



### **Annual Report Pursuant to WAC 180-18-055 (11):**

*Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.*

**Chelan School of Innovation**  
324 East Johnson  
Chelan, WA 98816



- 1. Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.**

Chelan School of Innovation (CSI) has made considerable progress meeting the standards for increased student learning. This progress is largely attributed to the implementation of personalized learning included in the Big Picture Learning model and adoption of restorative justice practices. Since receiving the waiver in the spring of 2016, CSI has shown improved graduation rates, attendance rates, internship participation, enrollment, college enrollment and a reduction in discipline referrals per individual student. Additionally, the competency-based waiver allows students and staff to build individualized learning plans for every student based on their interests, passions and post high school goals.

**a. Annual School Improvement Plan process**

- See 2016 – 2017 Schoolwide Plan (Addendum A) and End of Year Report Presentation (Addendum B)

**b. Graduation rates:** The OSPI Report Card reports that graduation rates rose from 13% in 2015 to 45.8% in 2017. While CSI recognizes this as the official graduation rate, when students who attended Glacier Valley High School (previous incarnation) prior to 2015 are removed from the graduation rate formula, the percentage jumps to 86% in 2016 and 91% in 2017. CSI expects graduation rates to continue to climb as students who have been in the program for three years reach graduation this year.

**c. Enrollment, attendance, discipline data:**

- Enrollment:** 34 students
- Attendance Rate:** 90%
- Unexcused Attendance Rate:** 1.5%
- Discipline:** Reduced out of school suspension by 97% from 2014 – 2015 to 2015 – 2016. In 2016 – 2017, one student was placed on long-term suspension. No suspensions occurred after October of 2016. These results are largely attributed to the adoption of a Restorative Justice program and training provided by The Restorative Justice Center of the Northwest.

**d. College and post high school data:** 60% of CSI seniors were accepted to a community college. This number is up from 7% in 2015.

**e. Internship Rate:** The percentage of students participating in internships jumped from 74% to 96% in 2016 – 2017.

- If the school's students, whether in the aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district's waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.**

While CSI students continue to make satisfactory progress in meeting the standards for increased student learning, the model continues to evolve. The following adjustments have been made since the waiver was approved:

- a. For 2017 – 2018, CSI has adopted “four pillars” (design thinking, entrepreneurship, sustainability, social emotional wellness) that have been incorporated into core content, internships and projects.
- b. During the 2015 – 2016 school year, CSI adopted the Big Picture Learning philosophy of an “open schedule” that allowed students to be largely responsible for their time. This was modified for the 2016 – 2017 school year to accommodate direct instruction in the core content areas of math, science social studies, science and English (schedule below).

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 – 9:40am	Circle (9:30 – 10:00am)	Math (Test Prep) & Social Studies	Science & ELA	Math (Test Prep) & Social Studies	Science & ELA
9:50 – 11:10am	Guided Electives/Seminars (10:05 – 11:45am)	Applied Math & Social Studies	Science & ELA	Applied Math & Social Studies	Science & ELA
11:15 – 11:45am	Lunch (11:45 – 12:15pm)	Lunch (open campus for 11/12)			→
11:45 – 2:40pm	Internship, Projects, Field Experience (12:15 – 2:40pm)	Internship, Projects, Field Experience			→
		PE/Outdoor Ed (2:00 – 2:35pm)	Leadership (1:05 – 2:35pm)	PE/Outdoor Ed (2:00 – 2:35pm))	Circle (1:05 – 2:35pm)
2:40 – 2:50pm	Clean Up				→

- 3. Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?**

Student learning is centered around the Big Picture Learning competencies: communication, quantitative reasoning, empirical reasoning, social reasoning and personal qualities plus the addition of non-cognitive skills. These competencies are embedded in the core content, internships and projects of each student’s individualized learning plan, which is updated twice per year. While no significant changes have been made to student learning, CSI continues to refine how these competencies are communicated, demonstrated and evaluated. Additionally, the “four pillars” (design thinking, entrepreneurship, sustainability, social emotional wellness) have been incorporated into core content, internships and projects.

- 4. Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.**
- a. Enrollment, by grade (Sept 2017)**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
0	10	9	10

- b. Percent meeting standard on the Smarter Balanced Assessments (SBA) in English Language Arts and Mathematics, in each grade in which the assessments are administered, for the most recent school year for which assessment results are available.**

Note from SBE policy analyst Parker Teed: Information below has been redacted to comply with the Family Educational Rights and Privacy Act.

Educational Rights and Privacy Act.	<b>ELA (% met)</b>	<b>MATH (% met)</b>
<b>9<sup>th</sup> Grade</b>	N/A	N/A
<b>10<sup>th</sup> Grade</b>	N/A	N/A
<b>11<sup>th</sup> Grade</b>	[REDACTED]	[REDACTED]
<b>12<sup>th</sup> Grade</b>	[REDACTED]	[REDACTED]

- c. Adjusted four-year cohort graduation rate: 45.8%**
- d. Adjusted five-year cohort graduation rate: 49.2%**
- e. Any post-graduate employment and post-secondary participation:** 60% of graduating seniors were accepted to a community college.
- 5. What challenges, if any, has the district encountered in transfer of credit equivalencies for Big Picture School to higher education institutions or other school districts?**

The main challenge CSI has experienced is the translation and communication of the Big Picture competency model to other high schools and higher education institutions. When dealing with other high schools, CSI has translated the competency-based transcript into a traditional credit-based transcript prior to sending to the requesting district. While this works, it requires time to evaluate/translate each transcript. CSI has not had any student apply to a four-year college. This is being addressed in the 2017 – 2018 Schoolwide Plan. In the previous years, CSI has provided a translated credit-based transcript for student applying to colleges, but have been encouraged by Big Picture to stop translating and provide only the competency-based transcripts.

