

<https://www.youtube.com/watch?v=KL9qp0FNEzU>

GOOD THINGS!



Welcome to our newest Troian



Bob Swardz - Math Teacher

an ELL announcement

ELL department is here to support!
Alex, Darien, Edna and Emily are happy to
modify any assessments and/or lessons.

And, help process and/or give any
suggestions we can on meeting the needs of
any of our ELL students.

AGENDA: 9 Point Tune Up

- 1. Breakfast after the Bell**
- 2. Review or Social Contract**
- 3. 4 Year Grad Rate: The Gold Standard for ESSA**
- 4. CCLI**
- 5. Courageous Conversations**
- 6. Coaching Cycles (preview) & Modules**
- 7. CKH Process Champions**
- 8. School Safety: Run - Fight - Hide**
- 9. Break into TROY Time Groups**

AmeriCorps

BREAKFAST
AFTER THE BELL



Katrina May, Krista Van Woert, **Elijah Jung**

AHS STAFF SOCIAL CONTRACT 2019-2020

- | | |
|--|------------------------------|
| 1. Respect**** | 13. Kindness |
| 2. No put downs | 14. Support |
| 3. Accept differences | 15. Accepting of non-closure |
| 4. Assume best intent*** | 16. Proactive |
| 5. Patience* | 17. Professional* |
| 6. Attentive listening* | 18. Two-way communication |
| 7. Consider divergent opinions | 19. Remain calm and civil |
| 8. Open minded | 20. Honoring time |
| 9. Trusted | 21. Integrity |
| 10. Listening first for understanding* | 22. Positivity |
| 11. Honesty empowers** | 23. Be direct |
| 12. Empathy* | |

Our Staff Agreements for how we treat each other

4 year grad rate



“SUCCESS LEAVES CLUES”

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>
2015	70.8%

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

YEAR

2015

STATE

70.8%

AHS

55.6%

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>
2016	72.4%
<u>YEAR</u>	<u>STATE</u>
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AHS
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9th Grade on Track: Trend Data

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<u>YEAR</u>	<u>STATE</u>
2015	70.8%

<u>AHS</u>
54.8%
<u>AHS</u>
55.6%

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>
2017	73.1%
<u>YEAR</u>	<u>STATE</u>
2016	72.4%
<u>YEAR</u>	<u>STATE</u>
2015	70.8%

AHS
54.8%

AHS
55.6%

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2017	73.1%	56.7%
<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2016	72.4%	54.8%
<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2015	70.8%	55.6%

9th Grade on Track: Trend Data

% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>
2018	73.9%
<u>YEAR</u>	<u>STATE</u>
2017	73.1%
<u>YEAR</u>	<u>STATE</u>
2016	72.4%
<u>YEAR</u>	<u>STATE</u>
2015	70.8%

AHS
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% of students that passed all of their courses in 9th grade over time

<u>YEAR</u>	<u>STATE</u>	
2019	<i>OSPI</i>	
<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2018	73.9%	57.9%
<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2017	73.1%	56.7%
<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
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<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2015	70.8%	55.6%

9th Grade on Track: Trend Data

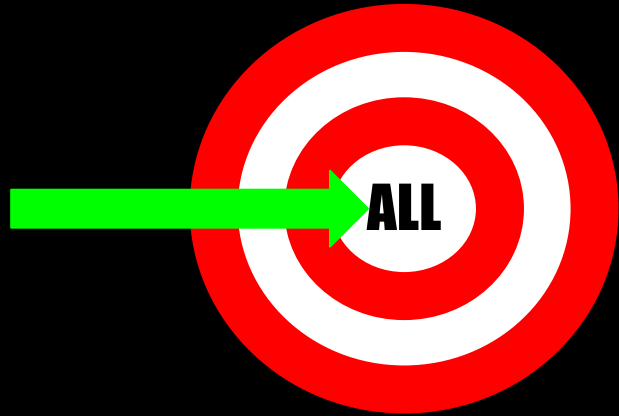
% of students that passed all of their courses in 9th grade over time

