



Step-by-Step: High School Graduation and Postsecondary Readiness for all Students

March 10, 2014

Everett Public Schools

Objectives

- On-time graduation progress
- Indicators of post-secondary readiness

Strategic Goals and Targets

- 1.1, Each student graduates from high school ready for college and career with 21st century skills.
 - 1.1.a, 100% of students graduate.
- 5.4, Our strategic relationships contribute to student preparation for transitioning to post-secondary education, training and employment.
 - 5.4.a, Each student has completed the first steps toward achieving his or her post-secondary goals before graduation.

BACKGROUND

Planning

Wonders:
If we can prevent kids becoming 5th gr. seniors. . .

- Start developing plans in 9th gr.
- Credit checks & grad plans with consistency
- red/yellow/green lists compiled every 2 weeks
- streamline data collection; report running

then we will keep kids off Cdu list.

Wonders:

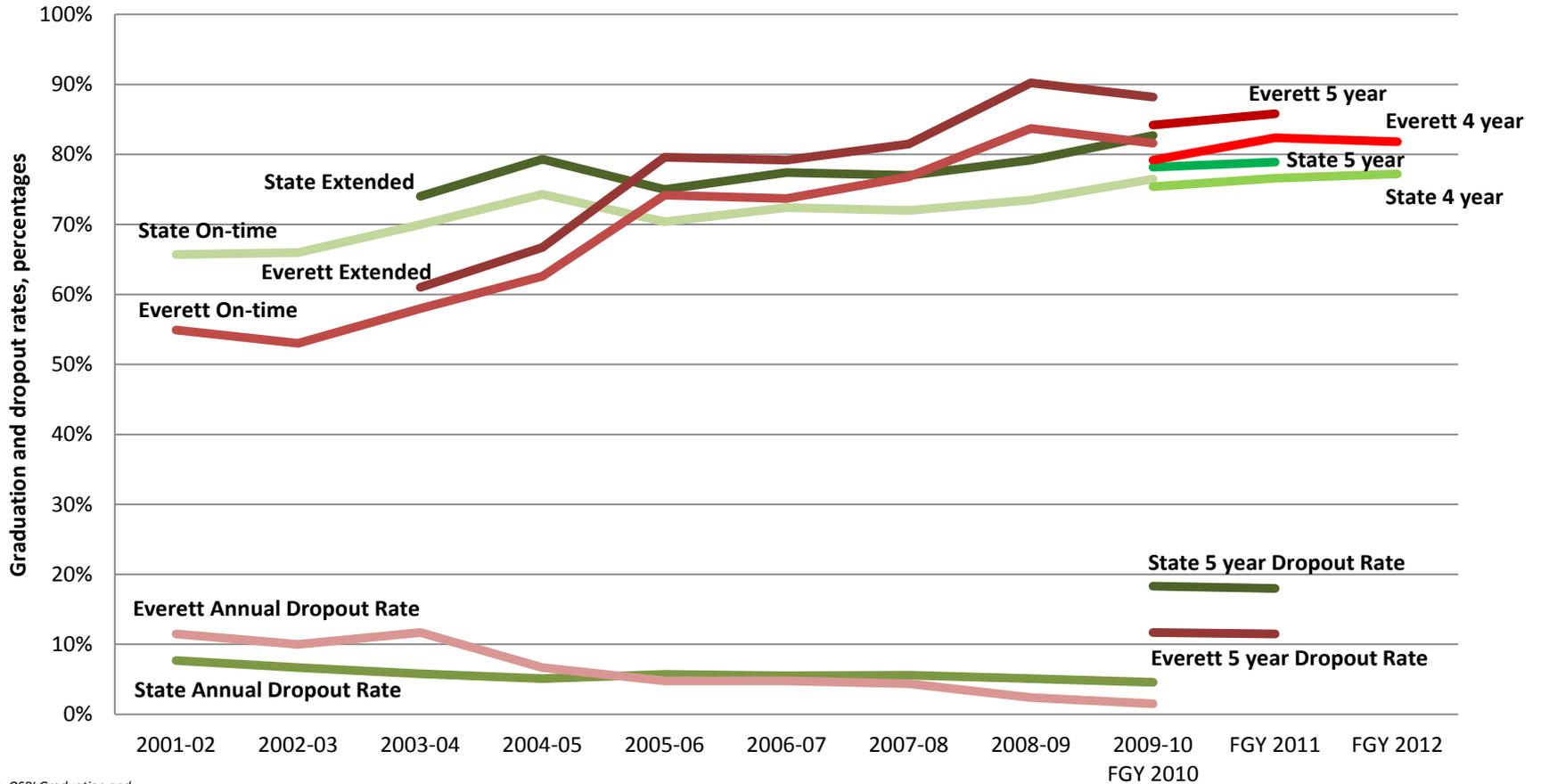
- OVERLAP IN ROLES? (COUS. VS SUCCESS COORDS)
↳ FOR EFFICIENCY
- Does the plan lead to after-grad goal (post-sec)
- Accessibility form - staff, students, parents
- How are continuing seniors targeted?
- Who is monitoring students in summer?
- "Active" conversation - ARE STUDENTS OWNING THE PROCESS?
- How can we get mentors for 5th year? - DO THEY KNOW

Where we have been . . .

- From extended learning opportunities to comprehensive, focused intervention
- From all students to each student
- From minimum standards to high standards
- From graduation to post-graduation
- From compliance to responsibility
- From *numbers to names*

Washington State and Everett Public Schools

On-time and extended graduation rates, 2001 - 2010
 4 year and 5 year adjusted cohort graduation rates, FGY 2010 - 2012
 Dropout rates, 2001-2010 and FGY 2010 - 2011



Source: OSPI Graduation and Dropout Statistics for Washington Counties, Districts, and Schools, accessed 10/2/12; P210 and Washington State Report Card, accessed 12/2/12, 4/18/13

On-time and extended graduation rates, 2001-2010
 Dropout rates, 2001-2010

4 year and 5 year adjusted cohort graduation rates, FGY 2010 - FGY 2012

Where we are . . .