Chelan School of Innovation  
Schoolwide Plan  
2016 – 2017



## School Profile

### Glacier Valley High School to Chelan School of Innovation

Up until the 2015-2016 school year, Glacier Valley High School was previously our Alternative School. The day school employed (1) certificated teacher to work with approximately 20 students in an individualized setting. There was also a night school that mainly served Migrant OSY youth.

Day students would report to school for up 3 hours per day to work on credit retrieval coursework. Learning plans were created. Curriculum was delivered through online digital companies such as APEX.

Student enrollment and engagement was very low. Many students were not inspired or motivated to attend classes or earn credits.

### Student Demographics/Characteristics

Student Demographics		
Enrollment		
October 2015 Student Count		29
May 2016 Student Count		27
Gender (October 2015)		
Male	18	62.1%
Female	11	37.9%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	16	55.2%
American Indian / Alaskan Native	1	3.4%
White	10	34.5%
Two or More Races	2	6.9%
Special Programs		
Free or Reduced-Price Meals (May 2016)	22	81.5%
Special Education (May 2016)	1	3.7%
Transitional Bilingual (May 2016)	7	25.9%
Migrant (May 2016)	2	7.4%
Section 504 (May 2016)	3	11.1%
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	37.0%	
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	29.2%	
College/University enrollment rates of graduates		

In reviewing GVHS student performance, the District determined to improve this instructional delivery model. After many school visitations, book studies, and much research, the district adopted the Big Picture Model. Therefore, Chelan School of Innovation was born in Fall of 2015. In its second year, CSI has seen substantial gains in graduation rate, attendance, credits earned and out of school suspension.

### The Chelan School of Innovation

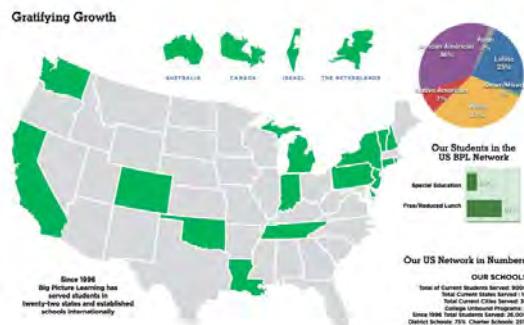
Mission: *To promote an entrepreneurial growth mindset through passion-driven, project based, individualized learning.*

#### Description

Chelan School of Innovation (CSI) is a traditional high school based on the Big Picture learning model. CSI replaces the Glacier Valley Alternative High School and is located at 216 Emerson, on the second floor of the Chelan Public Library. CSI supports/builds on existing secondary programs in the Lake Chelan School District such as, Chelan High School, Running Start, Tech Center, College-in-the-High School and CTE Pathways. In the spring of 2016, CSI received a competency-based graduation waiver from the State Board of Education, which allows students to be assessed based on six competencies, rather than a traditional credit-based model

#### CSI's Guiding Philosophies are:

- Empower Self Discovery
- Promote & Support Design Thinking
- Inquiry Based, Passion-Driven Learning is Deeper Learning
- Project Based Learning Increases Collaboration and Critical Thinking
- The Achievement Gap Can be Closed by Addressing the Opportunity Gap
- Foster an Entrepreneurial Growth Mindset
- Competency-Based Assessment Promotes Mastery Learning and Tells Each Students' Story
- Students Need Advocates, Mentors, and a Support Network
- Non Cognitive Skills are Integral to Student Achievement
- Failure and Mistakes are an Option and a Foundation for Growth



## Big Picture Learning Principles

1. Learning must be based on each student's interests and needs.
2. Curriculum must be relevant to the student and allow them to do real work in the real world.
3. Student growth and abilities must be measured by the quality of their work and how it changes them.

## Big Picture Stats

- Big Picture High Schools' on-time graduation rate is 87% (versus a 74.7% in traditional high-schools nationally).
- Over 95% of Big Picture High School graduates are accepted to college.
- 74% of Big Picture graduates enrolled in college within the first year of graduating from high school.
- 74% of Big Picture graduates who are working – and not in school – reported securing a job through a high school internship contact.

**Learning:**  
The Conventional Way



**Learning:**  
The Big Picture Way



### Top-Down Teaching

Large class size with teacher as **lecturer**, students as **audience**

Curriculum taught from **textbooks**

Inhibits **motivation**

Teaches entire class as a **single group**

Many high schools have over 2,000 students

Parents only **occasionally involved**

All teaching happens in **classroom**

Works for **many**

On time graduation rate\* **75%**\*

### Student as the Center of Learning

Small class size run by **Advisor-Student-Parent-Mentor teams**

Curriculum always relevant to the **real world**

Increases **motivation**

Teaches one student at a **time**

Small school learning **environments**

Parents an **intimate part of the teaching**

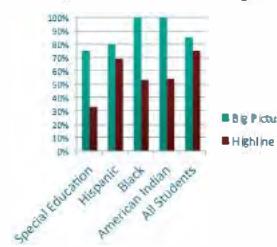
Students go into the **real world to pursue projects**

