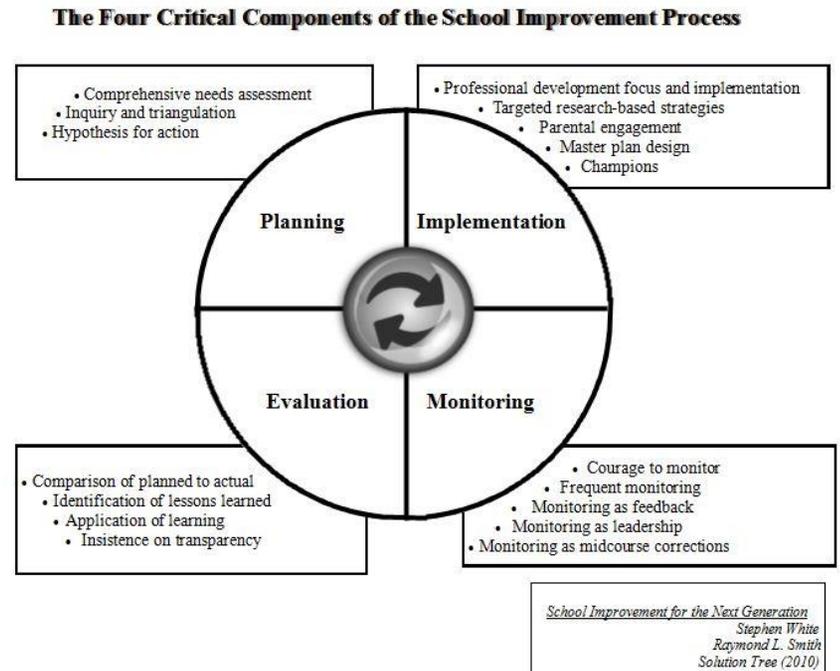


**SCHOOL: Futurus High School**

**ADMINISTRATOR: James Bowers**

School Leadership Team Members	
Name	Position
James Bowers	Administrator/Teacher
Ted Seeley	Teacher – English/History/PE
Steve Warren	Teacher – Math/Science



**Ia. DATA: Summary of State Test Results** – Futurus results based on 11<sup>th</sup> and 12<sup>th</sup> **having passed** an assessment in either year. The idea is to get students to passing so that graduation is attainable their senior year; preferable on-time graduation.

Futurus SBAC	Grade: 11 and 12		Grade 11 FHS State	Grade 11 FHS State
	2016-2017	2017-2018	2016-2017	2017-18
<b>ELA</b>				
Hispanic	75%	62% (-13%)	<=5%	Suppressed
Low SES	81%	70% (-11%)	36.5%	Suppressed
Overall		66%	45.8%	38.7%
<b>Math</b>				
Hispanic	42%	55% (+13%)	<=5%	No Decile Score
Low SES	57%	63% (+6%)	No Decile Score	Suppressed
Overall		58%	2.8%	Suppressed

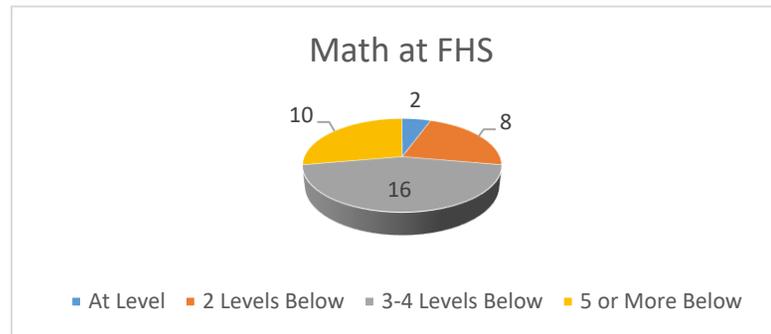
**Note:** Suppression for Small Student Groups (fewer than 10 students) - This level of suppression protects student privacy by obscuring the results of small groups of students wherein it might be easy to identify an individual or subset of students, and is the only level of suppression traditionally applied in Washington State Report Card.