Source: Tableau

<u>YEAR</u> 2019	<u>STATE</u> OSPI	<u>AHS</u> 66.0%
<u>YEAR</u> 2018	<u>STATE</u> 73.9%	<u>AHS</u> 57.9%
<u>YEAR</u> 2017	<u>STATE</u> 73.1%	<u>AHS</u> 56.7%
<u>YEAR</u> 2016	<u>STATE</u> 72.4%	<u>AHS</u> 54.8%
<u>YEAR</u> 2015	<u>STATE</u> 70.8%	<u>AHS</u> 55.6%

Source: OSPI

OUR WHY?



100%

Graduation

**GREAT IS THE
ART OF
BEGINNING,
BUT GREATER
IS THE ART OF
ENDING**

LAZURUS LONG

Graduation: Trend Data

% of students that graduated in 4 years, over time

Graduation: Trend Data

% of students that graduated in 4 years, over time

YEAR

2014

STATE

77.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

YEAR

2014

STATE

77.2%

AHS

75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

YEAR

2015

STATE

78.1%

YEAR

2014

STATE

77.2%

AHS

75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

YEAR

2015

STATE

78.1%

AHS

75.1%

YEAR

2014

STATE

77.2%

AHS

75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

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2016

STATE

79.1%

YEAR

2015

STATE

78.1%

AHS

75.1%

YEAR

2014

STATE

77.2%

AHS

75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

<u>YEAR</u> 2016	<u>STATE</u> 79.1%	<u>AHS</u> 75.9%
<u>YEAR</u> 2015	<u>STATE</u> 78.1%	<u>AHS</u> 75.1%
<u>YEAR</u> 2014	<u>STATE</u> 77.2%	<u>AHS</u> 75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

<u>YEAR</u>	<u>STATE</u>
2017	79.3%
<u>YEAR</u>	<u>STATE</u>
2016	79.1%
<u>YEAR</u>	<u>STATE</u>
2015	78.1%
<u>YEAR</u>	<u>STATE</u>
2014	77.2%

<u>AHS</u> 75.9%
<u>AHS</u> 75.1%
<u>AHS</u> 75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

<u>YEAR</u> 2017	<u>STATE</u> 79.3%	<u>AHS</u> 68.5%
<u>YEAR</u> 2016	<u>STATE</u> 79.1%	<u>AHS</u> 75.9%
<u>YEAR</u> 2015	<u>STATE</u> 78.1%	<u>AHS</u> 75.1%
<u>YEAR</u> 2014	<u>STATE</u> 77.2%	<u>AHS</u> 75.2%

Graduation: Trend Data

% of students that graduated in 4 years, over time

<u>YEAR</u>	<u>STATE</u>	<u>AHS</u>
2018	80.9%	
2017	79.3%	68.5%
2016	79.1%	75.9%
2015	78.1%	75.1%
2014	77.2%	75.2%

Graduation: Trend Data

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Source: P210
Report

Source: OSPI



“SUCCESS LEAVES CLUES”



“SUCCESS LEAVES CLUES”

Russell Wilson

“Children’s Hospital Difference Maker”

College and Career Leadership Institute

Students Want An Education After High School

- 96% of high school students
- 72% Four-year college degree
- 11% Two-year college degree
- 7% Some college
- 6% Apprenticeship
- 4% High school or less



Source: 2018-19 College and Career Leadership Institute's (CCLI) College and Career Climate Survey by Illuminate Evaluation Services (n=5,781).

Jon Morrow

CCLI Update..

- **Troy Time...High School & Beyond Supports**
- **Financial Aid Emphasis...Focus on FAFSA/WASFA**
- **Empathy Interviews**



Jon Morrow

CCLI Update..

