

Continuous Improvement Process Plan

Futures School

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2016 -
2017



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Future School – Lake Washington School
District

2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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 both rigorous and relevant and supported by high-quality instruction. In accordance with the LWSD Student Profile, students progress towards their goals while learning to maintain 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.

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>	District Baseline Performance	District Current Performance 2015-16	District Target Performance 2018	
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	88%	92%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	81%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79% <i>2012</i>	87.0%	90%
High School Students Graduating Future Ready	% on-time graduation rate	89% <i>class of 2013</i>	91.0%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	91% <i>2014</i>	85.2%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2014</i>	88% <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 the Education Research Data Center (<http://ERDC.wa.gov>)

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.

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	n/a	n/a					
	% of 10 th graders accumulating 12.0 credits	16%	n/a					
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	80.9%					
	% of 11 th graders meeting or exceeding state standards in Math*	91.3%	91.3%					
	% of 10 th graders meeting or exceeding state standards in Biology	n/a	n/a					
High School Students Graduating Future Ready	% graduation rate	64.0%	88.2%					
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	0%	14.3%					
	% of graduates enrolled in post-secondary institution within 2 years of graduation	40-49% <i>class of 2013</i>	30-39% <i>class of 2014</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 the Education Research Data Center (<http://ERDC.wa.gov>)**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data

	Goal	Achievement
Literacy:	85% at or above standard.	80.9% of 11 th graders at or above standard
Math:	85% at or above standard.	91.3% of 11 th graders at or above standard
Science:	N/A (Futures School does not offer biology and our students take biology at Juanita High School).	N/A
Achievement Gap:	80% of Hispanic seniors at or above standard.	75% proficient in math, 100% proficient in ELA SBA or HSPE reading and writing.
On-Track Credits:	65% on-time graduation rate; 85% extended graduation rate.	64.5% on-time graduation rate; 89.3% extended graduation rate
College and Career Readiness:	100% of students will complete “Career Cruising” software. 90% of students will attend a college fair. Students will take AP and other advanced classes through Juanita High School as appropriate.	100% completed “Career Cruising” program. At least 50% of students attended in-house college and career speaker presentations.
School Effectiveness:	In a perception poll, increase percentage of staff who agree most of the time or all of the time with the statement “the staff worked in teams across grade levels to help increase student learning” from 65% to 87%. In a perception poll, increase percentage of staff who agree most of the time or all of the time with the statement “teachers provide feedback to each other to help improve instructional practice” from 57% to 75%.	Staff who agree most of the time or all of the time with the statement “the staff worked in teams across grade levels to help increase student learning” from 65% to 77%. Staff who agree most of the time or all of the time with the statement “teachers provide feedback to each other to help improve instructional practice” from 57% to 64.5%.
Attendance and Discipline:	Discipline: Reduce the amount of class time missed due to out-	Discipline: out-of-school suspensions reduced to 0 days.

	<p>of-school suspensions to 0 days from 45 days. Attendance: Reduce the number of lost credits due to attendance to 80 class sessions from 95 class sessions.</p>	<p>Due to a change in the attendance policy, no students lost credit solely due to attendance.</p>
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Narrative Reflection:

Narrative Reflection	
Process:	<p>To support the implementation of the CIP, Futures School staff engaged in regular professional development through Juanita staff meetings. Additionally, Futures Teachers attended regular intervention meetings to develop and assess support strategies for struggling students in each content area. The staff also participated in a learning walk to conduct lesson observations for the purpose of improving teaching and learning. Data was analyzed in staff meetings and guided by a protocol that focused first on objective observations and then on recognizing instructional strengths and weaknesses. Following the data analysis, teachers in content-area groups selected goals for their area, while non-core subject teachers met with the Dean of Students, the councilor, and other support personnel to determine college readiness goals. All staff reviewed data on achievement gaps and discussed areas of greatest need before arriving at a consensus for goal selection. Throughout the year, teachers and other staff collaborated to monitor student academic performance and attendance, responding with targeted intervention whenever necessary. Our continuing challenge is that our students are universally credit deficient when they join our program, so our staff must work collaboratively and creatively to help fill academic needs and build the skills the students need to be successful.</p>
Literacy:	<p>The percentage of students at or above proficiency did not meet our goal but is nonetheless an improvement over last year and still remains very high for students in this category. Activities that supported the implementation of the CIP plan centered around use of embedded formative assessment strategies in relation to the Common Core standards. In PLCs, teachers created lessons focusing on fiction and non-fiction texts and collaborated to create common assessments for these texts. The process used to analyze school and team data began with administrators carefully inspecting results from standardized examinations, class grades, attendance records, special education enrollment, and the OSPI Query database. Administrators then</p>