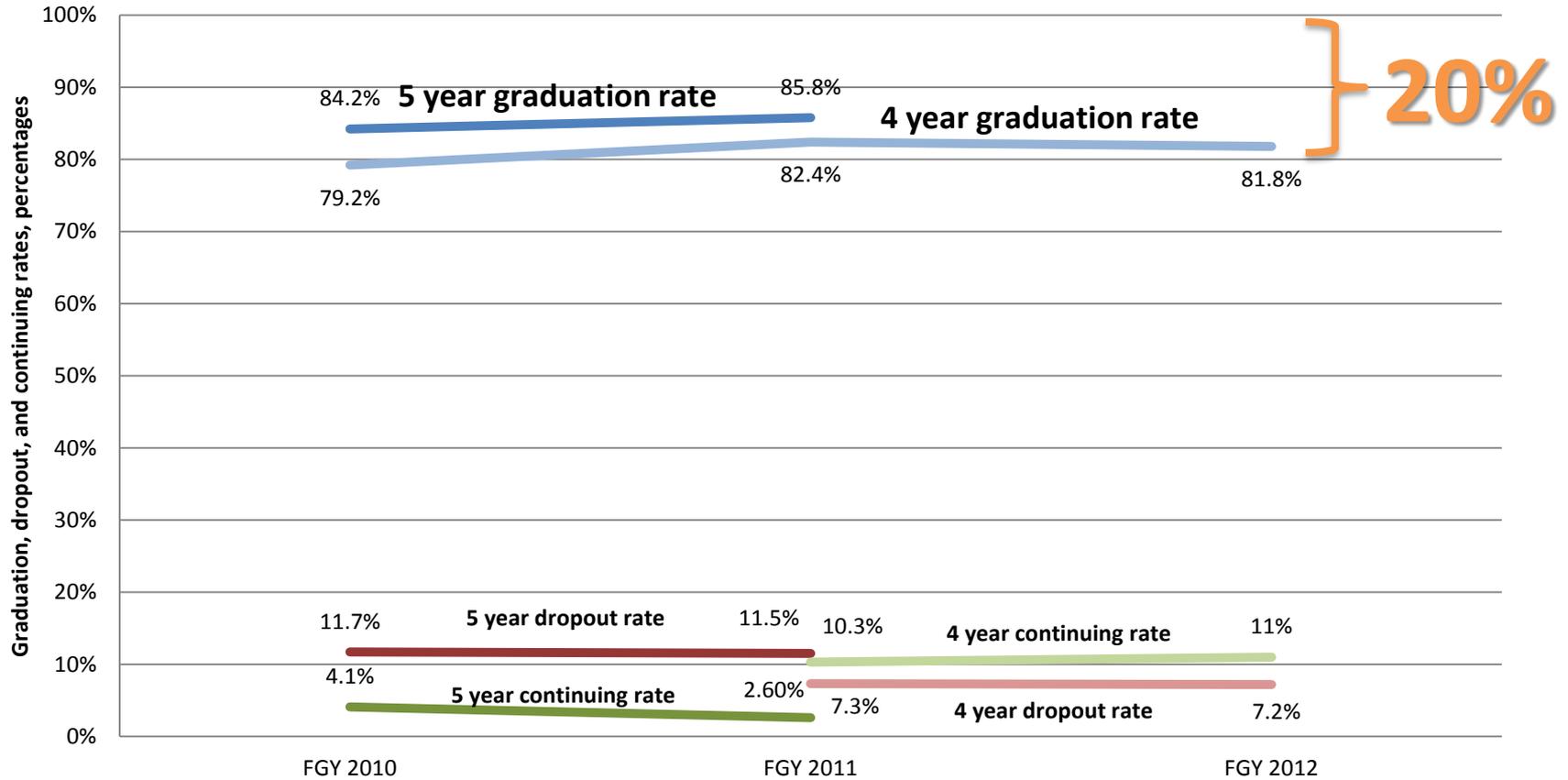
- Clarity and Rigor
 - Strategic Goals and Targets
- Focus on Three Key Targets
 - 100% of students graduate;
 - The next 20% of our students will meet or exceed standards;
 - There will be zero achievement difference based on demographic factors.

Focus on the Next 20%

- Difference between
 - 4 year graduation rate and 100% of students graduating;
 - Graduation rate of low income students and high and middle income students;
 - College enrollment rate and 5 year graduation rate.

Everett Public Schools

4 year and 5 year adjusted cohort graduation, dropout and continuing rates FGY 2010 - 2012

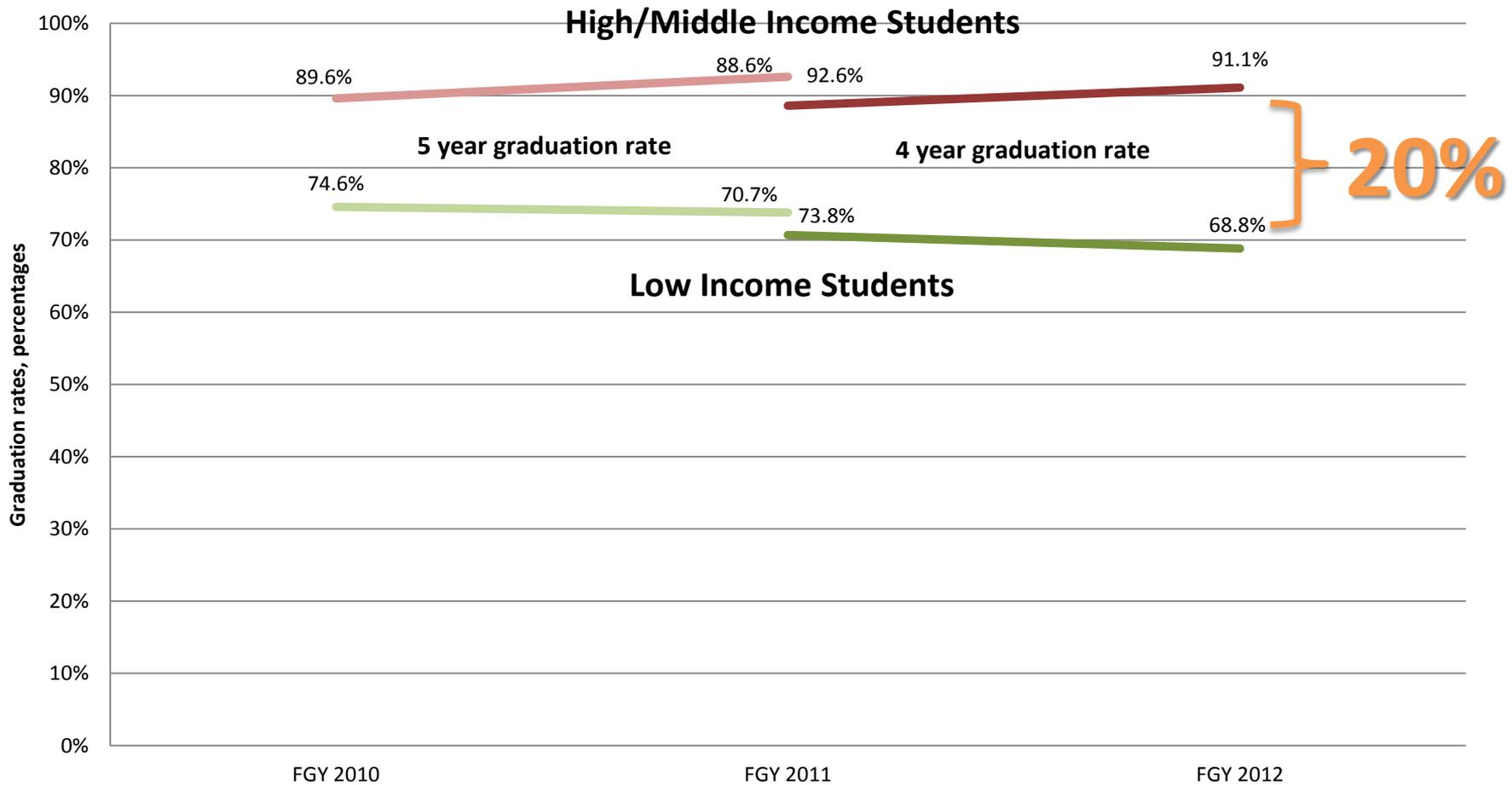


Source: OSPI Graduation and Dropout Statistics for Washington Counties, Districts, and Schools, accessed 10/2/12; P210 and Washington State Report Card, accessed 12/2/12, 4/18/13

4 year and 5 year adjusted cohort graduation, dropout, and continuing rates

Everett Public Schools

4 year and 5 year adjusted cohort graduation rates, by student income status FGY 2010 - 2012



