



Continuous Improvement Process Plan 2018-2019

Futures School

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I. Description of School

Futures School, located at Juanita High School, is a choice school that serves as a credit recovery option for juniors and seniors. Futures School is aligned with graduation policy for the Lake Washington School District and rooted in the principles of educational equity and good citizenship. Futures School students receive a curriculum that is rigorous, relevant, and supported by high-quality instruction. In accordance with the LWSU Student Profile, students' progress towards their goals while learning to create positive personal relationships.

The Futures School staff creates a student-centered environment conducive to learning. Teachers design meaningful learning targets based on data-driven assessments, including SBA data and other test score information. They meet regularly to discuss how to support individual students and collaborate on creating effective instructional strategies so that all students may achieve the standards. Together with the Juanita High School staff, Futures School teachers collectively design assessment strategies and teaching practices that encourage critical thinking and practical applications in the context of each academic subject.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	TBD**	95%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	TBD**	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% <i>79.6% for those that took test</i>	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	93.3% <i>class of 2018</i>	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	TBD**	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- ** DSS will provide add/data when available from OSPI

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student

progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%	83%	80%			
	% of 10 th graders accumulating 12.0 credits	74%	81%	83%	77%			
	% of 11 th graders meeting or exceeding state standards in Literacy			81.7%				
	% of 10 th graders meeting or exceeding state standards in Literacy				82.6%			
	% of 11 th graders meeting or exceeding state standards in Math			26.3%				
	% of 10 th graders meeting or exceeding state standards in Math				59%			
	% of 10 th graders meeting or exceeding state standards in Biology	79%	87%	80.5%				
	% of 11 th graders meeting or exceeding state standards in Science				48.3%			
High School Students Graduating Future Ready	% graduation rate	89.5%	87.5%	89.3%	91.8%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	67.8	76.9%	Enter score	86% - 12 89% - 11			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	79%	74%	74%	84%			

- Credits earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they

had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.

- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

The teams met during their professional collaboration time as well as other team-determined time to review data.

<p align="center">2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i></p>	<p align="center">Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i></p>
<p>Literacy Goal: Each student will earn passing grades in all Futures School language arts classes and all students will pass the ELA SBA.</p>	<p>Outcome: All students who stayed in the program achieved the grades goal but the data for the SBA is not reflected separately from Juanita High School.</p>
<ul style="list-style-type: none"> • We do team teaching in Futures and the collaborative work for designing lessons, assessing and instruction has paid off. 	
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<p>Math Goal: Each student will earn passing grades in all Futures School math classes and all students will pass the Math COE or Math SBA.</p>	<p>Outcome: All students who stayed in the program achieved the grades goal but we the data for the SBA is not reflected separately from Juanita High School.</p>
<p>Narrative Reflection:</p> <ul style="list-style-type: none"> • The low achievement of JHS and Futures is still an area of concern, particularly for our low-income and SPED students. 	
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<p>Science Goal: Each student will earn passing grades in all Futures School science classes.</p>	<p>Outcome. All students who stayed in the program achieved the science goal.</p>
<ul style="list-style-type: none"> • We partner with JHS science classes to ensure students get the science credits they need. 	
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<p>Students who have a 504 plan for anxiety will report a reduction in anxiety levels after the implementation of new classroom strategies.</p>	<p>Outcome: The qualitative data is that the strategies the teachers are using are helping students.</p>
<ul style="list-style-type: none"> • The person who was in charge of Futures is no longer here, so it will be critical that we have a quantitative way to collect the data regarding the effectiveness of the strategies such as through a survey. • Two of the 504 monitors for the school were part of the Futures program, so they were extremely aware of what works and what does not. 	
<p>On-Track Credits Goal: 75% on-time Graduation Rate.</p>	<p>Outcome: We achieved an 86.7% graduation rate.</p>
<ul style="list-style-type: none"> • We are proud of this success. Teachers who work with Futures students meet regularly to discuss student achievement in academic, social and behavioral achievement and/or concerns. 	
<p>College and Career Readiness Goal: 100% completion with High School and Beyond plan.</p>	<p>Outcome: All seniors who graduated completed the HSB.</p>
<ul style="list-style-type: none"> • Futures follows the same process as JHS. 	
<p>School Effectiveness Goal (same as JHS): Increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 47% in 2016-17 to 55% in 2017-18.</p>	<p>Outcome: 58% of the respondents mostly or agreed completely that school work is meaningful for students.</p>
<ul style="list-style-type: none"> • We met this goal this year but it is unclear as to whether we are assessing that students actually think about their work, or how the adults perceive the work in our school. 	
<p>Reduce percentage of student with chronic absenteeism to 35%</p>	<p>Outcome: The number of chronically absent students was 13, which is 34.21%.</p>
<ul style="list-style-type: none"> • This is a slight reduction, but it is still too high a number. 	
<p>Discipline Goal: Maintain out-of-school suspensions at zero days.</p>	<p>Outcome: We had one student who had an out-of-school suspension.</p>
<ul style="list-style-type: none"> • There were a total of 7 incidents during the year, involving 6 students. 	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Meeting with PTSA to share the CIP and talk about Futures School.