	<p>presented relevant data to teachers. To set school goals, teachers identified areas for improvement and student need. This discussion continued through subsequent department meetings to evaluate strategies and determine appropriate goals. To monitor the process throughout the year, teachers compared evaluation data and met in cross-disciplinary groups to create intervention strategies for students who were not meeting standard. Administrators looked at data concerning grades and credits and conferenced with at-risk students and their parents. The greatest challenge faced by teams in implementing the CIP was preparing for the SBA examinations because many of our students had a history of failing this test before joining Futures School, which not only indicated a gap in skills but also tended to foster an atmosphere of anxiety and uncertainty if left unchecked. Aware of this, the staff prepared the students to be confident as well as academically equipped for the examination. The Juanita High School administration team and classified staff led the organization efforts to a successful conclusion. Futures School saw steady gains in the numbers of students on track with reading, with 91.3% of our juniors having satisfied state reading requirements for graduation. We credit this success to the strategies that we initiated last year, namely: the implementation of Common Core content and practice standards, a heightened use of embedded formative assessment strategies, targeted academic interventions, and an increase in classroom writing assignments. We are challenged by the remaining students who will need to rise to the standards, and therefore will re-evaluate our tier 2 and tier 3 instructional interventions to provide small groups and individuals with the support they need.</p>
Math:	<p>Mathematics tends to be one of the more challenging subjects for many Futures School students, but this year we saw our best success rate on record as we jumped from 50% of Juniors having met standard to 91.3% having met standard. We will continue to pursue the strategies that resulted in this success, including team-taught classes for students with IEPs, heightened use of embedded formative assessment and one-on-one coaching strategies. Our challenge now is providing support to the students who have not yet met standard, and these we will assist with our RTI program and tutorial support during AC time.</p>
Science:	<p>Futures School does not offer Biology, so instead we partner with Juanita High School so that our students may succeed at all requirements.</p>
Achievement Gap:	<p>Last year we chose to focus on supporting our Hispanic students and saw a return on investment when scores for Hispanic students rose to 75% passing in math and 100% passing either the ELA SBA or the</p>

	<p>HSPE reading and writing (according to LWSD historical Data Dashboard). Looking at the data from the 2015-2016 school year, it is apparent that we still need to focus on supporting our Hispanic students in earning credits and GPA. When staff examined the data, it became evident that Hispanic students are not scoring as well on the SBA (75% passing EOC Algebra 1 compared to 80% for all students) or on earning credits (31% of sophomores identifying as Hispanic have 12 credits compared to 59% of all students). As a staff we will need to place more intentional focus on how to support these students across the curriculum in both earning credit and in accessing literacy and math skills.</p>
<p>On-Track Credits:</p>	<p>Our on-time graduation rate remained steady at 64% and our extended graduation rate at 89%, according to the OSPI Query database. Given that all Futures School students are not on track for graduation when they enroll with us as juniors or seniors, this is a number that we will want to see continue to rise. We also want to maintain awareness of the specific needs of each student that might indicate that on-time graduation is not necessarily in the 4-year span currently used as the metric. We will continue to research and support credit recovery pathways for students who fall behind in credits, while we also continue to examine our practice in supporting students before they lose credit through examining our strategies in attendance, grading, and discipline policies.</p>
<p>College and Career Readiness:</p>	<p>With the district implementation of the “Career Cruising” software, students received a new tool to track and assist their post-high school plans. This system was introduced in regularly scheduled homeroom periods so that it did not take time away from academics. Student progress was monitored online by a teacher appointed as the High School and Beyond coordinator, and work was supplemented by our counseling department and our Career Resource Center.</p> <p>For more than half a decade, Futures School students made an annual field trip to the College Fair day at Bellevue College, but this program was discontinued this year. To substitute for this enrichment experience, the Career Resource Center arranged for a series of speakers to present to classes about their experience in various college and technical training programs.</p>
<p>School Effectiveness:</p>	<p>Because Futures School shares a teaching staff and professional development activities with Juanita High School Teachers, we have aligned our School Effectiveness efforts with our parent school. Overall, our School Effectiveness data was strong, with weighted scores consistently in the 3.0 range and scoring favorably when compared to other schools in the district. Our focus last year was on improving collaboration around student learning and instructional practices and the percentage of staff who agreed most or all of the time that staff</p>