Works for **many more**

Our on time graduation rate **87%**

## Big Picture Test Scores

2013-2014 10<sup>th</sup> Grade Reading HSPE

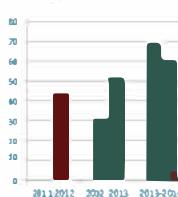


2013-2014 10<sup>th</sup> Grade Writing HSPE

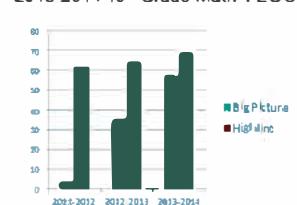


## Test Scores (EOC)

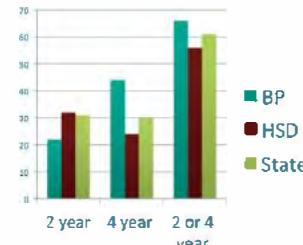
2013-2014 10<sup>th</sup> Grade BIO EOC



2013-2014 10<sup>th</sup> Grade Math 1 EOC



## Post-High School Data



### BP Graduates Attending College:

Class of 2011: 52%

Class of 2012: 56%

Class of 2013: 70%

Class of 2014: 62%\*

\*four student indicated enrolling spring or fall of 2015, bringing total to 78%

HSD Class of 2012: 56%

Washington Class of 2012: 61%

### Big Picture Learning High School Data Comparisons

Source: these numbers available state government websites and data collected against

	Big Picture Learning	Local School District	State
ED HILL SAN JACINTO, CA	Graduation rate: 98%	78%	78%
English language arts proficiency: 71%	81%	84%	86%
Math proficiency: 76%	77%	70%	70%
ED SALT SACRAMENTO, CA	Graduation rate: 81%	86%	72%
English language arts proficiency: 59%	51%	74%	74%
Math proficiency: 53%	55%	63%	63%
Highline SEATTLE, WA	Graduation rate: 76%	74%	78%
English language arts proficiency: 47%	57%	74%	74%
Math proficiency: 42%	43%	63%	63%
THE RIDE PROVINCIAL, RI	Graduation rate: 78%	82%	78%
English language arts proficiency: 60%	70%	80%	81%
Math proficiency: 38%	42%	62%	62%
BPL HIGH NASHVILLE, TN	Graduation rate: 94%	77%	82%
English language arts proficiency: 66%	40%	81%	81%
Math proficiency: 32%	19%	71%	71%

## Career and Technical Education

A comprehensive career and technical education program includes coursework in 5 major pathways: Agricultural Education, Hospitality and Tourism, Business Education, Medical Science and Industrial Technology. The CTE program is anchored by Career Connections, a mentorship program that partners with the community to enhance student career interests.

### CTE Tech Prep Offerings

PATHWAY	COURSE OFFERING	
AGRICULTURE	Natural Resources	WVC
	Agricultural Science	WVC
Building Tech.	Woods & Design	WVC
BUSINESS	Advanced Micro App.	WVC
	Practical Accounting I	WVC
	Practical Accounting II	WVC
Health Science	Medical Science	WVC
	Nursing Assistant	WVC

### Co-Curricular Program Offerings

Chelan High School believes in, and encourages student involvement in a wide variety of co-curricular programs including athletic and academic teams, clubs and organizations. This involvement serves to enhance and support the curriculum outside the walls of the classroom. We believe that such experiences not only contribute to the overall growth and development of our students, but that they also have a positive effect on academic performance. Through this involvement students become “connected” to Chelan High School.

Above & Beyond (tutorial)	Future Farmers of America
Art Club	Green Zone Spirit Club
Academic Success Program	Interact Rotary Club
Advanced Placement (AP)	Knowledge Bowl Team
ASB & Leadership	Medical Science Club
Band (Jazz, Pep, Marching)	Life Skills Program
Black Guild Drama Club	Mountain Goat Coffee Club
College in the HS (UW, CWU)	National Honor Society
Concert Band	Science Olympiad Team
Career Mentorship Program	Tech. Prep (Big Bend, WVC)
Chelan Project Club	Technology Student Assoc.
Five Star Club (FCCLA)	Why Try – Academic Support
Future Bus. Leaders of Am.	Yearbook

## High School Graduation Requirements

The Lake Chelan School Board believes that student learning is the critical product of education. Therefore, students must earn 26 credits to be eligible to receive a high school diploma. In addition, students must complete 40 hours of community service, a senior presentation and pass required state tests.

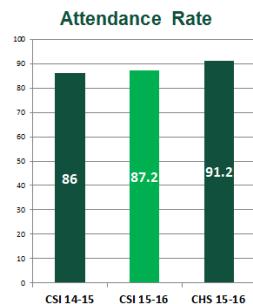
Subject / Course List	Credits
English	4.0
Mathematics	3.0
Science (including 1 lab science course)	2.0
Social Studies	2.5
Physical Education	2.0
Micro Computers	0.5
Career & Technical Education	1.0
Health	0.5
Fine Arts	1.0
Advisory (.25 credits per year)	1.0
Electives (Includes Foreign Language)	8.5

