

Futures School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Futures School, located at Juanita High School, is a choice program that provides juniors and seniors with the opportunity for credit recovery. The school is focused on the principles of educational equity, good citizenship, and provides students with a rigorous and relevant curriculum. The schedule provides flexibility for students as well as the opportunity to gain additional credits. The teachers and staff work closely with students to develop a sense of community and pride in Futures School. In order to be successful, students are expected to be prepared and show respect to others at all times.

Mission Statement: Futures School’s mission is to provide a positive alternative learning environment where students become inquisitive, engaged, and self-confident individuals striving toward excellence in their future.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		46	26	33
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	8.7	3.9	6.1
	Black/African American	2.2	7.7	6.1
	Hispanic/Latino of any race(s)	26.1	11.5	27.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	6.5	7.7	6.1
	White	56.5	69.2	54.6
Students Eligible for Free/Reduced Price Meals (%)		36.7	29.0	35.7
Students Receiving Special Education Services (%)		28.6	26.3	17.9
English Language Learners (%)		8.2	2.6	1.8
Students with a First Language Other Than English (%)		22.0	15.8	14.3
Mobility Rate (%) ²		54.3	100.0	72.7

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	-	-	-

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	-	-

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	-	-	-
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	-
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	-	-	-

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	50	56	-
12 th Grade	64	54	53

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	-	-	-
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	39	-	40
Two or more races	-	-	-
White	64	52	57
English Learner	-	-	-
Low Income	53	46	53
Special Education	57	50	20

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	-	-	-
10 th Grade	-	-	-
11 th Grade	71	56	-
12 th Grade	76	85	57

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	92	-	69
Two or more races	-	-	-
White	79	71	67
English Learner	-	-	-
Low Income	67	45	39
Special Education	73	80	60

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	86.1	89.3	86.7	90.0
Graduating in 5 years	97.3	92.6	100.0	n/a
Graduating in 6 years	97.3	92.6	n/a	n/a
Graduating in 7 years	97.3	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	66.7	66.7	-	100.0
Black/African American	100.0	100.0	100.0	100.0
Hispanic/Latino	66.7	100.0	50.0	81.8
Two or more races	100.0	-	100.0	100.0
White	95.0	93.8	90.0	90.0
English Learner	-	-	-	-
Low Income	73.3	80.0	71.4	93.3
Special Education	-	90.9	-	100.0

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	75	-	-	-	-	-	-	-	-
Math Proficiency Rate	-	-	-	-	-	-	-	-	-
Graduation Rate	87	-	-	-	-	-	-	76	-
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	86	-	-	80	-	88	-	78	-
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	11	-	-	13	-	10	-	-	11

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1											
Priority Area	Career, Technical, and College Pathways										
Focus Area	On-time Graduation										
Focus Grade Level(s)	11 th graders										
Desired Outcome	All of our Futures students will graduate during their expected graduation year.										
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)										
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • In 2019, 90% of students graduated with their class. <p>We believe, that with the right support, we can increase the percentage.</p>										
Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Implement consistent and transparent responses to attendance issues.</td> <td>Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.</td> </tr> <tr> <td>Implement evidence-based instructional strategies such as SIOP.</td> <td>Teachers are using these strategies in classrooms.</td> </tr> <tr> <td>Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.</td> <td>Teachers are implementing in classrooms.</td> </tr> <tr> <td>On some of our professional learning days, all teachers will be learning how to implement “Focused Note Taking” in their classrooms.</td> <td>Students are taking notes in all their classes to reinforce the effective use.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Implement consistent and transparent responses to attendance issues.	Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.	Implement evidence-based instructional strategies such as SIOP.	Teachers are using these strategies in classrooms.	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Teachers are implementing in classrooms.	On some of our professional learning days, all teachers will be learning how to implement “Focused Note Taking” in their classrooms.	Students are taking notes in all their classes to reinforce the effective use.
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	Implement consistent and transparent responses to attendance issues.	Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.									
	Implement evidence-based instructional strategies such as SIOP.	Teachers are using these strategies in classrooms.									
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Teachers are implementing in classrooms.									
On some of our professional learning days, all teachers will be learning how to implement “Focused Note Taking” in their classrooms.	Students are taking notes in all their classes to reinforce the effective use.										
Timeline for Focus	Fall, 2019 - Spring, 2021										
Method(s) to Monitor Progress	Grades, review of progress by Futures staff.										

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	Pathways	
Focus Grade Level(s)	11 th and 12 th graders	
Desired Outcome	Students will have chosen a pathway for their futures beyond high school.	
Alignment with District Strategic Initiatives	Career, Technical and College Pathways	
Data and Rationale Supporting Focus Area	This supports our on-time graduation goals.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will receive support to ensure they are completing their High School and Beyond plan.	Students are meeting deadlines for completion.
	Students will receive invitations to various events happening in our College and Career Center.	Students attend events.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Work with CCR Specialist to see what students have attended events. The HSB Coordinator will provide frequent updates to the Futures Staff and Principal about student progress on the plan.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	PBIS	
Focus Grade Level(s)	11 th and 12 th Grade	
Desired Outcome	Implement evidenced-based strategies that supports students' social-emotional and behavioral well-being.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	This is the same goal as Juanita High School, as we are all part of the same campus. We believe that the development of a strong PBIS system will help improve the climate in our school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS	Development and implementation of a matrix for school-wide common expectations.
	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Using our Equity Team give guidance around our PBIS efforts.	The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, teacher lesson plans, exclusionary discipline data, student grades attendance.	

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	School Discipline	
Focus Grade Level(s)	All	
Desired Outcome	We will increase the percentage of respondents on the Nine Characteristics Survey who believe school discipline is managed well from 25% to 75%. This would be an increase of 20 people to 67 people.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Our Nine Characteristics Data showed that only 25% of respondents agreed completely or mostly that school discipline was managed well.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS.	Development and implementation of a matrix for school-wide common expectations.
	Professional learning developed and delivered by school psych and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Professional learning for teachers about how to enter interventions and information into Skyward.	We see that there is information about students being entered in Skyward, and it includes interventions and is objective.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Get feedback from building leaders about progress toward goal at the end of first semester.	We have collected feedback.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, exclusionary discipline data, and Nine Characteristics Results.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.⁸ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	The Principal will review plan with our PTSA president and then parents at a PTSA meeting.	Meet with President and PTSA during November.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notify families of where to find our SIP online and what the purpose is.	Principal will send information out in December as well as quarterly updates about our progress toward meeting goals.

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>