	<p>works in teams across grade levels to increase student learning improved from 65% to 77%. The number who agreed most or all of the time that teachers provide feedback to each other to improve instructional practice also improved from 57% to 64.5%. Looking forward to the 2015-2016 year, we will continue to emphasize work in PCC groups to increase the consistency of collaboration around student learning and instructional practices.</p>
<p>Attendance and Discipline</p>	<p>Futures School did not experience any major discipline issues that resulted in suspensions last year. We credit this to a combination of emphasizing strong interpersonal relationships, as well as the nature of Futures School being a choice school which is a privilege to attend. Certainly, we hope to continue to avoid major discipline issues, but we will not reduce our vigilance in maintaining a healthy, safe, and well-ordered school.</p> <p>The attendance policy was altered part way through the year to align with Juanita High School's new policy. This change rendered last year's goal-setting metrics void, because we no longer deny credit for attendance. Instead, we examined the total number of students who had five or more unexcused absences and found that this number increased only slightly, from 64 to 68. This new metric will become a clear target for the 2016-17 school goals.</p>

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy:	85% of seniors at or above standard, as measured by class grades and standardized exam results.
Math:	87% of 11 th graders meeting or exceeding state standards in math.
Science:	N/A (Futures School does not offer biology and our students take biology at Juanita High School).
Achievement Gap	Reduce the percentage of F's earned by Hispanic students from 20% of the total number of Fs to 10% of the number of F's.
On-Track Credits:	65% on-time graduation rate; 89% extended graduation rate.
College and Career Readiness	15% of 11 th and 12 th grade students enrolled in a dual credit college-level course.
School Effectiveness:	Increasing participation in the school effectiveness survey to at least 75% staff participation and seeing a reduction in the % of respondents who don't agree at all or only agree slightly, from 29% in the 2015-2016 school year to 15% in the 2016-2017 school year, that "school work is meaningful to students."
Attendance:	Reduce the number of students with 4 or more unexcused absences from 68 to 30.
Discipline:	Maintain the amount of class time missed due to out-of-school suspensions at 0 days.

Annual School Goals: Academic

The process by which the annual school goals were determined began with administrators carefully inspecting data from standardized examination results, student transcripts, attendance records, special education enrollment, and the OSPI Query and CEDARS database. Administrators then presented relevant statistics to teachers during a staff meeting. Teachers and administrators collaborated to identify which areas could be improved and what would have a meaningful impact on our students. This discussion continued through subsequent department meetings to evaluate strategies and determine appropriate goal amounts.

Futures School staff selected academic goals tied to Common Core standards, Next Generation Science Standards, and standardized examination results because our students have historically struggled with reaching proficiency in these areas. Because passing the SBA will be required for graduation, it will be crucial to help students to reach the benchmark, and the standardized nature of the examination assures

assessment fidelity among students in our program and between our program and other schools.