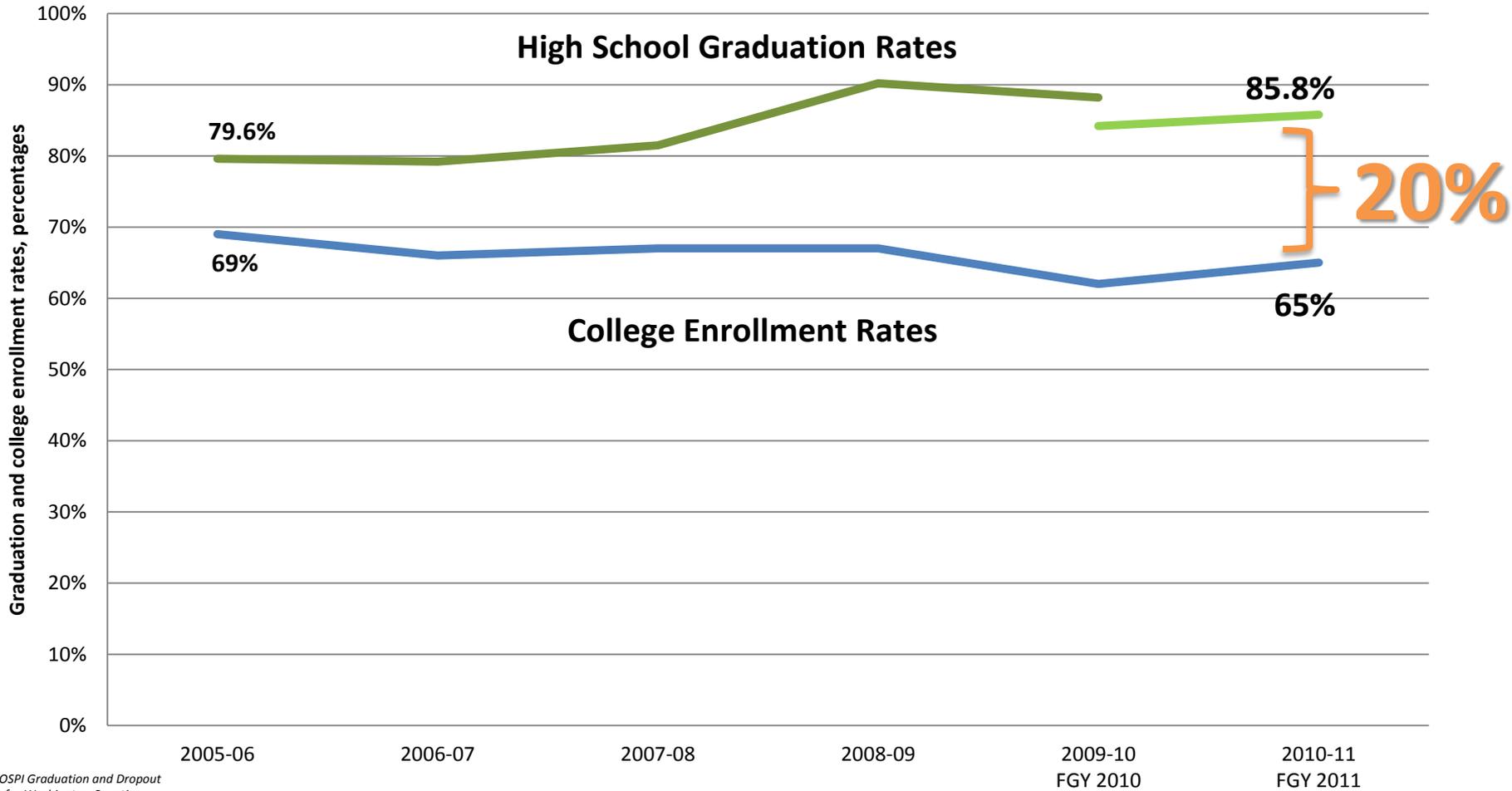
Source: OSPI Graduation and Dropout Statistics for Washington Counties, Districts, and Schools, accessed 10/2/12; P210 and Washington State Report Card, accessed 12/2/12, 4/18/13

Everett Public Schools

Extended graduation rates, 2006-2010

5 year adjusted cohort graduation rates, FGY 2010-2011

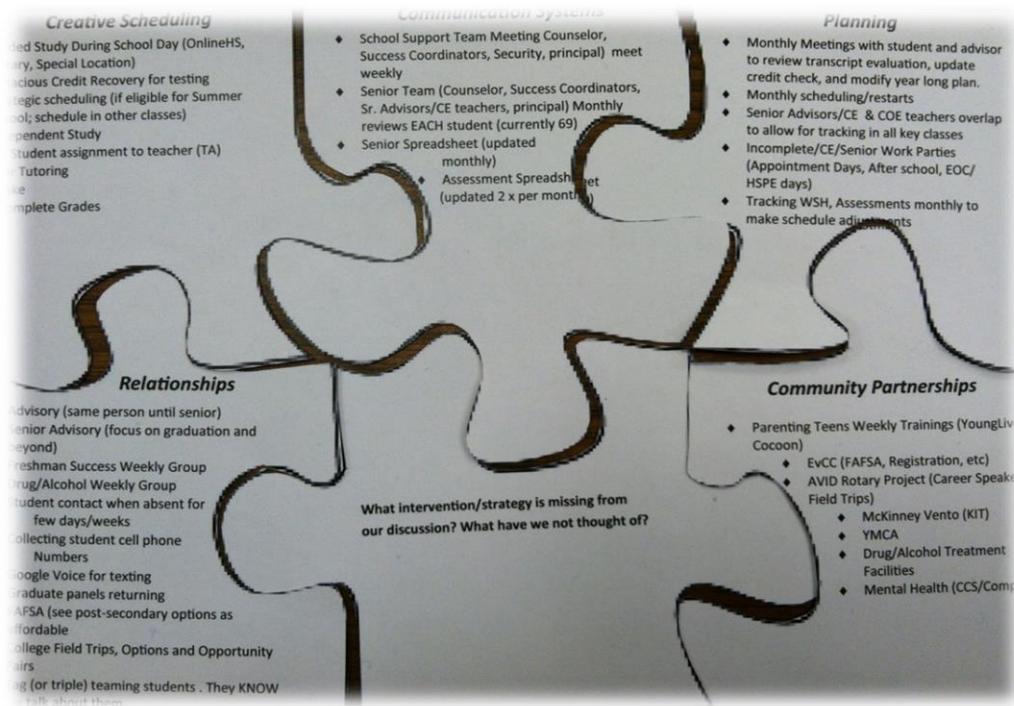
College enrollment rates, 2005-2011



Source: OSPI Graduation and Dropout Statistics for Washington Counties, Districts, and Schools, accessed 10/2/12; P210 and Washington State Report Card, accessed 12/2/12, 4/18/13, ERDC 11/1/13

High school graduation rates and college enrollment rates, 2006-2011

*What is your school or district's
high school graduation story?*



ON-TIME HIGH SCHOOL GRADUATION

On-time Graduation (OTG)

- OTG Learning Community
 - Weekly, benchmark setting meetings include school and district staff
 - Collaborative structure
 - Problem of practice
 - Student by student
 - Reflection
- School-based learning communities
 - “Local” extensions of the OTG Learning Community
 - Success coordinators, counselors, and support staff

Theory of Action

If the OTG Learning Community:

- increases ownership of the students at risk of not graduating (on-time or at all), and
- frequently analyzes the data that illustrate students' graduation status and **unpack root causes,**

then on-time graduation rates will increase and the graduation gap will close.

Ownership in Action



Problems of Practice

Depth of Knowledge (DOK)

Attendance

WOWS:

- Having interventions in place (A SYSTEM)
- Making teachers part of the solution.
- Having students self-report.
- Connections between PEOPLE about STUDENTS (Christina Amore)
- ✓ Kids making a connection with admin.
- "Common denominator" w/ kids in yellow & red
- "Weekly roundup"
- Accountability - Kids notice when WE notice / Show we care.

WONDERS:

- Have there been change in practice from students? Teachers?
- How are you connecting attendance? Making as clean as...
- Will detentions continue to work over-time?
- Will more loopholes be found?
- ✓ How will the documentation be accessed for BECCA
- What other communication systems can we develop as a district to develop culture of attendance? including visuals - in halls, etc.
- Celebrate/recognize good attendance

Connections

How do you dispel the intervention stigma?
Help students "work their plan" through high school graduation to postsecondary (College Bound)
What is the role of career specialist?

Save to keep
make links
how?

Link Crew / Fusion: excellent, robust programs to build connections
? about impact of Link crew throughout yr. compare those who engage & don't.

Meet one-on-one routinely (admin) etc.