Troy Time...High School & Beyond Plan Supports

- Emphasis on Process Improvement...Goal: Increased Staff Buy-In
 - Realignment and Refinement of Milestones
 - Continued Communication Improvement
- Complete Screencast Video Supports Found on the “Graduation Project” link
 - Student Guest Screencast Readers
- Staff Binders Project (Kelly)



Jon Morrow

CCLI Update..

- Financial Aid Emphasis...Focus on FAFSA/WASFA



FAFSA Submissions as of 10/22/19

2020-21 FAFSA Goal...Increase Completion Rate by 5%

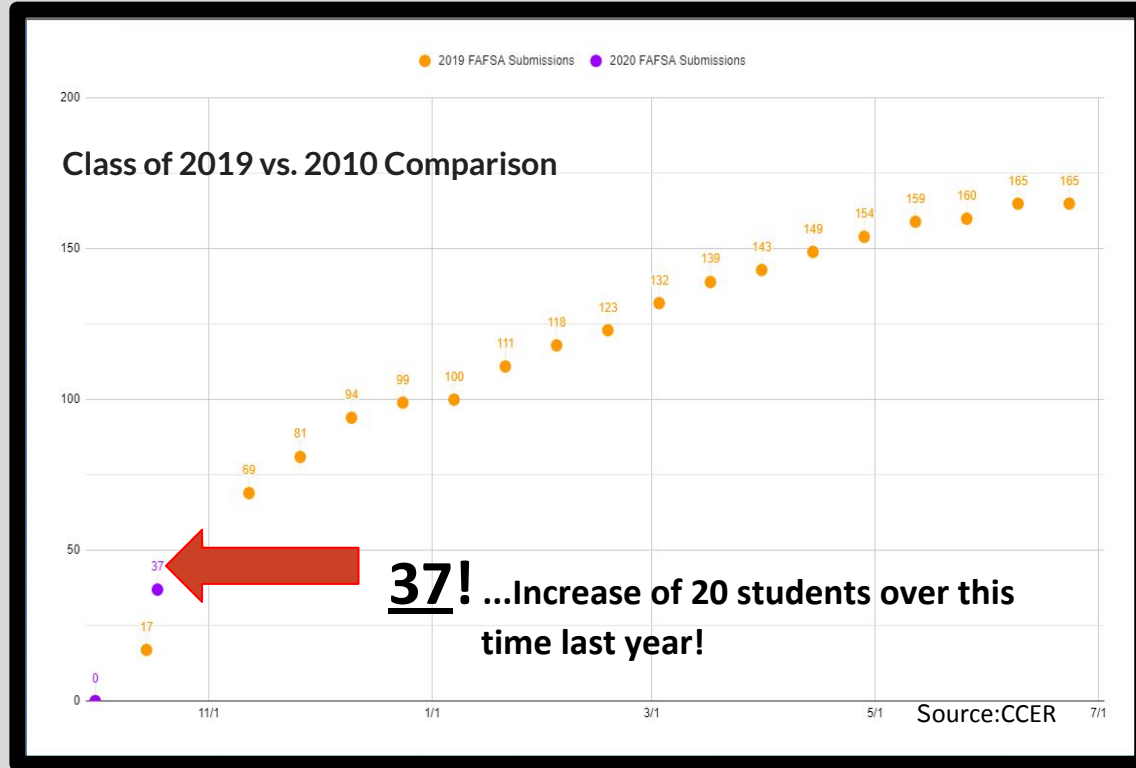
from 50-55%

<u>School</u>	<u>Students</u>	<u>Submitted</u>	<u>Percent</u>
Auburn Mountainview High School	381	59	15.40%
Auburn Riverside High School	394	62	15.70%
Auburn High School	389	54	13.80%

Jon Morrow

CCLI Update..

- Financial Aid Emphasis...Focus on FAFSA/WASFA



37! ...Increase of 20 students over this time last year!

Jon Morrow

CCLI Update..