All Futures School students receive challenge and rigor by continuous focus on the Common Core standards, the Next Generation Science Standards, and the Washington State learning goals and essential academic learning requirements (EALRs). Students work towards these goals and requirements in each class every day, and teachers collaborate in departments and professional learning communities to enhance lessons to guide students to achieve the benchmarks. 100% of Futures teachers are highly qualified, and they use their expertise to design challenging and relevant lessons. All Futures School parents are encouraged to monitor their students' progress by accessing lesson materials through our online learning management system and are invited to communicate with teachers about the lessons and about student progress.

Futures School staff meets throughout the year to identify students in need of intervention and to develop strategies. When a student is not meeting learning goals, parents are informed by direct teacher contact, and are kept up to date by having access to online grades and assignments. The Futures School Dean of Students also tracks grades and passing rates and conferences with students and parents who are at-risk of failing classes or losing credit due to attendance. If in-class interventions do not yield results, Futures School has introduced regularly scheduled tutorial sessions which may be used for Response To Intervention (RTI) in which teachers and specialists may work in small groups or one-on-one with struggling students.

Futures School teachers will use assessments aligned with the Common Core standards, the Next Generation Science Standards, and the Washington State EALRs to generate data that guides instruction and builds the skills students will need. Our summative assessment will include class grades and standardized examination results.

Annual School Goals: Achievement Gap

Futures School administrators and staff examined data relating to student performance on exams, credit deficiency, and GPA for several demographics among our population. Administrators took the data analysis to staff meetings where teachers could analyze the results and identify areas of need.

Hispanic students comprise 21.6% of our population (N = 60), yet have a disproportionately low passing rate for the state standardized examination (57% at or above standard, compared to 81% for the general population). This gap was larger than for any other sub-group comprising a significant portion of our population, including students receiving special education services.

Futures School teachers will utilize in-class and standardized examination assessment data to determine the needs of individuals. Teachers will utilize RTI and tutorial time to work with students in this sub-group, and will collaborate with the Juanita High School ELL specialist to gain an improved understanding of cultural expectations and communication norms to bridge the achievement gap.

The dean of students will receive regular progress reports for all students and will compare sub-group progress to that of the general population. If any students fall behind, the dean will contact teachers, arrange additional interventions, provide academic counseling to students, and collaborate with parents.

Annual School Goals: On-Track Credits

Futures School is an alternative school created to provide students with an opportunity for credit recovery. 100% of incoming students are not on track with credits, and therefore graduation is a central focus for all stakeholders.

Every six weeks, students and parents receive an individualized credit report and a course schedule created by the student support office manager. Teachers and administrators also receive regular updates and will follow up with teachers, students, and parents whenever a problem becomes evident. Teachers will also utilize the RTI and tutorial periods to provide focused learning interventions for small groups and individuals

Annual School Goals: College and Career Readiness

The Futures School student profile identifies our students as those who have experienced school struggles or academic gaps. Often, these students have not given much thought to post-secondary education and many feel that it is unavailable to them. Therefore, we must find ways to move them towards improving their future prospects and to raise their awareness of opportunities. The Career Cruising software serves as both introduction to new career paths as well as a roadmap for how to attain such careers, all individualized to the student's talents and interests. Combined with a college fair to provide information on specific programs and a knowledgeable counseling staff to help students navigate the system, we hope to increase the number of students who enter a two-year or four-year college.

The Career Cruising software is not only an introduction but also a feedback mechanism, providing counselors with the means to provide specific guidance for what our students hope to achieve. We will have specialists from our career and resources center speak to our classes throughout the year, and students will keep a journal of programs for which they would like to apply.

Annual School Goals: School Effectiveness

The CIP and school effectiveness goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected school effectiveness as an area of passion first looked at the results from last year's nine characteristics survey. One area that stood out immediately was that only 31 staff members participated, making some of the data less reliable than it could be. The group also noted that almost 1/3 of the staff answered negatively to the question asking if "school work is meaningful to students." Noting that our focus for the year is on Tier 1 instruction, it seemed a natural pairing to work on making sure that the daily work of students was meaningful to them and that focusing on tier 1 instruction could support that goal. The goal became to increase staff

participation from 31 to 75, and decrease the percentage of staff who felt that the work was not meaningful to students.