How are those on edge getting connected? - disappear and why? impact on beliefs

Who are the students not attending?
Who is "fading?"
What interventions/steps have taken place?
Has the school asked African-American low-income students what's working/not working?
★ What is the role of teachers in OTG and postsecondary readiness?
• R.Y.G report to teachers included in off-track

think @ how shared

Continuing Seniors

Student
by
student

FGY 2011 or earlier – Number of Graduates			
	Number of continuing seniors in FGY 2011 or earlier on October 1, 2012	Goal number of graduates in June 2013 from FGY 2011 or earlier	Actual Number of extended graduates in June 2013 from FGY 2011 or earlier
CHS	15	8	9
EHS	9	5	2
JHS	4	2	3
SHS	14	7	14
All HS	42	22	28

Exceeded goal

Passing Grades

Student by student	2011-12		2012-13				
	Fall Actual	Spring Actual	Fall Goal	Fall Actual	Spring Goal	Spring Actual	
CHS	90.00%	91.20%	91.00%	91.08%	92.20%	92.00%	↑
EHS	84.00%	87.90%	86.00%	87.49%	89.90%	88.91%	↑
JHS	92.80%	93.60%	93.80%	93.99%	94.60%	94.39%	↑
SHS	54.20%	54.60%	56.20%	60.25%	56.60%	64.37%	↑

Tracking Dropouts

Student
by
student

	October 25, 2010	October 27, 2011	October 26, 2012	October 25, 2013
C1s	0	0	0	0
Ds	9	11	2	1
Us	185	229	160	117
Total	194	240	162	118

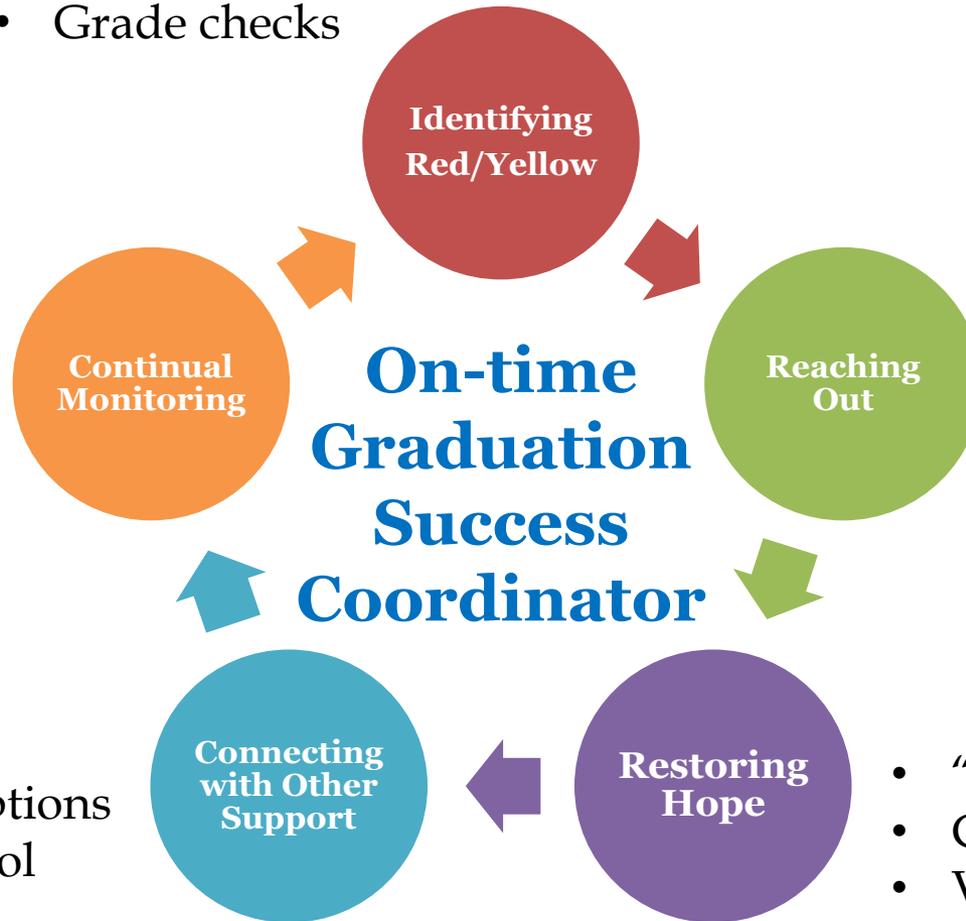


Role of the Success Coordinator

- Complements the work of the On-time Graduation Learning Community, high school principals, counselors, and others
- Focus
 - Data
 - Student-by-student
 - Interventions
 - Wraparound services
 - Youth reengagement
 - Progress to college enrollment

- Regularly run reports each semester
- Referrals from staff
- Phone calls from parents
- Grade checks

- Frequency of monitoring depends on level of need
- Bridging communication between home and staff



- Face-to-face
- Get to know the person & situation

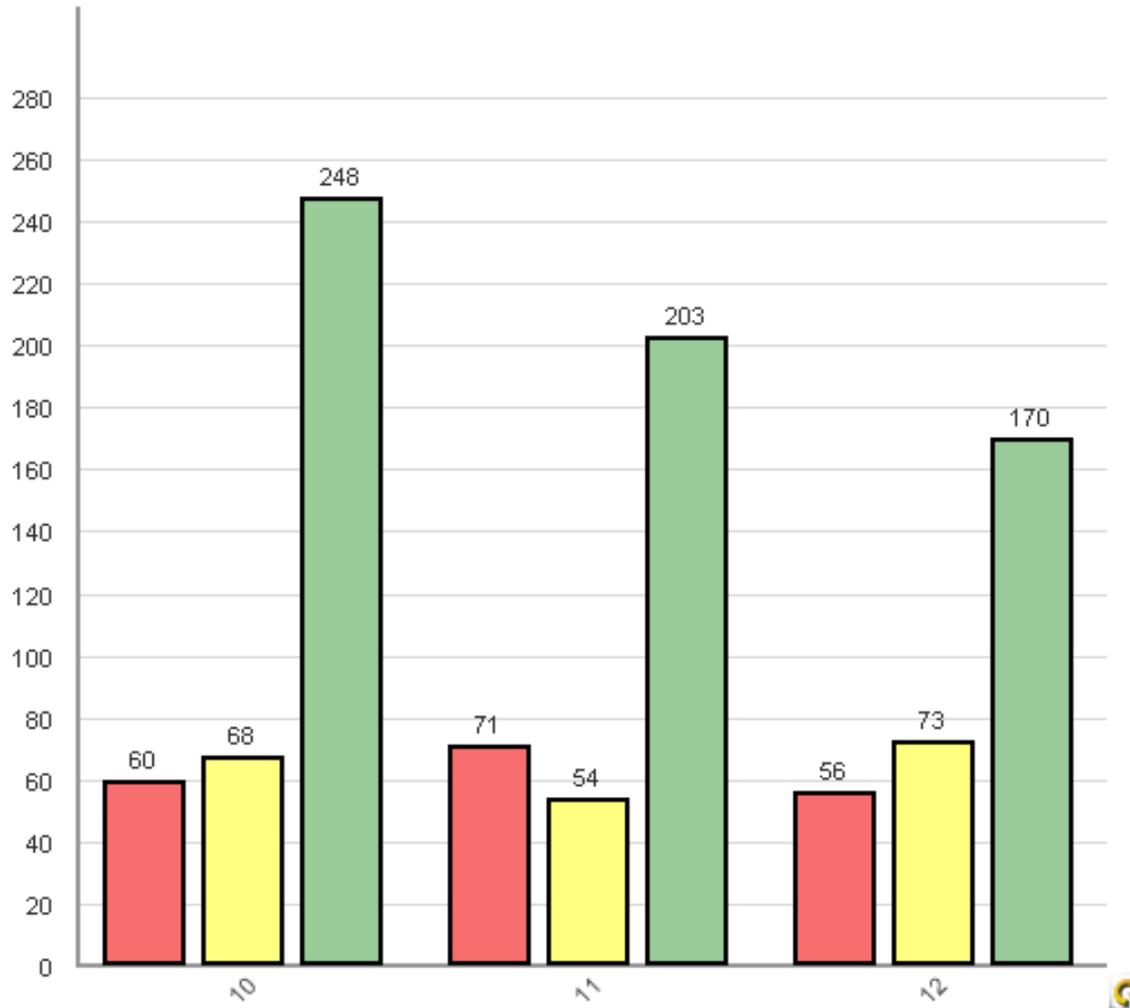
- In-school options
- Out-of-school resources