## Ib. Additional Data

### Reading and Math Diagnostic Results

#### iReady Math Findings:

1 student is at Algebra 2 level;  
 1 student is at Geometry level;  
 8 students are at the Algebra 1 level;  
 9 students are at the 8<sup>th</sup> Grade level;  
 7 students are at the 7<sup>th</sup> Grade level;  
 5 students are at the 6<sup>th</sup> Grade level;  
 3 students are at the 5<sup>th</sup> Grade level;  
 2 students at the 4<sup>th</sup> Grade level.



**Note:** iReady will support students at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade levels with added support coming from APEX tutorials grades 6, 7, and 8.

#### Achieve 3000 Reading Findings:



11 students are two or more grade levels below;  
18 students are one grade level below;  
7 students are College and Career ready

Both iReady and Achieve 3000 are utilized upon enrollment at FHS to gain a baseline for math and reading, respectively, and placement in the APEX learning system. Full year students are tested, at least twice, once upon entering and again at the end of the year in iReady and Achieve 3000. Students at lower levels in math and reading are governed and assessed more often during the school year in support of individual success.

Achieve 3000 updates student reading levels on a monthly basis as students are required to read articles and answer questions based on the readings in a claims, evidence, and reasoning format similar to state assessments. Each article is set at the students' current Lexile level and automatically adjusts to meet the students improved Lexile level as they improve reading skills.

Students who are two or more levels below in reading are given Achieve 3000 articles to read three times per week along with corresponding work.

### **Math and Reading Supports**

- iReady will support math needs;
- APEX Tutorials will support math needs;
- Achieve 3000 will support Choice Reading and low-level readers;

### **State Assessments Preparation**

Currently, we will prepare students for testing and re-takes in SBAC ELA and Math, and WCAS for 11<sup>th</sup> graders. Our math, science, and ELA teachers are involved with the ESD 113 in professional develop regarding the preparation of students for state assessments.

Continued enrollment in ELA Prep, Math Prep, and/or WCAS Prep classes for the state assessment graduation requirement as needed by individual student.

## **Ic. Data Summary**

### **Credit attainment**

Our Gutsy Goal is for all students to earn six credits during the school year if enrolled with us at least eight months. Other students enter during the school year at varying points and will attain credit according to time allotted.

Students entering FHS their 11<sup>th</sup> grade year earned a range of 2.75-13.5 total credits over their 9<sup>th</sup> and 10<sup>th</sup> grade years at their sending school, with an average over two years of 8.64 credits earned. To be on track for graduation a student should be earning 6 credits per year or 12 credits over two years; the same students came to FHS 3.36 credits down, on average.

During the 2016-17 school year students attending FHS, and spent eight months or more at FHS, attained an average of 3.8 credits a year where students only attended ½ days, but were required to complete six credits of work for the year.

During the 17-18 school year, with the same parameters and attending all day, FHS students attained 5.22 credits on average.

As our students continue to attend FHS all day, the expectation is to attain a minimum of 6 credits per student per year. Some students wanting to graduate on time will be looking to earn 7-9 credits during the school year in order to compensate for their lack of credit when entering Futurus.

### **Pilot program for check out of ChromeBooks**

This year we have in place a process for checking out Chromebooks on a weekly basis. We hope to see this lead to classwork completion and credit earning by students who are needing to check out a chromebook because they do not have a device at home.

**Note:** Not all students coming to FHS will need to earn the minimum of 6 credits as they might only be 1 or 2 credits short of graduating.

## **Id. Washington School Improvement Framework:**

Our school is identified as eligible for:

~~Foundational Supports~~     ~~Tier I (self-directed)~~     ~~Tier II (targeted supports)~~     **Tier III (comprehensive supports)**

### Proficiency

The percent of students that met standard in English language arts and math on state assessments are low in ELA (38.7%), and suppressed in Mathematics. Student who attend FHS are in an alternative setting for many reasons including, but not limited to, being credit deficient, homeless, and other socio-economic factors that are challenges in regard to academic success.

