p>Work-based Learning Opportunities: Provide every student application-oriented work-based opportunities focused on <i>exposure</i> at the elementary level, <i>exploration</i> for middle schools, and <i>experiences</i> for high school that empower them to find the pathway of their choice.</p>

Graduation Coach/Specialist: Designate a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, coursework, and documentation.

Educational
Strategies



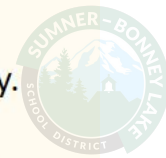
How Will We Get There... Graduation Coach

What is a Graduation Coach?

Graduation coaches help students discover their potential and see the relevance in their education which in turn improves their motivation in the classroom. Ultimately, graduation coaches connect with students, empowering them to fulfill their promise and change their lives.

Their role is to identify students in need of support and work with them to find a pathway to graduation and success beyond - knocking down barriers that students are facing. They monitor and address each student's risk factors that can be mitigated, connect students to supports, teach problem-solving strategies, create success enhancing structures, and maintain parental communications and support.

Graduation coaches will encounter frustrated students in "hopeless" situations quite frequently. These situations often arise when disengaged students get their first glance at their deficient transcripts. The key is to provide options, restore hope and walk alongside struggling students providing encouragement & support.



How Will We Get There... Graduation Coach

Clear, Structured, & Systemized Program built around best practice.

- Use data to identify at-risk students
 - McKinney Vento
 - Sophomores 50% failing
- Provide support & case management
- Provide intervention services
- Build post secondary plan
- Monitor & advise
- Partner with parents
- Connect to community resources



Bring hope to our severely struggling students!

Graduation Coach

2022 - 2023

Worked with 65 students

- 44 Active
- 21 Withdrawn

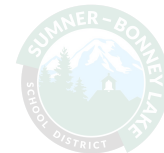
59% made positive progress, passing most classes, stopping their graduation credit deficit & even reducing it

23% made medium progress, passing more classes than previously, significantly slowing their graduation credit deficit

82% of all students

89% of students in year 2 made positive progress

86% of students who received support but are now withdrawn are still in school!

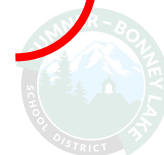


Educational Strategies

Four Pillars: Building Blocks for Action

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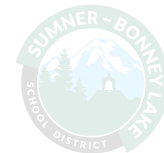
How Will We Get There... SEL & Advisory

High Schools

- 30 min once a week
- 4 years with the same advisor
- Scope & Sequence for every grade level
- Lessons
 - Character Strong
Social Emotional Learning
 - School Culture
Positive Behavioral Intervention Supports
 - High School & Beyond planning
 - Financial Literacy
 - Digital Citizenship

Middle Schools

- 30 minutes once a week
- Advisor is one of the student's content teachers
- Lessons
 - Social Emotional Learning
 - School Culture
Positive Behavioral Intervention Supports



Four Pillars: Building Blocks for Action

Pillar A: Teaching & Learning

Student Achievement: Implement a program that identifies every middle school student by name, and need by a teacher within the

Strong Teachers: Ensure that equitable participation opportunities exist for all students from 6th to 12th grade, including those with special needs and meet student learning

English Language Acquisition: Implement a comprehensive program for English Language Learners that ensures they can stay on track and be successful

Pathways for High School Graduation: Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).

Pillar D: Continuous Improvement

Pathways for High School Graduation: Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).

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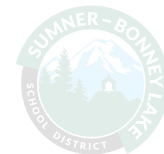
Educational Strategies



How Will We Get There... Pathway for Graduation

A road for everyone!

- Effective Early Warning System & other Data
- State Graduation Pathways
 - CTE Pathway, SAT, ACT, ASVAB, AP/IB course, Dual Credit / College Level Courses
- Strong CTE Programs - addition of JROTC!
 - High interest, *relevant w/career pathway*, and provide a strong foundation of technical knowledge and employability skills that complement academic studies
- OnLine Courses (credit recovery & more)
 - Buildings, full time teacher, high levels of collaboration with counselors
- Competency Based Credit
 - Recovery credit
 - Passing higher level course
 - State testing, SAT, ACT, AP/IB, College Level Course
 - World Language Competency Tests & Outpatient Substance Treatment (new this year)



Pathway for Graduation

A road for everyone!