## Suplimental Information

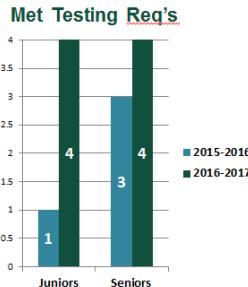
### <sup>1</sup>Achievement: Attendance

#### Interventions:

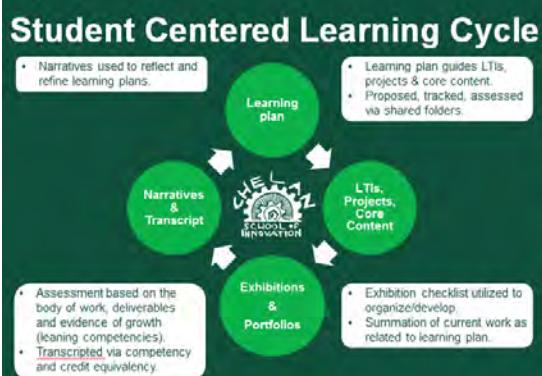
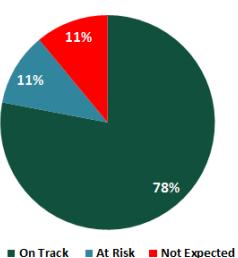
- Revamped Skyward “bell” schedule.
- On-site attendance secretary/student services.
- Establish intervention system and support for students with chronic absenteeism.



### <sup>1</sup>Achievement: Paths to Graduation



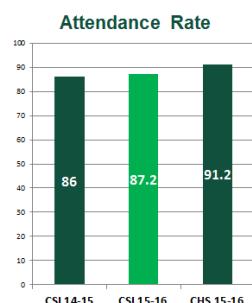
#### On Track to Graduate



### <sup>1</sup>Achievement: Attendance

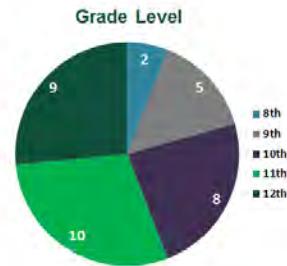
#### Interventions:

- Revamped Skyward “bell” schedule.
- On-site attendance secretary/student services.
- Establish intervention system and support for students with chronic absenteeism.



## Demographics

Total Students	34
Incoming	3
Male	67%
Female	33%
Hispanic/Latino	50%
White	41%
SPED/504	5/1
Bilingual	6



## **Component 1**

### **Comprehensive Needs Assessment**

- List the data sources you used for your comprehensive needs assessment.
- How does your comprehensive needs assessment provide an accurate and thorough view of your school.
- What strengths – instructional, programmatic, operational – does your gap analysis of the data substantiate?
- How will you use the results of your comprehensive needs assessment to develop reform strategies with the best chance to improve the academic performance of your students?

#### ***Response:***

Comprehensive needs assessment/summary of findings:

- a. Data sources:
  - i. 2015 – 2016 graduation rates for CSI (formerly GVHS) and surrounding schools
  - ii. 2015 – 2016 attendance for CSI students
  - iii. 2015 – 2016 discipline data
  - iv. 2015 – 2016 SPAC, HSPE, ECOC scores
- b. Needs assessment does provide an accurate and thorough view of CSI. The goal of the Schoolwide Plan is to increase graduation rates to mirror that of Chelan High School (97%). This will be achieved using the related goal activities, resources, and professional development.
- c. Strengths: CSI is in its second year as a revamped school. While OSPI continues to view CSI as a continuation of GVHS from 2014 - 2015, nearly all characteristics of the latter have changed (location, name and school type). The school's vision/mission is well supported by district administration and the school board. CSI has implemented the Big Picture Learning model, including restorative justice, competency-based learning and mentor/internship opportunities. Student and parents are also vested in the decision making process.
- d. Areas of Concern:
  - i. 37% graduation rate for 2015 – 2016 (included students who never returned from GVHS in 2015).
  - ii. Attendance (CSI had a 87.2 attendance rate for 2015 – 2016)
  - iii. 11% of current seniors are “at risk” of not graduating and 11% are not expected to graduate on-time.
- e. Reform strategies are outlined in the Schoolwide Plan

## Component 2

### Schoolwide Reform Strategies

- How did your comprehensive needs assessment – and the gap analysis you conducted – lead to the reform strategies you developed. Describe the role of data and research in the development of your reform strategies.
- How will you evaluate the effectiveness of these reform strategies?
- How will you know these reform strategies are successful?
- How will you make changes to your reform strategies, if they aren't effective

#### **Response:**

**Role of Data and Research in Development of Reform strategies:** CSI teachers align common core standards, next generation Science Standards and non-cognitive learning targets within student projects. *Based on the data analysis and the district goals, Chelan School of Innovation's primary goal will be to close the achievement gap by focusing in the following areas:*