Futurus staff, although one para-educator down, are dedicated to improving student reading and math levels in order to compensate for past educational efforts in other locations. This will be accomplished through a firm commitment to relationship building with our students many of whom lack the skills necessary to pass the state exams, have not attended school on a consistent basis, need supported achievement efforts to meet graduation requirements, and guidance in building lifelong learning skills. Programs like APEX Learning, Achieve 3000, and iReady will be used to assess, re-assess, and teach skills necessary for student achievement while staff will work on relationship skills building here, at home, and in the community. The *Framework Score by Student Group* shows none of the categories to be higher than a 4.0 with most in the 1-2 range.

Framework Score by Student Group

	All Students	American Indian/Alaskan Nati..	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific..	Two or More Races	White	English Learners	Low Income	Students with Disabilities
Final Framework Score	2.5							3.4		3.0	
Combined Proficiency Indicator	1.0							3.0		2.0	
ELA Proficiency Score	2							3		3	
Math Proficiency Score	1									1	
Combined Growth Indicator											
ELA Growth Score											
Math Growth Score											
Graduation Indicator	4.0				3.0			4.0		4.0	
Extended Graduation Increase	2				2			2		2	
Four Year Graduation Score	2				1			2		2	
EL Progress Indicator											
SQSS Indicator	1.5				1.5			1.5		1.5	2.0
Regular Attendance Score	1				1			1		1	
Ninth Grade on Track Score											
Dual Credit Score	2				2			2		2	2

The *Measures by Student Group* shows that the proficiency rate at FHS for ELA is 38.7% for all students with a 20.8% graduation rate and a 67.5% attendance rate.

**Measures by Student Group**

	All Stud ents	America n India...	Asian	Black/ African...	Hispanic /Latinx..	Native Hawaii..	Two or More R..	White	English Learners	Low Income	Student s with ..
ELA Proficiency Rate	38.7%										
Math Proficiency Rate											
ELA Median SGP											
Math Median SGP											
Graduation Rate	20.8%							25.0%			
EL Progress Rate*											
Regular Attendance Rate	67.5%				70.7%			66.9%		66.7%	
Ninth Grade On Track Rate											
Dual Credit Rate											

\*The English Learner Progress measure is only calculated for the all students group

### Areas of Concern

The *Graduation Rate* is a category which in the Washington State Report Card does not give any data relating to Futurus High School for the 2016-17 school year but delivers a 20.8% graduation rate for 2017-18. This graduation rate encompasses all 96 students who set foot in the door during 2017-18 but does not take into consideration the exiting of some students who could not meet the rigor of independently working on graduation requirements and left before taking the opportunity. An important note here is that students coming to Futurus are credit deficient and that is only one of many At-Risk categories they fall into which limit on-time graduation. We work closely with each student here at Futurus, and we do not shy away from those unwilling to strive toward meeting our rigor in learning, and, instead treat each as a unique individual through differentiation and support. Surprisingly, we have not looked at all State assessment alternatives such as our teachers requesting a need for Locally Determined Courses that will satisfy said State assessment requirements for graduation.

The *Regular Attendance Rate* 67.5% is one of our greatest challenges and warrants a closer look at how we work with students and convey to each the importance of arriving and leaving on time. In some instances we have found that the home environment is not conducive to doing anything on time, de-values the importance of an education, or finds itself looking for food, shelter, and clothing thus not placing much importance to getting to school regularly. Overcoming these barriers is being supported by district and community personnel where we see an Adverse Child Experiences program taking place with students each Wednesday, we have an ESD Student Assistance Navigator who meets with students each week, the school psychologist is present weekly for any student needs, and a district McKinney-Vento representative meets weekly with our students in need of

assistance. Aside from these supports we call home daily on absences, we file BECCA on students not attending, and we take into consideration all aspects relating to a students' life when addressing attendance concerns.