- **Pierce County Skills Center**
 - 107 students
- **Running Start**
 - 112 Part time students
 - 182 Full time students
- ***Elhi Hill School Program & Elhi Hill Academy***
 - Program serves 100 in seat students & 16 remote, Academy serves 25 students
 - 12 years ago, most students were 5th or 6th year seniors
Now most are 4th year seniors - On Time Graduates
 - Average of 50+ graduates each year
 - 95% who enter Elhi Hill graduate!
- **Grad Alliance / Open Doors**
 - 5 students have already graduated this year



How Will We Get There... Other Highlights

- Progress monitoring - Data
- School Improvement Plans
- Summer school
 - 228 students last 3 years (85 last year w/ 93% passing rate)
- Extended learning opportunities
- End of semester grade contracts
- Professional School Counselors
- Mental health supports
- Substance Prevention Counselor
- Black & Brown Mentorship Program
- Sports / Clubs / Activities

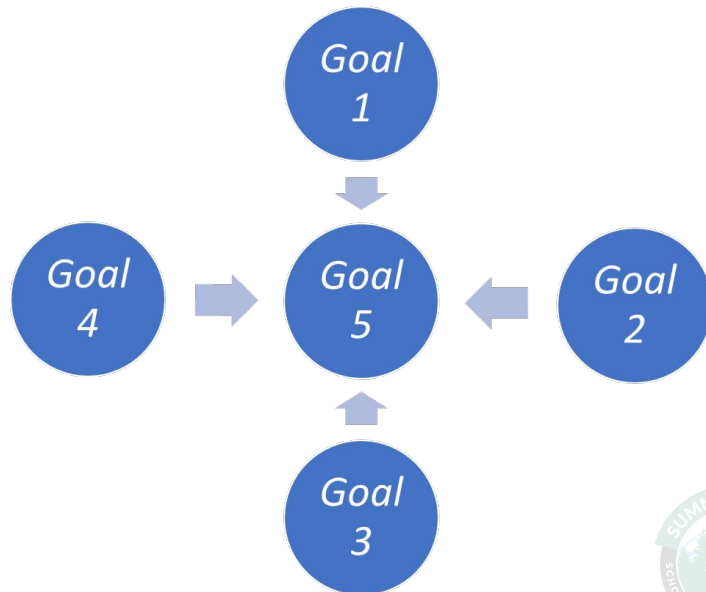
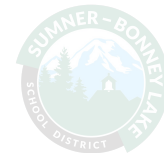


“Every student will earn all credits they are enrolled in at EHP by the end of each semester”

Other Highlights

Goals 1 - 4

- **1** - Success in the Early Years
- **2** - Nurtured, Engaged, and Empowered Students
- **3** - Academically-Prepared Critical Thinkers
- **4** - Elimination of Disparities in Student Access and Success



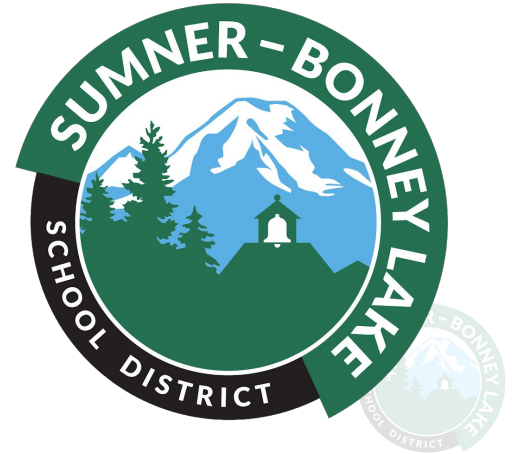
How will we respond if we don't get there?