1. Reform Strategies
  - a. 37% graduation rate, low/sporadic attendance, and high discipline/attendance for specific students at Glacier Valley and Chelan High School led to the decision for a focus group to revamp GVHS as a traditional, Big Picture high school within the Lake Chelan School District. The focus group met monthly over the fall/winter of 2015 – 2016. Assigned staff meet weekly during the winter/spring of 2015 to develop the school model. Staff continue to meet weekly in PLCs to review data and game plan targeted intervention for specific students.
  - b. Effectiveness will be evaluated by:
    - i. Compare 2014-15 GVHS with 2015 – 2016 and current year CSI data.
    - ii. Continue to reduce out of school suspensions
      1. During the 2015-16 school year, CSI reduced out of school suspensions by 97%.
      2. Implement schoolwide restorative justice program.
      3. Eliminate suspensions for disruptions, defiance, and disrespect.
    - iii. Implement Big Picture Model
      1. Establish Individualized Learning Plans for each student to increase competency based learning opportunities.
      2. Collect, examine and analyze student achievement and classroom data as a staff to make decisions about learning.
      3. Utilize Project Foundry competency based assessment software to track / communicate student progress.
    - iv. Implement WA State Board of Education competency-based grading waiver and develop rubrics and common assessments to gain student success in all competencies and grade level expectations.
  - c. Evaluate results, seek parent/student/staff input, professional development
  - d. SMART Goals
    - i. CSI staff and students will establish individualized learning plans for every student to increase competency-based learning opportunities and meet graduation requirements for reading by the spring of the student's senior year.
    - ii. CSI staff and students will establish individualized learning plans for every student to increase competency-based learning opportunities and meet graduation requirements for writing by the spring of the student's senior year.
    - iii. CSI staff and students will establish individualized learning plans for every student to increase competency-based learning opportunities and meet graduation requirements.
    - iv. Staff will formally assess student progress during student exhibitions three times per year. In addition, formative assessment will be provided continually throughout the school year.

### **Component 3**

#### **Instruction by Highly Qualified Staff**

*Teachers, who instruct in reading, language arts or mathematics, and who work with children served by Title I, Part A program funds, must be highly qualified. Paraprofessionals must meet specific requirements. In the ESEA, SEC. 1119. Qualifications for teachers and paraprofessionals (a) (1) and (c) (1)*

- Are your most competent teachers assigned to instruct children who are at risk academically? How will you know that the instructional strategies you plan to integrate – delivered by highly qualified staff with deep content knowledge – have equipped your teachers to reach these children?
- How will you support your instructional staff: for example, professional development, help in the classroom, grade level teams, technology training, peer coaching, professional learning communities.
- How will you monitor instructional quality? How will you make changes, if the need arises?

**Response:**

1. Highly Qualified Staff
  - a. CSI has two full time certificated instructors. Subjects are split based on qualifications. English Language Arts is taught by Erik Peterson who is highly qualified and is a Nationally Board certified teacher. Science and math are taught by Allan Simmons, who has four years of teaching experience. Being a very small school, it is very challenging to find staff members who are highly qualified in every subject offered at the secondary level. The district has developed a HQT plan for both of these teachers to become highly qualified within the 5 year rule.
  - b. Professional Development Opportunities
    - i. CSI Target Staff Retreat – Winter 2016
    - ii. Big Picture Learning Conference – August 2016
    - iii. National CTE STEM Conference – November/December 2016
    - iv. Big Picture Leadership Conference – December 2016
    - v. Restorative Justice Training – January 2017
    - vi. SXSWedu Conference – March 2017
  - c. PLCs
    - i. PLC training – September 2016
    - ii. Monthly release days and weekly two-hour late starts allow instructional staff to collaborate on implementation of the School Wide Action Plan, curriculum, and common assessments.
    - iii. Weekly two hour late start for PLC meetings.
  - d. Instructional quality will be monitored through TPEP – CEL 5D, walk-throughs and conferencing
  - e. Instructional practices of CSI's teachers support the reform through comprehensive program adoption and implementation strategies.

88% of students at CSI considered academically at risk. Both teachers assigned to this building work extensively with these students. Students are divided into two different advisories where graduation requirements are reviewed and interventions are added as needed.

A paraeducator and counselor has been added to support students at CSI. The nature of the smaller instructional team allows for meaningful collaboration time.

The CEL 5D+ rubric is our tool for establishing quality instruction. Rigorous observations and evaluations support teacher and student growth. Big Picture model has been implemented as a reform strategy to improve academic performance, rigor, and motivation.

**Component 4****Professional Development Plan**

*In your comprehensive needs assessment, what data supports the training and activities you chose for your professional development plan?*

- How does the plan connect to the reform strategies you developed?
- How does your plan for professional development align to the needs of your teachers, who work with the students, who struggle to meet standard or who are capable of exceeding standard?
- How will you know that your PD plan improved the instructional quality of your teachers?
- How will your PD plan benefit the students you must support in component – provide assistance to student experiencing difficulties?
- Who will you make changes to your PD plan, if you need to modify what your teachers are doing?

**Response:**

CSI's PD is anchored by the Big Picture Learning model. This includes conferences, trainings, PLCs, site visits. This model addresses the opportunity gap that many students face, as well as specific compliance issues, student buy-in, and opportunities to direct/facilitate their educational needs. Changes to the School Wide Plan will be made/addressed each spring as needed. Extended learning opportunities are available for all students. These include leadership projects, service learning/community service, internships and project-based learning opportunities.

- a. Professional Development Opportunities
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  - v. Restorative Justice Training – January 2017
  - vi. SXSWedu Conference – March 2017
- b. PLCs
  - vii. PLC training – September 2016
  - viii. Monthly release days and weekly two-hour late starts allow instructional staff to collaborate on implementation of the School Wide Action Plan, curriculum, and common assessments.
  - ix. Weekly two hour late start for PLC meetings.

Instructional quality will be evaluated through the district evaluation system (CEL 5-D), specifically targeting student growth. The Big Picture philosophy is grounded in “one student at a time.” Big Picture focuses their trainings on quality learning plans, assessments and student exhibitions. Project Foundry trains staff in effective assessment and allows staff to track, communicate and evaluate student progress. Both tools enable teachers to target low performing students and provide interventions. Every student at CSI has a learning plan which is updated quarterly. Students present their best works three times per year and exhibitions which are attended by teachers, peers, administrators, parents, and community members.