We know that our direct *Testing Proficiency* rates are low and we have supports in place (II. Academic Action Plan, below) on improving these results school-wide and across all sub-groups. Again, Locally Determined Courses that will suffice as State alternative assessment would be beneficial.

## II. Academic Action Plan

A.

<b>Content Area: ELA</b>		<b>Grade level: 11-12</b>		
<b>Student Achievement Goal (SMART GOAL):</b> 80% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will pass or have passed a state/national assessment/comparison; EOC, ACT, SAT, SBAC, or Locally Determined Assessment.				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<i>SIP Actions</i>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
ELA Preparation Class in place to assist students for taking their necessary state assessment to meet graduation requirements.	<p><b>Classroom Visits by principal</b></p> <ul style="list-style-type: none"> <li>will help determine needs at the teacher and student levels</li> <li>state assessment scores and strands will be used to determine which gaps need filling</li> <li>PLC meetings are utilized each week to assess the progress of students toward the state assessment graduation requirement</li> </ul> <p>Desired outcome: a valid and effective ELA Prep Class</p>	<ol style="list-style-type: none"> <li>Teacher/PLC</li> <li>Ted S.</li> </ol>	LAP funds	20 weeks throughout school year coinciding with state assessments

	<p><b>Direct Instruction/Achieve 3000 Level Sets/Lesson reviews</b></p> <p>Desired outcomes: passing of state assessments, completion of English credit, planning for student needs, and increased reading levels.</p>			
<p>One on One Help – Differentiated Instruction – All students will receive this one on one help to meet their individual needs, fill their learning gaps, and improve their study skill habits.</p>	<p><b>Daily work with teacher and para-educator is built into the schedule.</b></p> <p>Desired outcomes: passing of state assessments, completion of English credit, and increased reading levels</p>	Ted S./Para	LAP funds	Daily
<p>Reading and Written Response practice</p>	<p><b>Choice Reading</b></p> <p><b>Access 3000 daily readings</b></p> <p>Desired outcomes: increasing reading levels to meet grade level standards</p>	Teachers/Para	20 minutes daily/LAP funds	School year
<p>Achieve 3000 data will be used to determine proper course placement in APEX, Achieve 3000, and the ELA Prep class.</p>	<p><b>Weekly PLC meetings</b></p> <p><b>Achieve 3000 Lessons</b></p> <p><b>ELA Prep class</b></p> <p>Desired outcomes: passing of state assessments, completion of English credit, planning for student needs, and increased reading levels.</p>	<p>PLC team</p> <p>Tina Christenson</p> <p>Ted S.</p>	<p>Dedicated PLC time now in place</p> <p>Daily and Weekly in place</p>	School Year

B.

<b>Content Area: Mathematics</b>		<b>Grade level: 11-12</b>		
<b>Student Achievement Goal (SMART GOAL):</b> 70% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will pass or have passed a state/national assessment/comparison; COE, ACT, SAT, SBAC, or Locally Determined Assessment.				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<i>SIP Actions</i>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
Math Preparation Class has been implemented to assist students for taking their necessary state assessment to meet graduation requirements.	<ol style="list-style-type: none"> <li>1. iReady Quantile Scores</li> <li>2. state assessment scores and strands will be used to determine which gaps need filling</li> <li>3. PLC meetings are utilized each week to assess the progress of students toward the state assessment graduation requirement</li> <li>4. Direct Instruction iReady/APEX Tutorials</li> </ol> <p>Desired outcomes: a valid and effective math prep class, passing of state assessments, completion of math credit, planning for student needs, and increased math levels.</p>	<ol style="list-style-type: none"> <li>1. Regular Ed. Teacher/PLC</li> <li>2. Steve Warren</li> <li>3. Beth VonRotz PT tutor</li> <li>4. School Wide Intervention Team (SWIT)</li> </ol>	LAP funds	20 weeks throughout school year coinciding with state assessments
iReady/APEX Tutorials - This program will be used to improve student skills in mathematics for students below grade level.	<ol style="list-style-type: none"> <li>1. Daily/Weekly monitoring</li> <li>2. Grade Level Improvement</li> </ol> <p>Desired outcome: increasing math iReady scores</p>	<ol style="list-style-type: none"> <li>1. Teachers/Para</li> <li>2. PLC</li> </ol>	Building cost	School Year with weekly checks