- “Grad plan”
- College plan
- Visualizing results

Identifying Students

Student Last Name	Gender	Grade	Federal Graduation Year	Counselor Name	ESL	SpEd	Federal Race Name	EPS Cum GPA	Credit Earned - RC	Reading Cert Mastery	Writing Cert Mastery	Math Cert Mastery	Science Cert Mastery	Cert Mastery Overall	9th Grade High School Readiness Level Sem 1	9th Grade High School Readiness Level Sem 2
Smith	M	10	2016	Lee, H	N	N	White Caucasian	2.608	6	NOT MET	NOT MET	NOT MET	NOT MET	0 of 4	L2	L2
Grant	M	10	2016	Lee, H	N	N	Hispanic or Latino	1.783	6	NOT MET	NOT MET	NOT MET	NOT MET	0 of 4	L2	L2
Spring	M	10	2016	Lee, H	N	N	Hispanic or Latino	2.525	6	NOT MET	NOT MET	NOT MET	NOT MET	1 of 4	L3	L3
Sander	M	10	2016	Lee, H	N	N	Hispanic or Latino	2.442	6	NOT MET	NOT MET	NOT MET	NOT MET	0 of 4	L2	L2
Sharp	M	10	2016	Lee, H	N	N	White Caucasian	1.333	5	NOT MET	NOT MET	NOT MET	NOT MET	1 of 4	L2	L2
Root	F	10	2016	Lee, H	N	N	White Caucasian	3.983	9	NOT MET	NOT MET	MET	MET	2 of 4	L2	L2
Lang	M	10	2016	Lee, H	N	N	White Caucasian	3.211	9.5	NOT MET	NOT MET	MET	MET	2 of 4	L4	L4
Belkner	F	10	2016	Lee, H	N	N	White Caucasian	1.942	5	NOT MET	NOT MET	NOT MET	NOT MET	1 of 4	L1	L2
Castro	M	10	2016	Lee, H	N	N	White Caucasian	3.933	7.5	NOT MET	NOT MET	MET	MET	2 of 4	L4	L4
Brown	F	10	2016	Lee, H	N	N	White Caucasian	3.783	6	NOT MET	NOT MET	NOT MET	NOT MET	1 of 4	L4	L4

Red-Yellow-Green Model



- Red-Yellow-Green reports are run after grades are posted in the fall and spring.
- “Grad plans” help students in the red and yellow get back on track!

Pyramid of Interventions



Tier 3 High Level Support

- Referral to SIT/Guidance Team/MDT

Tier 2 Targeted Support

- On-Time Graduation Success Coordinator Individual Intervention Plans
- Academic Success Coordinator Individual Intervention Plans
- Counselor Individual Intervention Plans
- Attendance Intervention Team Plans
- AVID
- COE

Tier 1 General Support

- Classroom/Instructional Re-teach/Re-Learn opportunities
- Differentiated Instruction
- Parent Partnerships
- Individual Teacher Support Before/P.A.W.S/After School
 - Individual Teacher
 - Department After School Hours
- P.A.W.S Library Academic Success & Peer Tutoring Program
- P.A.W.S Gear-Up Support (9th)
- Library Lunch Study Club
- Math Lab After School
- Open Library Academic Success & Peer Mentoring Program

Cascade High School 2013-2014
Student Academic Support Schedule

* Activity Bus leaves CHS at 3:30pm Monday-Thursday for any students attending After-School Academic Support.

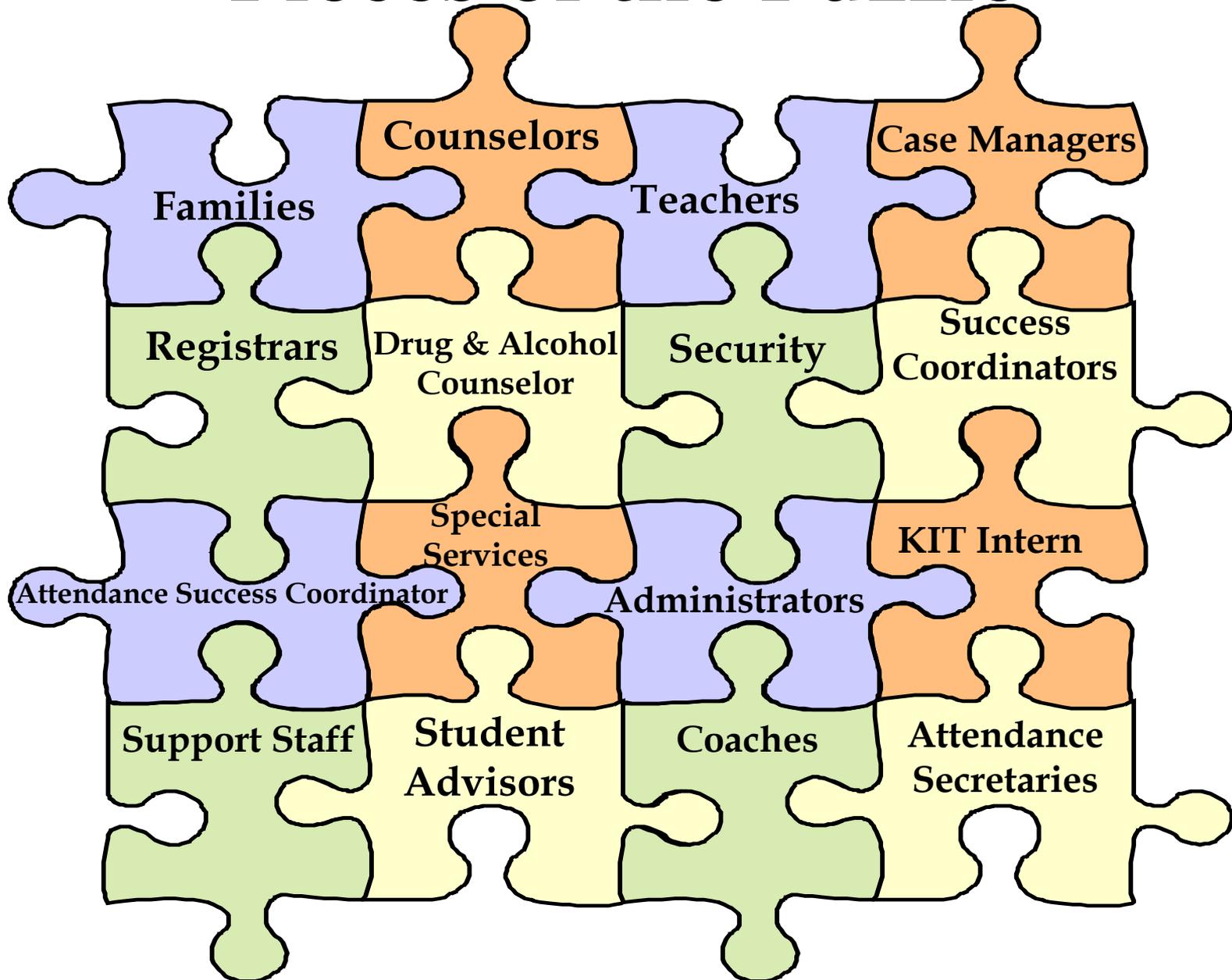
Monday	Tuesday	Wednesday	Thursday	Friday
<p>All Teachers 7:00-7:30 & 2:00-2:30 Teachers are available in their room before and after school</p> <p>P.A.W.S Academic Support 9:17-9:41 *Library for P.A.W.S Study Club *Meet w/ Individual Teacher</p> <p>Lunch Study Club 10:42-11:12 & 11:38-12:08 Library Study Hall</p> <p>CHS Open Library 2:10-3:00</p> <p>ELL Support 2:10-3:30 Rm 623 – ELL support services</p>	<p>All Teachers 7:00-7:30 & 2:00-2:30 Teachers are available in their room before and after school</p> <p>P.A.W.S Academic Support 9:17-9:41 *Library for P.A.W.S Study Club & Gear-Up Support (9th) *Meet w/ Individual Teacher</p> <p>Lunch Study Club 10:42-11:12 & 11:38-12:08 Library Study Hall</p> <p>CHS Open Library 2:10-3:00</p> <p>Math Lab with Peer Tutoring 2:10-3:30 Rm 305 – Algebra I Rm 306 – Algebra II Rm 307 – Geometry Rm 403 – Principles of Math</p> <p>ELL Support 2:10-3:30 Rm 623</p>	<p>All Teachers 7:00-7:30 & 2:00-2:30 Teachers are available in their room before and after school</p> <p>P.A.W.S Academic Support 9:17-9:41 *Library for P.A.W.S Study Club *Meet w/ Individual Teacher</p> <p>Lunch Study Club 10:42-11:12 & 11:38-12:08 Library Study Hall</p> <p>CHS Open Library 2:10-3:00</p> <p>Math Lab with Peer Tutoring 2:10-3:30 Rm 309 – Algebra I & Modeling Math Rm 302 – Algebra II Rm 403 – Geometry</p> <p>ELL Support 2:10-3:30 Rm 623</p> <p>AVID Study Club 2:10-3:30 Rm 503</p>	<p>All Teachers 7:00-7:30 & 2:00-2:30 Teachers are available in their room before and after school</p> <p>P.A.W.S Academic Support 9:17-9:41 *Library for P.A.W.S Study Club & Gear-Up Support (9th) *Meet w/ Individual Teacher</p> <p>Lunch Study Club 10:42-11:12 & 11:38-12:08 Library Study Hall</p> <p>CHS Open Library 2:10-3:00</p> <p>Math Lab with Peer Tutoring 2:10-3:30 Rm 305 – Algebra I Rm 306 – Algebra II & Geometry Rm 403 – Principles of Math</p> <p>ELL Support 2:10-3:30 Rm 623</p>	<p style="text-align: center;">Learning Improvement Fridays (LIF)</p> <p>All Teachers 7:00-7:30 Teachers are available in their room before school</p> <p>Lunch Study Club 9:51-10:21 & 10:41-11:11 Library Study Hall</p> <p>Friday Study Tables 12:45-2:00 Cafeteria hosts an after school study tables for Athletics & Activities students.</p>