- **Empathy Interviews**
 - Focus on Latinx Students...12th Grade...GPA between 2.5 & 3.0 not in a college access program
 - 15-20 minutes during the school day
 - Ensure consistency...same staff member develop safe interview relationship
 - Enter essence of student discussions on simple Google form

September Questions:

1. What is on your mind as you begin your Senior Year?
2. What questions do you have about the process of getting to college?

Goal: *To gain a deeper understanding of 12th Grader experiences in our school with our College and Career System.*

Jon Morrow

COURAGEOUS CONVERSATIONS



2019 AHS New Orleans National Summit Team

Angie, Jeff, Kelly, Kym, Lawrence, Luis, Tom

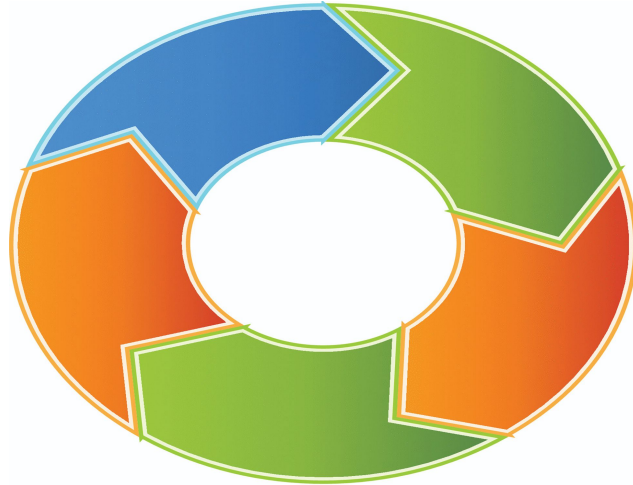
Personal and/or professional share out

Angie, Jeff, Kelly, Kym, Tom

Bellevue, Washington – Regional Summit – June 2020

Austin, Texas – National Summit – September 2020

Learning Coaching Cycles & Modules



Jen Classen

Secondary Technology Instructional Coach

Technology TOSA



What my friends thinks I do



What my mom thinks I do



What my dad thinks I do



What my boss thinks I do

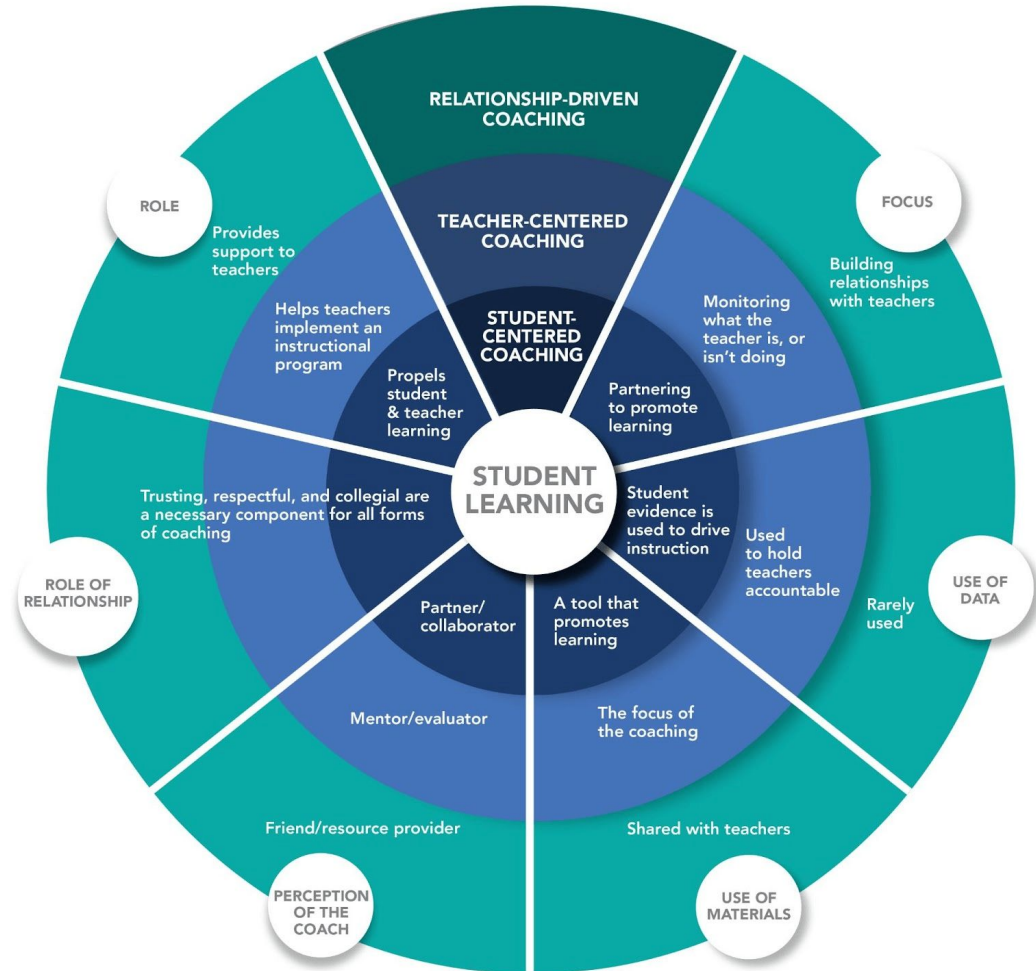


What I think I do



What I actually do

What is Coaching?





Why should we be doing this?

What could this look like?

Co-planning
Co-teaching
Observations
Student Interviews

Tiers of Support

Tier 1

Drop-in Support
Questions/Emails
Model Lesson
Meeting as requested

Tier 2

Support with tech-infused lessons
Co-teaching a lesson
Problem solving around tech-usage
Meeting every 2-3 weeks

Tier 3

Co-planning with student goals
Co-teaching of content lessons/unit
Student work & assessment analysis
Planned reflections around teaching strategies
Meeting every 1-2 weeks