**Component 5****Attract & Retain High Quality, Highly Qualified Teachers**

- Based on your comprehensive needs assessment, how does your human resources department support the need to attract and retain highly qualified teachers?
- How do these methods connect to the reform strategies you developed?
- How will you know these methods worked?
- How will you make changes to your districts strategies to attract and retain highly qualified teachers, if you are not on track to meet the goals you set for this component?

**Response:**

Chelan School of Innovation attracts highly qualified teachers because of our reputation. Consistently strong performance on state tests over the past decade, coupled with a positive and supporting working environment make it a place where teachers want to work and in turn, they help to attract quality applicants. Due to a highly collaborative work setting where all staff feel like they are part of the decision-making process – teachers are empowered to help create an environment that is positive and conducive to learning. This is evidenced by an extremely low attrition rate (less than 5% turnover) in the past five years. In addition to a tradition of academic and program excellence, Chelan High School offers:

- Surface devices to all classroom teachers
- Document cameras in all classrooms
- Tech coordinator to support and train teachers
- Mentor program for new staff
- Collaboration time through PLC's

The Lake Chelan School District monitors the hiring process carefully to ensure that all candidates that apply for a position within the district meet the standards of being highly qualified. The district has transitioned to a paperless, electronic application process. Applications of candidates are screened for completeness, meaning they have the experience, background and supportive credentials for the respective certification area. Following this step, principals review applications and refer short lists to personnel. Candidates are then contacted for an interview. The interview team, made up of teachers and administrators, reach consensus on the candidate that is the best fit for the position and then the principal conducts a thorough reference check before recommending the candidate to the board for hire. Administrators also attend university job fairs in both Seattle and Spokane to recruit high level candidates.

**Component 6****Strategies to Increase Parent/Family Involvement**

- In your comprehensive needs assessment, what data supports the methods you chose to increase parent and family involvement?
- How will you know these methods have worked?
- How does your plan to increase parent and family involvement connect to reform strategies you developed?
- How will you make changes to your approach and methods, if you find that parent and family involvement has not increased?
- How do your strategies to increase parent and family involvement support component 7 – transition plans between grade levels (MS – 8<sup>th</sup> grade to HS – 9<sup>th</sup> grade)?
- How do your strategies to increase parent and family involvement help the students you must support in component 9 – *provide assistance to students experiencing difficulty?*

**Response:**

The Big Picture philosophy values the input and participation that a parent can bring to learning. CSI conducts the following activities to support parent involvement

- Quarterly Learning Team meetings – directed by students – with parents, mentors, instructors.
- Trimester Student exhibitions, during which students demonstrate/exhibit their achievements, completed projects, and plans as they relate to graduation requirements, individual learning plans and credits/competencies met.
- Parent surveys administered in the fall/spring of each year (English/Spanish)
- Parent advisory meetings winter/spring.
- Communicate to students, parents and community through Social media
- Parent / Community Nights (Fall / Spring)
- Updated School parent –compact
- Senior information flyer: important dates
- Senior parent night in conjunction with CHS held in October for the purpose of sharing important deadlines and information to assist in navigating the senior year.
- Administration of Parent Involvement Survey
- Utilization of the auto-dialer message system to advertise important meetings and events
- Informational newsletters (in both English & Spanish) to parents eight times throughout the school year
- On-line grading system allowing parents to monitor their child's progress
- Up to date school website
- All outgoing correspondence is translated in Spanish
- The Lake Chelan School District holds quarterly bi-lingual parent meetings and provides educational opportunities including speakers on various topics
- Family Leadership Institute – including 12 evening sessions focusing on parenting skills (over 80 parents attending)
- Family Liaison's that make home visits and facilitate parent meetings
- Parent – Student Handbook is provided to families

Parent involvement in exhibitions regularly communicates the needs required for their student and creates a network to support each student.

**Component 7****Transition Plans between Grade Levels (8<sup>th</sup> to 9<sup>th</sup>)**

- In your comprehensive needs assessment, what data supports the methods you chose to transition at-risk children between grade levels (8<sup>th</sup> to 9<sup>th</sup>)?
- How will you know these methods have worked?
- How do these methods to transition students connect to the reform strategies you developed?
- How will you make changes if these methods are not effective through the transition process?
- How do your strategies to transition students between grade levels (from 8<sup>th</sup> to 9<sup>th</sup>) support component 6 – *strategies to increase parent and family involvement?*

**Response:**

Students are not recruited / targeted for CSI. Interested students must complete the application and interview process, as well as a credit evaluation. Upon acceptance, students meet with instructors and parents to develop an individualized learning plan that address the students graduation requirements, interest, credits and career/educational goals.

CSI hosts an 8<sup>th</sup> grade night in the spring prior to transitioning to 9<sup>th</sup> grade. The orientation focuses on the Big Picture Model, scheduling process, graduation requirements, community-service requirements, program offerings (clubs, athletics, arts, theatre and music).

In addition to “Eighth Grade Night” the following transition experiences are provided:

- Collaboration between building administrators and counselors for the purpose of early identification of “at risk students.”
- All freshman are assigned to an Advisory teacher (Advisories meet daily and focus on both academic and social culture of the high school)
- The CSI Leadership team visits with freshman in advisory early in the fall to provide information and exposure regarding the school club program and to encourage freshman to get involved in such opportunities.
- Mandatory student – led Learning Team Meetings in the fall and spring of the school year.
- On-going monitoring of student progress and course failure trends of 9<sup>th</sup> grade students (by advisors, counselors and administrators for the purpose of modifying action plans to ensure continuous improvement)

Accountability is high for all students attending CSI. Through learning plans, exhibitions and learning team meetings, students receive continual feedback and interventions as needed.