Progress towards these goals can be measured at the same time as the professional development around tier 1 instruction by including as part of that work the question: is the work you are developing meaningful to your students, and how do you know? By tracking staff responses to this at the PD we can respond and, if necessary, switch the focus of future PD to center on how to make tier 1 instruction more relevant to students.

Annual School Goals: Attendance

Attendance is necessary for students to learn in their classes and to maintain the accelerated schedule of Futures School classes. Some students have ongoing difficulty with attendance and cite reasons ranging from unreliable transportation to social anxiety. If a student is in jeopardy of excessive absences, teachers will check with students to make sure they are aware of the situation, then contact the parents. The Dean of Students will provide counseling and encouragement for each student with poor attendance, and will work with the BECCA coordinator to develop strategies for each student.

Annual School Goals: Discipline

Students apply to Futures School because they have struggled in the standard high school setting. In some cases, this has included behavior and attendance challenges. Because Futures School offers accelerated courses for the purpose of credit retrieval, establishing a culture where all students can learn means helping students know how to behave in ways that will benefit them and their learning. Rather than focusing on discipline as a punitive response, teachers and the dean of students will adopt a proactive stance, conferencing with students and parents before behavioral patterns lead to problems. When an infraction does occur, the dean of students will counsel students on ways to learn from the experience and responses will focus on restorative justice. Therefore, we will maintain the amount of class time missed due to out-of-school suspensions at 0 days, by increasing the use of In-School Suspension and adding in restorative justice professional development for In-School Suspension personnel to decrease recidivism and days spent out due to suspension.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Select one
<i>Strategy to support goals</i>	Create high quality lessons based on Common Core standards. These lessons will be driven by formative assessments to adapt to student needs.
<i>Professional Learning needed</i>	Staff will need to increase their knowledge of how to use formative assessments in the classroom and how to gather data that will reveal student needs and misconceptions.
<i>Resources needed</i>	Formative assessment books for the administrators and time for the staff to develop best practices for the Futures School population.
<i>Responsible individual or team</i>	The dean of students will present formative assessment and literacy teaching strategies to teachers. Teachers will utilize this information and collaborate in professional communities to improve teaching methods.
Goal Area	Select one
<i>Strategy to support goals</i>	Improved student and parent contact.
<i>Professional Learning needed</i>	Consultation with experts on working with teens with anxiety to reduce anxiety-related absences.
<i>Resources needed</i>	Contact information of students and parents, BECCA coordinator on site, accurate attendance record system.
<i>Responsible individual or team</i>	All Futures School staff.
Goal Area	Select one
<i>Strategy to support goals</i>	Increase use of focus group data to understand why students in these sub groups are not attending; increasing the use of attendance contracts as part of the community truancy board process
<i>Professional Learning needed</i>	Understanding the new community truancy board process
<i>Resources needed</i>	Support for developing student focus groups
<i>Responsible individual or team</i>	Admin Team, Becca specialist
Goal Area	Select one
<i>Strategy to support goals</i>	Specific time built into leap day for staff participation in survey; focus on making tier 1 instruction relevant to student needs in CIP and PCC leap times.
<i>Professional Learning needed</i>	Guidance on use of interim based assessments, how to use SBA strand data.
<i>Resources needed</i>	Access to interim based assessments, time to plan interventions.
<i>Responsible individual or team</i>	ELA team, Erik Weiss, Sechin Tower

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Parents, families, and the community will be involved in several aspects of the CIP progress, including the introduction of community truancy boards to support attendance goals; inclusion in restorative justice practices, when appropriate, to support discipline goals; the opportunity to participate in the school effectiveness (9 characteristics) survey; and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Parents, families and the community will have access to the Continuous Improvement Process through the school website, the presentation to the PTSA, and references in the Principal e-blasts and other forms of mass communication.