Saturday School

- Students have the option of going to a half-day Saturday study session once/month.
- Staff refer students who are struggling or who need to make up work or a test.
- Some students make the choice to come – on their own!



Pieces of the Puzzle



COLLEGE ENROLLMENT

College Enrollment

- Purpose
 - Next step beyond high school on-time graduation
 - Support students' postsecondary plans
- Planning
 - Support and extend beyond high school graduation to college enrollment
 - Develop systematic plan and ownership for college-readiness and college enrollment for all students

College Enrollment Rates

	Top 20 Largest Districts Ranked by College Enrollment Rates	College Enrollment Rates
1	Issaquah School District	82%
2	Bellevue School District	80%
3	Lake Washington School District	79%
4	Northshore School District	76%
5	Edmonds School District	73%
6	Seattle Public Schools	70%
7	Kent School District	68%
8	Vancouver School District	65%
9	Everett School District	65%
10	Federal Way School District	60%



	Top 20 Largest Districts Ranked by College Enrollment Rates	College Enrollment Rates
11	Evergreen School District (Clark)	59%
12	Puyallup School District	58%
13	Renton School District	58%
14	Spokane School District	56%
15	Kennewick School District	56%
16	Tacoma School District	55%
17	Highline School District	54%
18	Pasco School District	49%
19	Yakima School District	48%
20	Bethel School District	43%

College Enrollment Demographics

	High School Graduates Class of 2011	Two Year College	Four Year College	Not Enrolled in College
Female	50%	54%	55%	43%
Male	50%	46%	45%	57%
Asian or Pacific Islander	16%	16%	23%	11%
Black	4%	5%	3%	5%
Hispanic	9%	7%	6%	14%
Native American	0-1%	0-1%	0-1%	2%
Two or More Races	0-1%	0-1%	0-1%	0-1%
White	69%	71%	68%	68%
Low Income	26%	28%	14%	35%
High/Middle Income	74%	72%	86%	65%

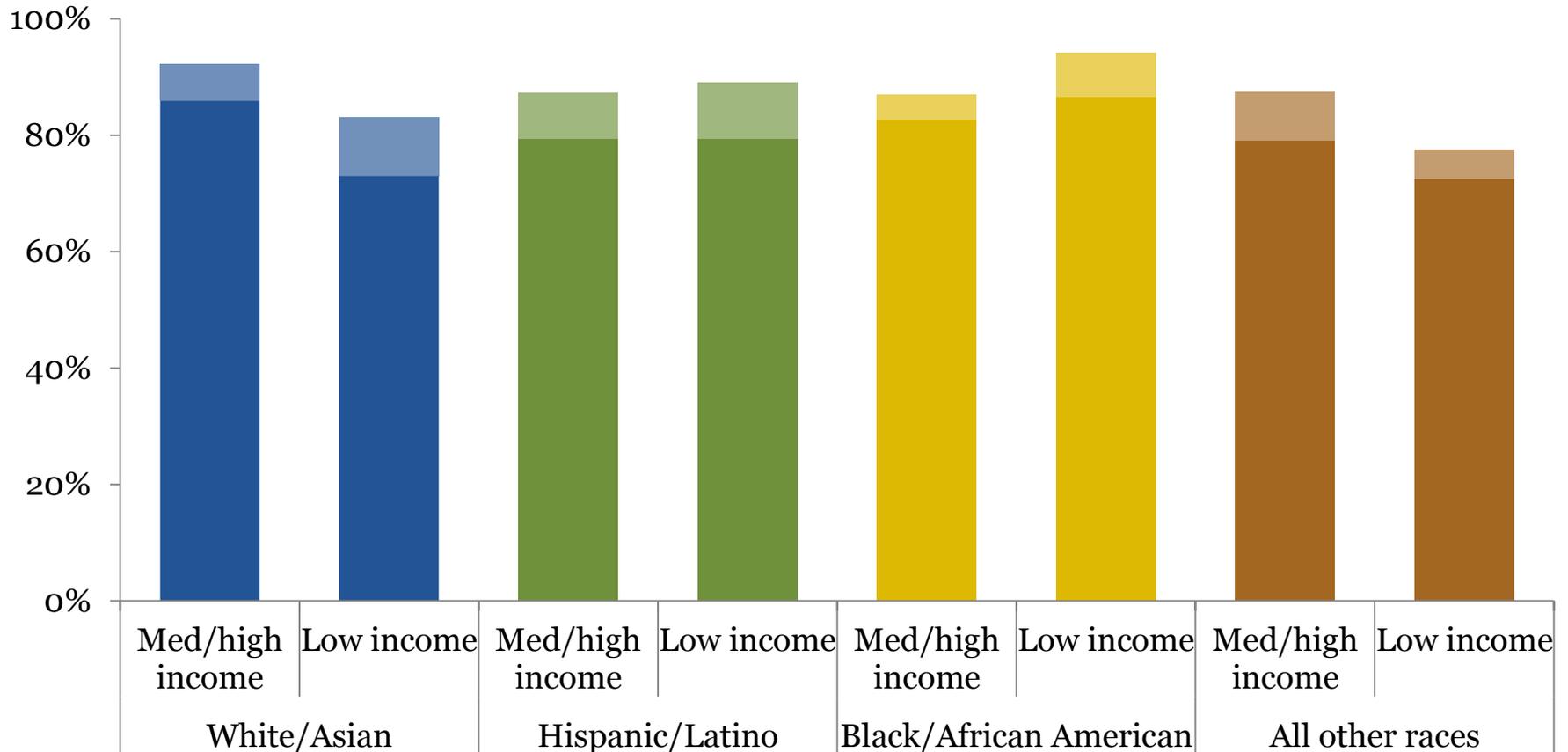
College Enrollment Profile

	Two Year College Class of 2011	Four Year College Class of 2011
Enrollment in pre-college coursework in Math	49%	4%
Enrollment in pre-college coursework in English	27%	0-2%
Enrollment in pre-college coursework in English <u>and</u> Math	19%	0-2%
Enrollment in <u>any</u> pre-college coursework	56%	4%
Continuously enrolled	57%	77%
Enrolled in less than 12 credits	15%	0-2%
Enrolled in 12 or more credits	85%	98-100%

College Aspirations - CHS

89% of CHS students have college aspirations.