**Component 8****Teachers Included in Assessment Decisions**

In your

comprehensive needs assessment, what data supports the need to bring your teachers in to the development, analysis and decision-making process that leads to 1) actionable formative and summative assessment data, and 2) the ability to meet the individual learning needs of struggling learners?

- How do the methods you have chosen to include teachers in assessment decisions connect to the reform strategies you developed?
- How will you know the methods you have chosen to include teachers in assessment decisions have worked?
- How do your strategies to include teachers in assessment decisions support component 4 – professional development?
- How will you know that your strategies to include teachers in assessment decisions have worked?
- How do the strategies to include teachers in assessment decisions help the students you must support in component 9 – *provide assistance to students experiencing difficulty?*

**Response:**

Teachers are highly involved in the process of data analysis to ensure continuous school improvement. Teachers are at the forefront of assessment decisions. CSI teachers align common core standards, next generation Science Standards and non-cognitive learning targets within student projects. These projects are proposed and evaluated through Project Foundry. Student exhibitions and Project Foundry data provide evidence of learning as a reform strategy.

Quality assessment skills are a requirement for effective implementation of Big Picture learning. Much professional development is provided to teachers to assure rigorous assessment is evidenced.

Time is allocated (two hours weekly) to review/address assessment decisions in PLC groups. Additionally, one day per month of release time is granted for focused assessment work. Teacher use Project Foundry competency-based grading software to evaluate, assess and communicate with students on projects, internships, daily/weekly tasks and core curriculum.

**Component 9****Provide Assistance to Students Experiencing Difficulty**

In your comprehensive needs assessment, what data identify students unable to meet standard? What student data did you use to indicate areas of specific need in these at-risk students?

- How do the strategies you chose to support children at risk connect to the reform strategies you developed?
- How do the strategies you chose to support children at risk connect to the reform strategies you developed?
- How will you know that your strategies to support struggling learners have succeeded?
- How do your strategies to support children at risk not to meet standard connect with component 4 – *professional development*?
- How do your strategies to support children at risk not to meet standard connect with component 8 –*teachers included in assessment decisions*?
- How will you make changes to the strategies you chose to support struggling learners, if you are not improving outcomes for these students?

***Response:***

CSI is a unique environment where students can flourish as individuals within a community of learners. There are many elements within our learning design that are uncommon and distinct, and set Big Picture schools apart. These distinguishers exist as a comprehensive whole. It is the seamless integration of reflection-based action and the distinguishers that result in our ability to target and support students with learning challenges. The 10 distinguishers are: (1) Learning in the Real World, (2) One Student at a Time (personalization), (3) Authentic Assessment, (4) School Organization, (5) Advisory Structure, (6) School Culture, (7) Leadership, (8) Parent / Family Engagement (adult support), (9) School / College Partnership, (10) Professional Development.

In addition to these distinguishers, students who are identified with academic deficits are intentionally supported with interventions as noted in their learning plans. Learning plans are a fluid document that are progressed monitored and updated based upon the needs of the students.

*Chelan School of Innovation employs a variety of strategies and activities to ensure that students who experience difficulty are provided with effective and timely additional assistance. Those activities include:*

- *Low performing science students are re-programmed into COE support class*
- *All teachers are available before and after school for tutorials or assistance with course work*
- *PLC late start meetings are utilized to review and discuss achievement data and to plan instruction and intervention*
- *Targeted math assistance is provided (by math teachers) during advisory to students who have not met*
- *Teacher Advisors facilitate learning team meetings to discuss state assessment results, progress towards credit, graduation requirements, projects and internships.*

*The school will know if efforts to involve teachers in assessment decisions and planning have worked based on the number of students who have made progress towards earning credit for an on-time graduation.*

## **Component 10**

### **Coordination and Integration of Federal, State and Local Services**

How will you leverage multiple funding sources –combine funds-to strengthen and support your schoolwide plan? How will you make the most of the human resources available in your school and district to maximize the positive impact of your schoolwide program?

- Component 3 - benefits and outcomes of retaining highly qualified teachers to instruct those students at risk not to meet standard and those students able to exceed standard?
- Component 4 – benefits and outcomes of enriching the pedagogy of your teachers and paraprofessionals who work directly with students who need academic support?
- Component 6 – benefits and outcomes of your strategies to involve parents/families

#### ***Response:***

At CSI we leverage multiple funding sources through:

- \* State BEA and Local M & O Levy provides funding for basic education for all students
- \* TBIP funds provide ESL instructional materials for WELPA level 1 and 2 students and PD support for teacher strategies for level 3-4 students in the general education program
- \* State Special Education supports specially designed instruction and case management for students.
- \* Title I supports supplemental services and staffing as well as targeted professional development Strong partnerships with families are essential for high performing schools. It is the goal of CSI to continually provide opportunities such as Family Leadership Institute, Student / Family Nights, Student-Led Conferences, and other meaningful parent involvement avenues to build the social and intellectual capital necessary to support students at home and school. CSI is striving to continually increase parent involvement in our school, knowing that it has strong research to prove academic performance.





“...this model of high school does not present the “easier” path for kids. It’s rigor differently packaged.”