Reflection on Outcome:

- We did not engage our community/parents in the goal setting process last year. It was the principal's first year at this school and all we really did was share. To that end, we have a new strategy to engage families and students in the process.

2017-18 Strategies to inform parents, families and the community in the CIP process:

- Meeting with PTSA to share the CIP
- Posting our CIP so that all could see it

Reflection on Outcome:

- We did share the CIP with the public by posting it and brief discussion at PTSA.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy SMART Goal: 100% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.

Process used to determine goal:

- The ELA team met to review the goal and SBA data (Futures and JHS teachers as it is not a separate goal).

Responsible individual or team:

- All core subject teachers.

Strategy/ies that will be implemented to support goal:

- We have implemented 9-10 grade safety net teams as well as 9-12 co-taught teams.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a "rigor divide" that they can use to help plan lessons.
- Some students receive a challenge through enrollment in honors, AP, and Cambridge classes.
- Teachers are addressing rigor in their Professional Growth and Evaluation Goals.

How necessary interventions will be determined:

- Teachers will examine English course grades as well as 8th and 10th SBA scores;
- Teachers will review Safety Net enrollment at semester, and enroll/exit students as necessary
- Teachers will use our intervention period (ACT) on a weekly basis to work with individual students as needed.

Any professional learning needed:

- We would like to have a schoolwide emphasis on literacy across the curriculum.

Any resources needed and plans to obtain them:

- SBA exemplars by end of 1st semester.
- District-provided; support in implementing interim assessments.

Math SMART Goal: 100% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.

Process used to determine goal:

- Futures teachers worked with JHS teachers to look at data and determine needs.

Responsible individual or team:

- All members of the math team.

Strategy/ies that will be implemented to support goal:

- We are implementing interim practice tests.
- We will use team time to focus on what kinds of problems students will see and work towards helping all students have some experience with them.
- We will be calling students into ACT who are struggling in their math course this year for extra help.
- We will distribute a tutor list to parents and students who might benefit from outside tutoring in a math class.

How challenge and rigor will be ensured for all students:

- Regularly work into lesson plans the importance of being able to explain processes and thinking along with answers.
- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.

How necessary interventions will be determined:

- Interims will be administered by Alg 1, Geo and Alg 2 teachers throughout the year.
- All other interventions will be determined by PCCs and individual teachers as needed.

Any professional learning needed:

- We are asking for release time to do learning walks, meet during job alike time and conduct research.
- Some members of our team are going to try to attend a math conference this year.

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year.
- We will do at least 2 interims prior to the SBA (A1, Geo, A2 teachers).

Science SMART Goal: Futures students will pass all their required science courses this year.

Process used to determine goal:

- All science teachers met as a team and analyzed our results from last year: 71% of all juniors taking the WCAS passed with a level 3 or 4, while 58% passed the Earth and Space science portion.

Responsible individual or team:

- Science team

Strategy/ies that will be implemented to support goal:

- We are implementing three new courses this year to better address the Next Generation State Science Standards (NGSS). These three courses (Biology in the Earth System, Chemistry in the Earth System, and Physics in the Universe) integrate Earth Science standards along with the Biology, Chemistry, and Physics standards. Transitioning towards core science classes that address all NGSS standards should improve student success on the WCAS.
- We are also implementing partial Ambitious Science Teaching (AST) practices this year, using phenomena-based teaching with a focus on scientific practices, cross-cutting concepts, and engineering, in order to better align to the type of science teaching methods targeted by the WCAS and NGSS. We are also pursuing continued professional development regarding AST methodology.

How challenge and rigor will be ensured for all students:

- We have implemented an integrated honors system which will help improve student outcomes, both students who would traditionally sign up for honors and students who would not traditionally sign up for honors. Material will be differentiated on multiple levels.
- AST teaching strategies, as well as the Science and Engineering Practices emphasized by the NGSS, ensure that content is centered around challenging, relevant, real-world phenomena to recruit student interest and contextualize learning.