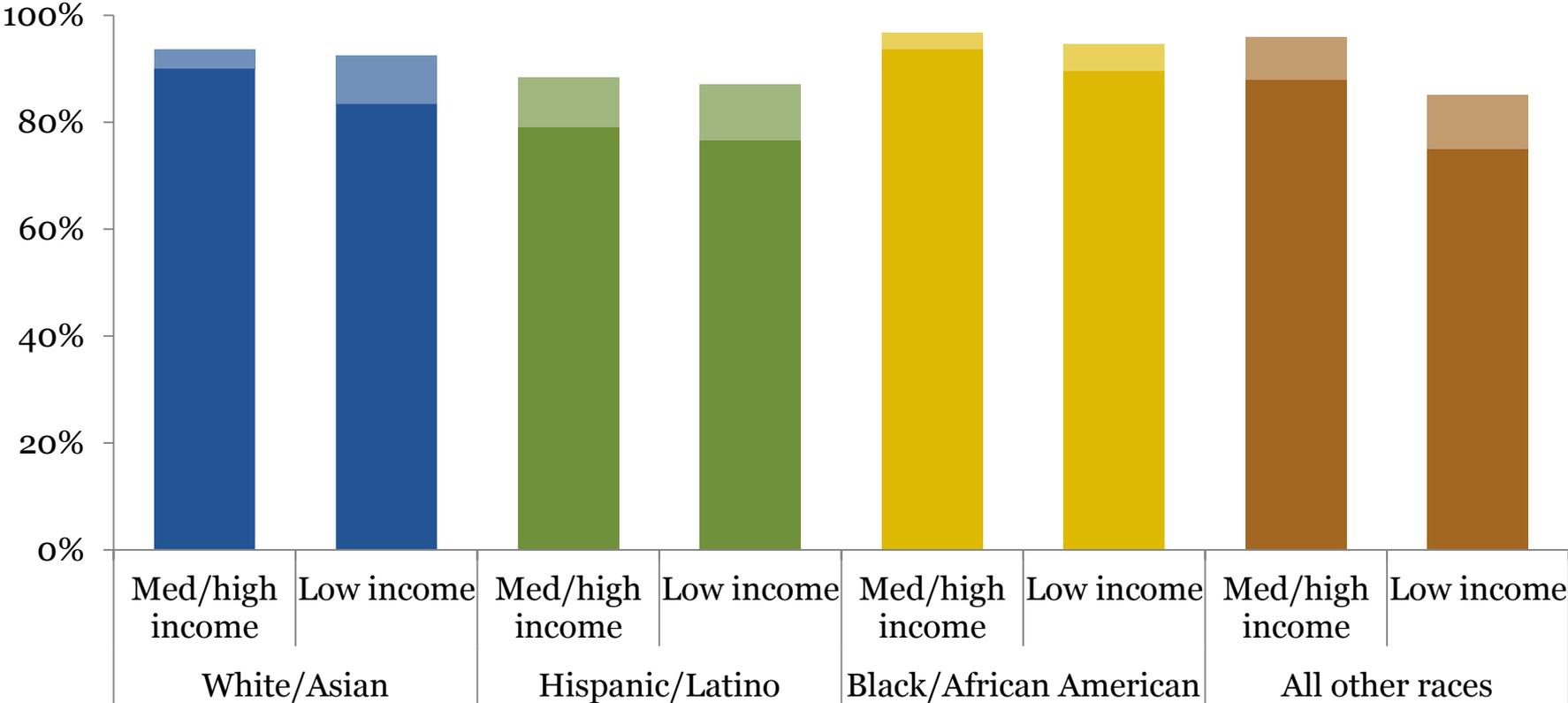
■ Four-year college or graduate school ■ Two-year college



College Aspirations - JHS

93% of JHS students have college aspirations.

■ Four-year college or graduate school ■ Two-year college



*What is your school or district's
college enrollment story?*

*What are your students'
postsecondary aspirations?*

College-readiness *in Action*

- Growth of AP and CIHS Programs
- High School & Beyond
- College 101 Day
- FAFSA Completion Pilot
- **GEAR UP**
- **Senior Seminar**
 - High School & Beyond Plan
 - Culminating Project
- AVID
- College visits

GEAR UP Vision

- GEAR UP's vision is that all students are academically, socially, and financially prepared to enter and complete the postsecondary program or institution of their choice.
- Complements Everett School District vision



Our GEAR UP Team

- Two of four high schools
- Principals, GEAR UP Graduation Specialists, and Director of On-time Graduation
- Collaboration with the larger OTG team

National GEAR UP Objectives

OBJ 1

- Increase academic performance & preparation for postsecondary education.

OBJ 2

- Increase high school graduation and postsecondary enrollment rates.

OBJ 3

- Increase student and family knowledge of postsecondary education options, preparation, and financing.

College Access & Success!

- Getting ready for the next steps...



- The goal is post-secondary education!

Our GEAR UP

- Academic Support
 - Academic Opportunity
 - Tracking students
 - Master Cohort + GEAR UP Benchmarks
 - Road to Success Snapshot
- After school clubs
 - Extra-curricular
 - Volunteer activities
- Tutoring & mentoring by staff and community college
- College and career conversations
- Preparing *now*



GEAR UP Engagement

- Family engagement
 - Parent Committee
 - GEAR UP acts as a liaison for parents
 - Family Events

- Community engagement
 - Advisory board
 - Robotics and club mentors
 - United Way – volunteer programs
 - GEAR UP for summer



Sustainability

- Sustainable systems that *grow the vision!*
- Academic Academies
 - Enrichment classes after school
- Transition activities
- College & career exploration
 - Constant support for college-going culture on campus
- Support for students to meet CADRs
 - Four year college admission distribution requirements
- Aspirations to Action Curriculum
- The Vault Curriculum for financial literacy
- Guest speakers, career days, field trips
- Staff professional development
- Summer programs
- School resources & teamwork!



Culminating Exhibition

- Culminating Exhibition (CE) was first required for Everett Public Schools students for the class of 2001, in response to Washington State legislation (House Bill 1209), and became a state graduation requirement in 2004.
- Until the 2012-13 school year, CE components included:
 - Reflective Letter
 - High School & Beyond Plan
 - Culminating Project
 - Culminating Presentation
- Currently, seniors complete CE in the Senior Seminar course.

Revisions to CE

- Revisions began in 2012-13 school year
- Purpose of revisions
 - To increase student relevancy
 - Strengthen postsecondary transitions
 - Focus on post-high school plans
 - Increase emphasis on 21st century skills
- Two revisions cycles completed to date
 1. Revisions for alignment to purpose
 2. Revisions for curricular coherence

Revised Purpose

Alignment with development of *growth* mindset:

The purpose of the Culminating Exhibition (CE) is to focus the student on developing a High School & Beyond Plan, completing a Culminating Project, and successfully navigating the transition to life beyond high school through the use of 21st Century skill building, Web 2.0 tools, and self-reflection.