—Ben Rarick  
Executive Director,  
State Board of Education



# demographics

Year	Total FTE	Free & Reduced	Hispanic	Bilingual	Special Education	Migrant
2014-15	25	92%	97.7%	56%	4%	44%
2015-16	27	81.5%	55.2%	25.9%	3.7%	7.4%
2016-17	32	81.3%	53%	19%	19%	6%

# Student Achievement

Year	Graduation Rate	Grad Reqs (incoming 12 <sup>th</sup> )	College Acceptance	Attendance Rate	Unexcused Absence Rate	Internship Rate
2014-15	13%	n/a	n/a	86%	4.35%	n/a
2015-16	37% (86%)	40%	7%	85%	2.2%	74%
2016-17	90% (45.8%)	57%	60%	90%	1.5%	96%
Change	+4%	+17%	+53%	+5%	-0.7%	+22%



# | achievement |

- Zero discipline referrals during 2<sup>nd</sup> semester
  - 3D discipline @ zero for second year.
- Attendance secretary (communication/accountability)
- 1:1 Chromebooks, 2017 – 2018
- Exhibition cycle feedback

# | <sup>2</sup>equity & access |

- College visits: EWU, CWU, WWU, Whacomm, WVC
- Internship rate/expansion
- Parent advisory council
- Learning plans + exhibitions
- Bellingham & Seattle experiences



# Student Centered Learning Cycle





# ³communication

- Parent advisory meetings
- Facebook
- Newsletters  
(English/Spanish)
- Community service projects
- Parent contact (phone, email, text, letters, house visits)
- Parent/student surveys
- Student exhibitions

# | 4professional development |

focus – competency-based learning assessment

- PLC Mondays
- Canvas migration
- Winter work session – assessment, transcripting
- Shauna – Skyward/data entry
- Erik – Big Picture Leadership/admin. internship
- Allan – Big Picture Big Bang
- Crosby – SXSWedu

# challenges

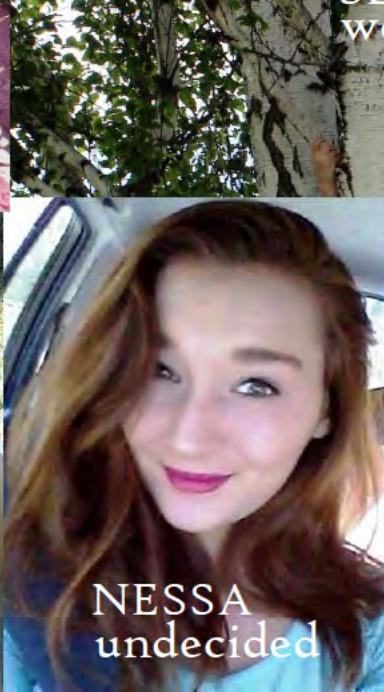
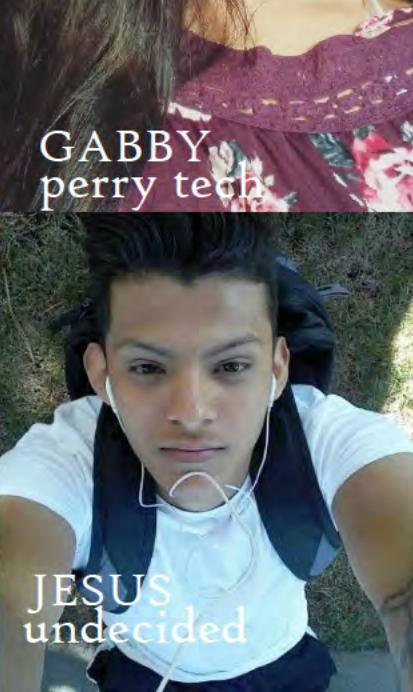
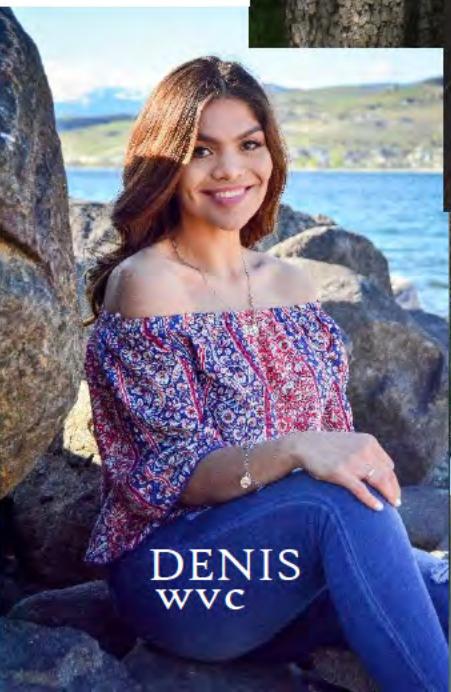
1. Facility/space
2. Social emotional needs of students
3. Public perception
4. Core content vs projects/internships



AMELIA  
wvc



# highlights



# highlights

- Students – stories & growth
- Community, culture, relationships
- Mike Smith visit
- Exhibition quality
- Seattle and Bellingham trips
- Entrepreneurial spirit
  - Cold brew business, Colson Collectives



up next...

- Reflect | Refine | Improve
- Added program emphasis:
  - Entrepreneurship
  - Sustainability literacy
  - Social emotional growth
- Continued focus on assessment
- College & career readiness
- Attendance – WARNS



thank you...