How necessary interventions will be determined:

- Regular assessment, both in teams and as a department, will show where intervention is necessary and what form it should take. For classes in which more intervention is needed, a science interventionist might be available, or additional science teacher support could help. For classes in which minor interventions are

needed, teachers can get support from other teachers common to the students, from parents and other science teachers, from ELL and SPED teachers, and from counselors.

- The need for this intervention will be determined based on student behavior and work, as well as informal and formal formative and summative assessments.

Any professional learning needed:

- We need continued training both on implementing rigorous standards-aligned NGSS curricula, as well as ways of effectively using AST tools to teach.
- We would also benefit from additional time with each other to further develop our new courses and integrated honors system. Training regarding how to effectively implement an integrated honors system would be beneficial as we are at the starting stages of implementation and don't yet have a bank of best practices.
- We wonder as well if other training exists, similar to AST, which might offer additional benefits to students: examples include POGIL training which some of us have done, Modeling training, Energy Theatre training, or additional NSTA teaching tools which will help us further develop our curriculum.

Any resources needed and plans to obtain them:

- Paid time to further develop new curriculum and integrated honors.
- Professional development targeted towards additional teaching strategies aligned with NGSS, the WCAS, integrated honors, or other aspects of the standards such as engineering integration.

Timelines and Progress Monitoring Plans:

- We will monitor the progress of new courses monthly in Professional Collaboration Groups and share as a department on a regular basis. Students will take the WCAS exam in June 2019, and we will analyze this year's WCAS results when they are released next October.

Achievement Gap SMART Goal: Improve the graduation rate for low-income students from 71.43% to 86%.

Process used to determine goal:

- We looked at data related to graduation rates and grades.

Responsible individual or team:

- All teachers.

Strategy/ies that will be implemented to support goal:

- At both JHS and Futures we are looking at processes and systems to reduce barriers for our low-income students. Examples include, making sure that students who have fines for laptops still have access to a laptop for their education and waiving fees and fines when appropriate.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a "rigor divide" that they can use to help plan

lessons. We have been working to reinforce the idea that lack of proficiency in English does not mean that students have a disability.

How necessary interventions will be determined:

- We will track grade and attendance data.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work but our benchmarks will be at grading periods to determine if students are earning credits.

On-Track Credits SMART Goal: We want to have 100% of our juniors get back on track to graduate.

Process used to determine goal:

- Teachers, administrators and counselors will monitor the quarter and semester D and F reports to identify students who are struggling.
- As a staff we will use our growing tier one support system to help those students who are at risk of not passing.

Responsible individual or team:

- All staff shares responsibility.

Strategy/ies that will be implemented to support goal:

- Track credits when students enroll in Futures.
- Communicate with parents and students about credit retrieval programs such as FUEL ED, summer school options and fee based external course options.
- Teachers will communicate with students and families if students are at risk of not passing.
- Teachers will implement the new Student Support Process for students of concern.

How challenge and rigor will be ensured for all students:

- In interactions with students and parents we will promote enrollment in challenging classes and college prep courses.

How necessary interventions will be determined:

- We will monitor the data to see if particular subgroups of students who may be at risk, are making progress toward on-track graduation.

Any professional learning needed:

- Staff will engage in professional learning around effective tier-one interventions for ensuring student growth and academic success.

College and Career Readiness SMART Goal: 100 % of the senior class of Juanita High School and Futures 2019 will complete their High School & Beyond Plan (HSBP), using the program Xello, by May 31, 2019, in order to complete their state of Washington graduation requirement and to have a clear post-graduation plan of their choosing.

Process used to determine goal:

- This goal aligns with the Lake Washington School District vision of every student being Future Ready: Prepared for College, Prepared for Global Workplace and Prepared for Personal Success. HSBP completion is also a state of Washington Graduation requirement.

Responsible individual or team:

- Margaret Campbell will be responsible for monitoring the goal but all staff are required to ensure that students are working on the HSBP during designated work times.

Strategy/ies that will be implemented to support goal:

- Rolling out Xello to students.
- 1-1 meetings with students; classroom visits; frequent student emails offering deadlines and support; communication with parents via email and telephone, reminders over intercom, raffles for prizes for students who have completed their plan.
- Communications to teachers via email with directions for homeroom HSB completion, small group completion, individual junior meetings, senior meetings.

How challenge and rigor will be ensured for all students:

- Xello uses different scenarios to guide students through processes of interest inventory, learning styles, personality styles, then through grade level lessons designed to walk them through made up scenarios and then their own scenario for clarification and student understanding. Xello uses student reflection and short answers to firm up their future plans and prepare the student for college or work.