One on One Help – Differentiated Instruction – All students will receive this one on one help to meet their individual needs, fill their learning gaps, and improve their study skill habits.	<b>Daily work with teacher, in-school tutor, and para-educator twice per week on average</b>  Desired outcome: passing of state assessments	1. Teachers/Para 2. Beth VonRotz PT Tutor	LAP funds	Daily
iReady data will be used to determine proper course placement in APEX, iReady, and the Math Prep class. .	<b>Weekly PLC meetings</b> Daily, weekly, and monthly checks with students Desired outcome: planning for student needs	1. Teachers/Para 2. PLC	Dedicated PLC time now in place	School Year

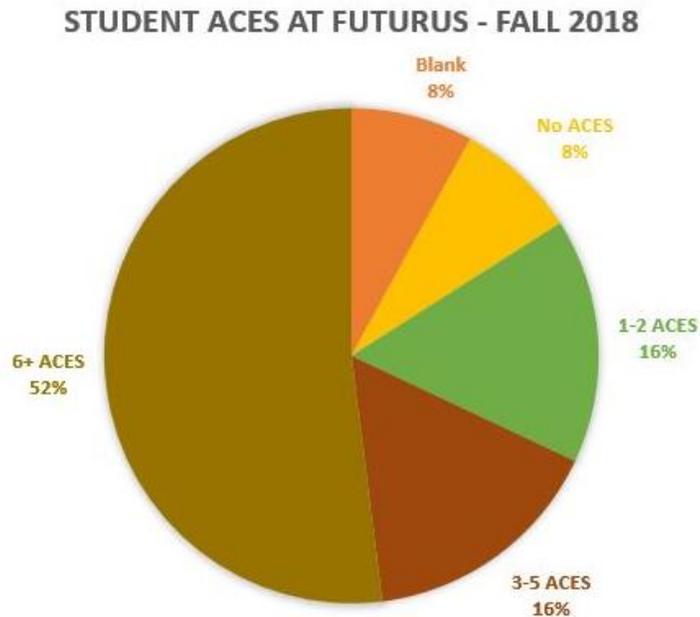
C.

<b>Content Area: Science</b>		<b>Grade level: 11</b>		
<b>Student Achievement Goal (SMART GOAL):</b> 50% of 11 <sup>th</sup> grade students will pass the WCAS Science state assessment – not required for graduation until the class of 2021.				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<i>SIP Actions</i>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
Both iReady and transcript data will be used to determine proper course placement in APEX, and Achieve 3000.  Staff will keep comprised of changes to the Next Generation Science Standards and implement as necessary working closely with CHS science teachers in a cross building PLC.	<b>Weekly PLC meetings</b> Desired outcome: planning for student needs  <b>Science Prep Class</b> Desired outcome: passing of state assessment in science  <b>Daily, weekly, and monthly checks with students</b> Desired outcome: meeting compliance standards for State and planning for student achievement	PLC team/Principal  Steve Warren  Teachers/PLC/SWIT	Dedicated PLC time	School Year

### III. SEL / PBIS / Restorative Practices / Student Management Action Plan:

#### ACEs

The Healthy Youth Survey (10<sup>th</sup> and 12<sup>th</sup> graders in October) will be coupled with data we receive from a new Trauma Informed School program we are setting up at Futurus High School. The staff at Futurus, after viewing Paper Tigers and meeting with Jim Sporeleder, have decided that a focus on ACEs (Adverse Childhood Experiences) would be most advantageous for our student demographic. This is in a stage of infancy with support from the Youth Advocacy Center (Sam Mitchell), and Niki Oliver to create a program where teachers, and staff work closely with our students who have experienced ACEs and are in need of healthy relationship modeling. Much work is being done through research, best practices, and specific needs based assessments here at FHS, with student involvement on a weekly and monthly basis supported by district and school staff, and outside entities.