Fill out this form with your preferred Tier of Support:

bit.ly/ASDCoaching19-20

Online Modules

3 Clock hours each

Can use Building Hours
for these

For all available Online
Modules, go to:

bit.ly/ASDOnlineModules



CKH PROCESS CHAMPS

Cindy Barnette 330
Beth Cockcroft 331
Ericka Connelly 313
Jennifer Coronado 305
Amber Garber 312
Kym Hales 156
Hilary Hamlett 108

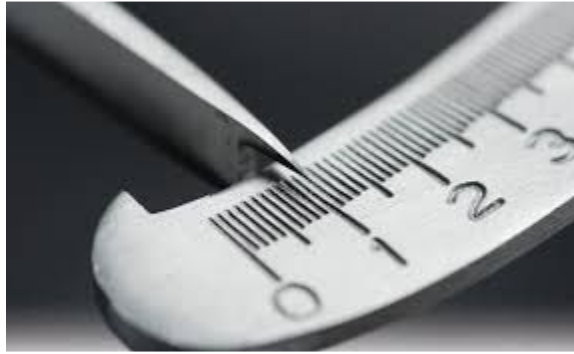


Sheryl Harmon 207
Tom Kaup 101
Marci Killian 401
Teresa McLuen 201
Kim Olson 202
Jon Price 242
Angie Stubblefield 209

CALIBRATION

Cindy!

Calibration



AHS PROCESS CHAMPIONS

RUN, HIDE, FIGHT



AHS SAFETY TEAM

Roger Lee

Introduction

To Run, Hide, Fight for AHS

AHS SAFETY

Roger Lee

Video-What RHF looks like

<https://www.youtube.com/watch?v=sMgdn5JV9cU>

(Stop at 2:42 of video)



Lessons Learned

- Default to level of training
- Mental Rehearsal
- RUN!
 - **Goal: Survival**
 - **Important: Give students permission to do what it takes to survive**

AHS SAFETY

Lessons Learned (Con't)

First few minutes =critical

- Call lockdown/active shooter
- Call 911
- Treat victims
- Critical thinking and fine motor skills first to go
- Engagement ends in 2-5 minutes

AHS SAFETY

Roger Lee

Table Top Purpose

Training and learning-not a test

- Get in the mindset that this is real
- Goals:
 - To assess our ability to respond to an active shooter
 - To have a plan to prepare staff & students

AHS SAFETY

Table Top Scenario

- It is Monday, April 13th, just after spring break. At 11:40AM, while students are in passing period/going to lunch, a male student enters the building through a back door that is propped open with a garbage can. As he walks down the hallway with a gun, he immediately begins firing at students. People begin screaming.