How necessary interventions will be determined:

- If seniors have not completed the plan by 12/21/18 (winter break), then small groups will be established starting in January 2019 to complete the plan.
- Meetings will be held and phone calls to students & parents will be carried out over the next few months to remind them to complete their plan, so they can graduate.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

- Counselors will remind seniors to finish plan and will have students talk directly with Margaret Campbell if they have specific questions or need support. These resources will be obtained by communicating with student's counselors.

Timelines and Progress Monitoring Plans:

- Senior completion by 12-21-18 and the whole school completion with their grade-level lessons by 4-5-19 (spring break). Monitoring is done daily by checking Xello for student engagement and plan completion.

School Effectiveness SMART Goal (goal aligned with JHS): We would like to move from 58% of the respondents mostly or agreed completely that school work is meaningful for students to 90% of the respondents most or agree completely.

Process used to determine goal:

- School Effectiveness Data was briefly explained during a Wednesday LEAP session and all results were posted on our staff OneNote.
- We showed progress in this area, but we are working on many areas in our school to help students see the connection between school to future, so this goal seems meaningful.

Responsible individual or team:

- All staff.

Strategy/ies that will be implemented to support goal:

- We have started some work around rigor and instruction to ensure that students are appropriately challenged.
- We did one session during our all-day LEAP where we reviewed administrative policies around homework as well as best practices. This is in response to the additional period in our day. We want to make sure that homework is reasonable.
- We have a new High School and Beyond (HS&B) Coordinator who is giving students feedback on work that is not acceptable to ensure that they are taking the plan seriously. The HS&B plan provides a connection between what students do here at school to their futures.
- The Performing and Visual Arts team developed their own goal in this area in order to help students understand the relevance of their education and understand its long-term positive impact.

How challenge and rigor will be ensured for all students:

- All teachers received a document that is a rubric for designing student work in order to determine the level of rigor that lessons require from students.

How necessary interventions will be determined:

- By paying attention to individual needs and assessing steady growth.
- Asking appropriate experts in our building as needed for extra support for student success.
- scheduling students through the flexi-schedule for ACTime to support individual success.
- Continuing to ensure that there is open communication through Skyward, phone calls, newsletters and emails.

Timelines and Progress Monitoring Plans:

- We are going to do a student survey where we are asking for feedback in this area during 1st semester.

Attendance SMART Goal: Reduce chronic absenteeism from 34% to 20%.

Process used to determine goal:

- We looked at attendance data.

Responsible individual or team:

- All Juanita and Futures Staff are responsible to ensure that students are attending school and classes.

Strategy/ies that will be implemented to support goal:

- We are working to ensure that teachers are taking accurate and timely attendance.
- We have improved processes to reduce the number of students are allowed to leave class for non-essential reasons.
- Administrators are working to help teachers improve their communication between school and families.
- We are finding different solutions to discipline issues when students make poor choices in order to keep them here at school. The more some students are out of school, the less many are inclined to attend regularly.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We know that if work is relevant and appropriately challenging they will be more likely to attend.

How necessary interventions will be determined:

- Administrators monitor reports to track attendance and tardies provided by our attendance secretary.
- We have developed a plan to have our IA who monitors the in-school suspension program work with our Becca specialist to provide support for attendance issues.

Timelines and Progress Monitoring Plans:

- This occurs daily. We will know if we were successful at the end of the year.

Discipline SMART Goal: Reduce the number of exclusionary discipline instances from 7 to 0.

Process used to determine goal:

- We have looked at data as an administrative team and as District.

Responsible individual or team:

- Administrators will monitor but it is the responsibility of all staff to monitor student behavior and respond appropriately.

Strategy/ies that will be implemented to support goal:

- Prevention needs to be a focus of work this year. To that end we are starting with respect and what that looks like in classrooms, hallways and other areas of our school.

- Administrators are working with teachers to ensure they have effective strategies to prevent disruptive behaviors in classrooms and then know what to do when issues arise.

Any professional learning needed:

- As part of being an MTSS pilot school this year, PBIS is a strategy we will be using to prevent discipline issues and then reward the positive behaviors that do occur as well.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work.
- Administrators meet regularly with campus security to monitor issues and develop plans for addressing them.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Principal Kelly Clapp will share goals with PTSA and ask for input for strategies to involve others as well as achieve success in each goal.

Timelines and Progress Monitoring Plans:

- Principal Kelly Clapp will first with meet PTSA membership on December 5th and then will be sharing progress at other meetings during the year.

2018-19 Strategies to inform parents, families and the community in the CIP process:

- General goals will be posted on website and shared via SchoolMessenger and PTSA publication (Town Crier).

Timelines and Progress Monitoring Plans:

- Communication will occur in December 2018.