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience

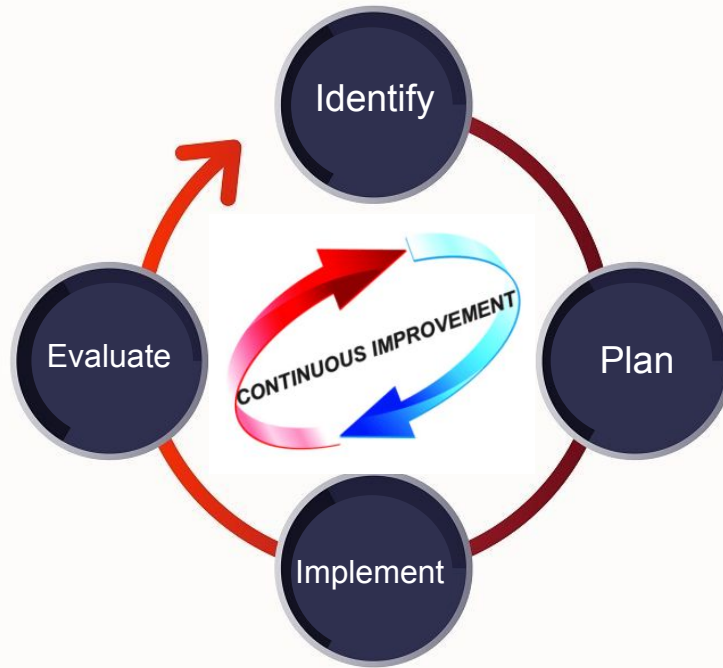
By 2026.....
98% of the senior class will
graduate on time (4 years).

Step - Progress Goals

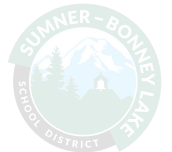
2023	93%
2024	95%
2025	97%
2026	98%



How Will We Respond... Action Plan for Improvement



- Identify the barriers, gaps, needs
- Research, brainstorm, & identify & plan interventions / solutions (evidence proven practices)
- Implement
- Evaluate effectiveness (data) & reflect - standardize, continue process



Pillar D: Continuous Improvement

Action Plan for Improvement

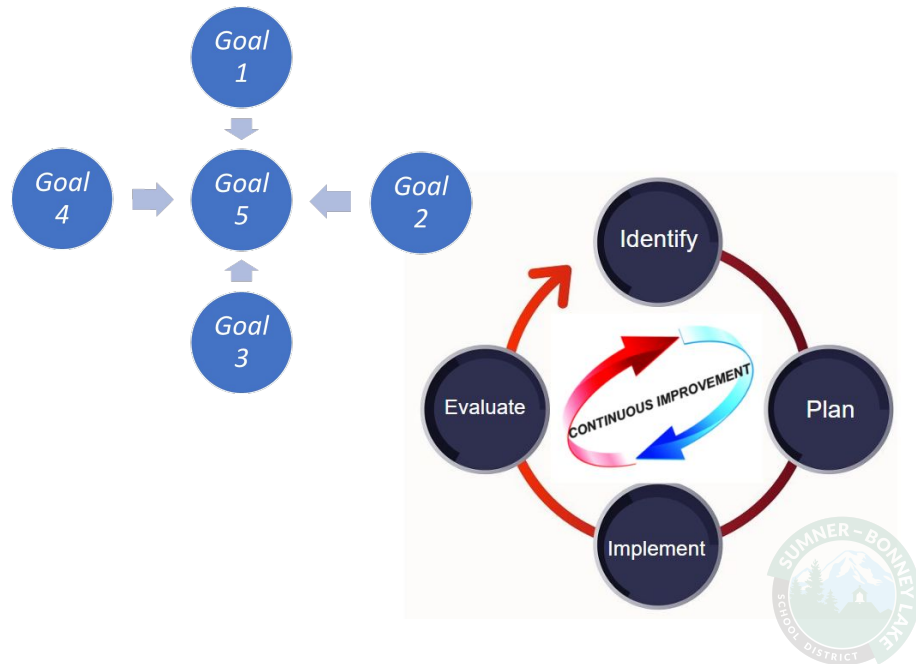
Doing great, strong structure, systems, and plans and are reaching most students.

Continue to refine, find ways, and adjust to unique situations that students are in. The reasons for becoming at-risk of not graduating are very diverse, usually outside of the student's control, and extremely individualized. It is necessary to **provide the additional, individualized, and ever changing supports** students need.



Persistence to Graduation - Goal 5

Our Promise In Action!



QUESTIONS