AHS SAFETY

Initial Response

- What will be the initial response for people who are with the shooter (close proximity):
 - Students
 - Staff

RUN

If you RUN-

Where will you run?

What do you do when you get there?

Who do you contact?

Hide

If you HIDE-

What kinds of things should you consider?

AHS SAFETY

Fight

- If you FIGHT-

How would you know you need to fight?

What can you use to fight off the shooter?

Initial Response

What is your initial response if you are not in the room with the shooter?

Who is in charge?

Communication

Who is communicating?

Who are you communicating with?

How are you communicating with others?

- In the room with the shooter?
- Outside the room of the shooter?
- Outside the building? (People coming and going, grounds crew, stadium)

What are you communicating?

AHS SAFETY

Initial Response

What is your initial response if you are not in the room with the shooter?

Who is in charge?

What if?

Your doors are locked and someone knocks on the door and pleads to come in.

What do you do?

Another What If?

You are in a room that is locked. You hear someone attempting to open the door, then several shots. After a few minutes of silence, it appears the shooter has moved on.

- What are your immediate concerns?

Incident Conclusion

For nearly an hour there is no sound.
What do you do?

Moving Forward

Troy Time training for students-Teacher takes the lead, with video assist from Roger

November 8-TT training for students

November 15 -RHF Drill-followed by teachers debriefing students upon return to class from the drill

Based on TROY Time

11th & 12th
Career Center



Ms. Tremaine

9th & 10th
Stay here



Jeff & Stacy

Not in a grade level TROY Time?

- **ELL**
- **Counselors**
- **Native Ed.**
Career
Center
- **SLC**
Kym's
Room
- **TAP**
Nep's
Room
- **SPEAR**
1 go to CC
2 stay here

Anyone else?

9th & 10th TROY Time Teachers



**Solution based
discussions & actions**

TABLE 1 = Aces

TABLE 6

Pep assemblies and < 100% attendance/participation

SOLUTION BASED PROBLEM SOLVING

TABLE 2

TABLE 7

10/10 rule not being followed = agreement

SOLUTION BASED PROBLEM SOLVING

TABLE 3

TABLE 8

We believe *each child can learn at high levels and each staff member has a responsibility to make this a reality.*

SOLUTION BASED IDEAS TO ADDRESS CHALLENGES

TABLE 4

TABLE 9

We believe *culturally responsive teaching supports equity, excellence and achievement for all students.*

SOLUTION BASED IDEAS TO ADDRESS CHALLENGES

TABLE 5

TABLE 10

We believe *a safe and caring learning environment is strengthened by embracing diversity and respecting self and others.*

SOLUTION BASED IDEAS TO ADDRESS CHALLENGES

PROCESS

ROLES: Time Keeper, Facilitator, Recorder, Reporter

EXPECTATION: Equity of Voice

1. *Read through the challenges as identified by AHS staff.*
2. *Discuss the realities of the challenges.*
3. *Discuss how much influence we have as a staff.*
4. *Discuss & record (yellow copy) possible actions or solutions to mitigate the expressed challenges.*
5. *Reporters share out / no repeats: 1 & 6, 2 & 7, 3 & 8, 4 & 9, 5 & 10*
6. *We will adjust to time available on possible next steps*
7. *Reporter turns in a final (white) copy to Stacy Jordison before leaving*

SOLUTION BASED IDEAS TO ADDRESS CHALLENGES