21st Century Skills

- “Common Core and more”
- 21st Century skills support student development of growth mindset
- Course rubrics:
 - Self-direction
 - Digital Communication
 - Problem Solving

Senior Seminar – 21 st Century Skills Rubric				
Problem Solving		For each assignment (for which the trait can be demonstrated), the student:		
Senior Seminar – 21 st Century Skills Rubric				
Digital Communication		For each assignment (for which the trait can be demonstrated), the student:		
Senior Seminar – 21 st Century Skills Rubric				
Self-direction	For each assignment (for which the trait can be demonstrated), the student:			
TRAITS	ADVANCED	PROFICIENT	BASIC	NOVICE
Systematic and comprehensive planning	Develops a plan which sets the priorities, includes a timeline, and identifies and assembles all of the skills, tools and resources needed	Develops a plan which sets some priorities, includes a timeline, and identifies and assembles most skills, tools and resources needed	Develops a plan which includes a timeline and identifies some skills, tools and resources needed	Develops a plan which needs details, as well as skills, tools and resources to be named
Self-instruction	Applies strategies independently and in new contexts for self-instruction, solving problems and seeking appropriate help as required by circumstances	Applies strategies and problem-solves with occasional instructor prompting; develops expertise needed to accomplish task	Applies strategies and problem-solves with frequent prompting from teacher; help required more to stay focused than to advance learning	Rarely uses resources effectively and needs consistent teacher guidance and refocusing
Resources	Independently identifies and effectively uses relevant resources	Selects and uses appropriate resources with minimal teacher guidance	Frequently requires teacher guidance to select and use resources effectively	Rarely uses resources effectively and needs consistent teacher guidance.
Effective and sustained effort	Independently maintains focus, seeks and uses feedback to accomplish tasks efficiently; adjusts the plan and perseveres to accomplish desired results.	Needs limited redirection and accepts feedback to accomplish tasks; makes some adjustments to the plan and perseveres to accomplish the results	Requires frequent redirection to focus on learning process and to accomplish tasks; begins to understand that adjust is needed to accomplish results	Consistently needs direction; requires refocusing to remain on task
Self-monitoring and reflection	Independently reflects upon learning and self-corrects; identifies strengths and weaknesses, using feedback and modifying work accordingly	Occasionally needs teacher guidance to monitor learning, self-corrects, identifying strengths and weaknesses and using feedback to modify work	Frequently requires teacher prompting and intervention to reflect on learning, as well as to identify strengths and weaknesses and to use feedback to modify work	Rarely monitors work; requires teacher guidance to identify strengths and weaknesses and to use feedback to modify work
Results are valuable	Independently arrives at high quality results which show a richer understanding and attainment of goals and/or plans	Shows results which demonstrate growth and align with intended outcomes of goals and/or plans	Shows results that fall short and gaps between what was proposed and what was achieved	Shows results that are inconsistent and do not clearly align to the goals

Traits were adapted from Catalina Foothills School District 21st Century Skills Rubrics ©2011 Page 1

Revised Curriculum

- Introduction
 - Examine the purpose of Senior Seminar and the Culminating Exhibition
 - Course introduction
 - Course tools
 - Internet safety
 - Assessments and exploration tools
- Three units
 1. Digital Portfolio
 2. High School & Beyond Plan
 3. Culminating Project

Exploration for Growth

- Investigate and explore pathways after high school
- Produce evidence to support each component of the Digital Portfolio

Students prepare for work

- Job and career exploration
- Resume
- Job application
- Cover letter
- Interview
- ACT National Career Readiness Certification (NCRC)

Students prepare for education

- College and training exploration
- College application
- Free Application for Federal Student Aid (FAFSA)
- Scholarship application

Students prepare for life

- Budget for financial well-being
- Civic and social responsibility
- Personal Multimedia Presentation
- Digital Portfolio self-evaluation

Unit 1: Digital Portfolio

What Kind of Job do I Want?

Work

Life

Learning Outcomes: Student will identify four jobs that interest them & determine the occupational outlook for the future based on demand, training needed, median wages, high growth occupations, and sample tasks &/or duties.

Alignment with Standards:

Essential Academic Learning Requirements Grades 9/10 Grade Level Expectations: This lesson is aligned with Writing 1.5.1 and Educational Technology 1.3.2 and 1.3.3. Students will develop materials in a career-appropriate format. They will locate, analyze, use information from a national career database.

Common Core State Standards Grades 11-12: This lesson is aligned with English Language Arts Speaking and Listening 1d and 4 and Writing 4. Students will participate in a group project about high growth occupations, integrating multiple sources of information to do so. They will also complete a research and writing exercise.

American School Counselor Association National Standards: This lesson is aligned with ASCA Career A2.3, B1.8, and B2.1. Students will demonstrate knowledge about the changing workplace. They will understand how changing economic and societal needs influence employment trends and their need for future training.

21st Century Skills:

- **Self-direction:** Self-instruction, Resources, Effective and sustained effort
- **Digital Communication:** Electronic environments, Responsible behavior
- **Problem Solving:** Identifying and addressing obstacles, Identifying solutions, Solving the problem, Self-evaluation and reflection

Materials:

• Internet Access

• Student hand out

• Teacher Lesson

Implementation:

- **Ask** students if they would rather find a job in an occupation area that is growing or one that is shrinking? Have them write their answer in the space provided on their hand out & share out.
- **Ask** students to brainstorm what they think those occupations might be and write your answer in the space provided. Give them an opportunity to share out as you record their feedback on the board/flipchart/projector etc.
- **Explain** about the Occupational Outlook Handbook as a resource put out by the United States Department of Labor Bureau of Labor Statistics provides hundreds of profiles for how different careers will look in the future. They take into consideration the work environment describing what they do, how to become an employee, pay, education needed, etc. Each profile also outlines the employment projections for the 2010-2020 decade.
- Have students **look** at the list provided for high growth occupations in Washington State & explain that this list represents some of the fastest growing occupations in Washington State. **Emphasize** that all of these occupations require some level of postsecondary education or training.
- **Discuss** how the list on the handout compares to the list of occupations your students brainstormed. What are the differences? Why do students think the occupations on the handout are growing?
- **Using** the website, <http://www.bls.gov/k12/> students will fill out their hand out to identify the information on ONE of the high growth occupations (see above) in Washington State and THREE occupations of your own choice.
- Students may not be sure what type of occupation to choose, they could log on to WOIS & complete the **Career Interest Areas** survey to determine their interests. In addition, they could use the **WOIS- Reality Check** or **CareerShip-Show My Future** activities to get an idea of their future life based on their chosen occupation.

Planning and Action for Growth

Unit 2: High School & Beyond Plan

Take the next steps

- High School & Beyond Plan
- Proposal idea: Develop a Culminating Project proposal
- Proposed action plan: Develop Culminating Project action plan
- Approval of Culminating Project plan
- High School & Beyond Plan self-evaluation

Unit 3: Culminating Project

Display skills

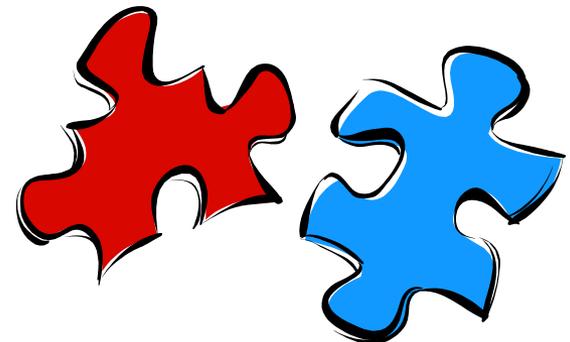
- Reflective log
- Research log
- Completion of Culminating Project
- Post-Culminating Project self-evaluation

Next Steps

- Additional revision cycle to enhance the curriculum
 - Student models and exemplars
 - Differentiation for enrichment and interventions
 - Fine tuning based on student and staff feedback
- Senior Seminar course to be updated to Culminating Seminar
 - Course will be offered to juniors in the spring and seniors in the fall for more timely post-high school planning

Post-High School Planning

- CE is a “culminating” piece of the puzzle
- Continued development and alignment of college readiness curriculum for students K-12
 - Senior Seminar teachers, counselors, success coordinators, and career specialists
 - College 101 Day at Everett Community College



College 101 Day





SUMMARY

Summary

- Celebrations
 - *Numbers to names*
 - Adult ownership and collaboration are key to success for each student!
- Urgency
 - Student-by-student is the right work, but hard work
 - High school graduation
 - College-readiness and enrollment

THANK YOU!



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