**Note:** It is our belief that by increasing student’s awareness of their own Adverse Childhood Experiences, as well as providing intervention and assistance, not only will we see an increase in healthy behavior, but our credit accrual goal will be achieved.

<b>Content Area:</b> Trauma Informed School (T.I.S.) - ACEs (Adverse Childhood Experiences)		<b>Grade levels:</b> 10 <sup>th</sup> -12 <sup>th</sup>		
<b>Goal (SMART GOAL):</b> <i>Determine effect on credit earning by introducing resiliency strategies in coping with ACEs.</i>				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<b>SIP Actions</b>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
<p>Trauma Informed School (T.I.S.) team formed at FHS.</p> <p>T.I.S. weekly delivery of ACEs content to students on late start Wednesdays.</p> <p>Staff will participate with students on a weekly basis on ACEs program, and as a staff on the early release days in the district.</p> <p>We are looking at the effects of a positive learning environment on student achievement. This will be based mostly on perceptual data compared to credit accrual.</p>	<ol style="list-style-type: none"> <li>1. <i>Weekly meetings with administrator as part of the T.I.S. team at FHS</i></li> <li>2. <i>Weekly student presentations and work sessions on ACEs</i></li> <li>3. <i>Monthly staff trainings on ACEs</i></li> <li>4. <i>Perceptual measures by teachers on ACEs and student credit accrual</i></li> </ol>	<p>Administrator</p> <p>School T.I.S. team</p> <p>School Wide Improvement Team (S.W.I.T) team</p>	<p>Weekly T.I.S. team meeting</p> <p>Community Resource Involvement</p>	<p>Late Start Wednesdays with staff and students</p> <p>Early Release Fridays with staff</p>

**Note:** This could be a difficult measure of student success.

## **IV. Superintendent Request**

Our CSD Superintendent has requested that we build student Pathways at FHS to bring focus on high school studies, employability skills, and learning skills that will ease the transition from high school to employment and/or post-secondary education maximizing opportunities for student achievement. Beginning this year, Futurus will pilot a Business Career Pathway opportunity:

### **Purpose and Philosophy**

The Business Career Pathway is designed to support student exploration of business-related career field. Students will develop content-specific skills in the area of foundational business courses as well as computer and analytical skills. The Business Career Pathway will support students who have recognized an interest in furthering their education and/or pursuing a career in business.

### **Business Core Course**

#### **11<sup>th</sup> Grade Year (3.5+ credits + Core Subject Requirements)**

- Intro to Business and Technology A & B - (1.0)
- Personal Finance A & B - (1.0)
- Computer Applications - (0.5)
- Microsoft Office Certifications (At least one; college credit available)

#### **12<sup>th</sup> Grade Year (2.5+ credits + Core Subject Requirements)**

- Principles of Business, Marketing, and Finance A & B - (1.0)
- Financial Literacy - (0.5)
- Human Resources A & B - (1.0)
- Microsoft Office Certifications (At least one; college credit available)

### **Electives**

- Global and U.S. Economics - (0.5)
- College and Career Preparation I & II - (1.0)
- Microsoft Office Advance Certifications
- Work-Site Learning - (0.5-1.5)
- New Market Small Business Start Up

**Note:** As we continue to improve this pathway other pathways will also be looked at as it relates to the resources and courses available at FHS, New Market, and CHS. Other ties to business and industry, and post-secondary institutions will be integral in the formation of these pathways.