

Emerson High School

School Improvement Plan

Annual Update: 2019-20

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

SCHOOL OVERVIEW

Description: Emerson High School is a choice school. It is unique in the district for its small size and educational focus. The school accepts a maximum of 135 students in grades 9 to 12. This size allows Emerson to emphasize individual student learning styles and tailor educational opportunities to specific student goals. Emerson provides a unique educational program that helps students be the best people they can be academically, emotionally and socially. Emerson High School starts with the student and builds his or her ability to perform academically while shaping a positive and accountable view of self.

Students apply to Emerson High School. They attend because they want to be there. With the school's smaller size, teachers can provide high levels of individually guided and personalized instruction. Thus, students are able to pick up missed credits or accelerate their education.

Emerson H.S. is a place where students are cared about and known. Teachers set high standards for academic achievement, personal conduct and job competence, while providing opportunities for students to assume responsibility and serve others.

Our students and staff work to sustain a cohesive learning community and enrich experiences. Students develop the kind of positive perceptions of self, learning and life that are the foundation for continued success.

Emerson High School's School Improvement Plan continues to focus on improving standards-based teaching, learning, and assessing to improve student achievement. Because Emerson High School is an alternative school, students enroll at various times throughout the year from other high schools, which makes collecting cohort data difficult. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

Our goals are always grounded in a standards-based instructional model where teachers worked to develop formative and summative assessment strategies to better plan for and prepare students for success. This year, we'll continue to focus on improving student success by differentiating our standards-based curriculum to reach students at all levels. Additionally, Common Core State Standards (CCSS) are the foundation of all our standards-based work (English/Language Arts & Math) and NGSS science standards are the foundation of our science work.

Our increased focus on implementing standards-based teaching and assessing has paid off. Our test scores continue to grow each year, as do our retention rates for students.

Mission Statement: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	51	54	51	
Racial Diversity (%)	American Indian/Alaskan Native	3.9	0.0	0.0
	Asian	3.9	5.6	5.9
	Black/African American	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	17.7	16.7	13.7
	Native Hawaiian/Other Pacific Islander	2.0	0.0	0.0
	Two or more races	3.9	3.7	2.0
	White	68.6	70.4	78.4
Students Eligible for Free/Reduced Price Meals (%)	27.9	20.0	18.2	
Students Receiving Special Education Services (%)	36.8	41.5	45.5	
English Language Learners (%)	0.0	0.0	0.0	
Students with a First Language Other Than English (%)	8.8	10.8	14.5	
Mobility Rate (%) ²	86.3	61.1	70.6	

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

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

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	69	46	33

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	18	7

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	73	-	36
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	9
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

6 OR MORE CREDITS, 9th Grade

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

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	87	86	86
12 th Grade	76	77	100

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

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

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	77	-	-
Two or more races	-	-	-
White	80	79	91
English Learner	-	-	-
Low Income	82	-	-
Special Education	69	76	100

ATTENDANCE DATA

GRADUATION RATE DATA

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

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

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

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	-	30	-
10 th Grade	57	27	25
11 th Grade	26	36	31
12 th Grade	8	17	19

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	54.3	77.8	50.0	61.5
Graduating in 5 years	71.0	78.9	77.8	n/a
Graduating in 6 years	71.0	83.3	n/a	n/a
Graduating in 7 years	71.0	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	25	17	-
Two or more races	-	-	-
White	31	30	30
English Learner	-	-	-
Low Income	5	8	10
Special Education	36	26	36

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	-	-	-	100.0
Black/African American	-	-	100.0	-
Hispanic/Latino	33.3	83.3	57.1	-
Two or more races	50.0	100.0	-	-
White	62.5	66.7	47.6	77.8
English Learner	-	-	-	-
Low Income	46.7	81.8	63.6	50.0
Special Education	80.0	100.0	43.8	60.0

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	85	-	-	-	-	-	-	-	-
Math Proficiency Rate	-	-	-	-	-	-	-	-	-
Graduation Rate	58	-	-	-	-	57	-	62	63
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	24	-	-	26	-	27	-	7	28
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	64	-	-	55	-	64	-	58	61

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

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

CONTINUOUS IMPROVEMENT PRIORITIES

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

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Explanatory Writing	
Focus Grade Level(s)	Grades 10 & 11 (students participating in SBA testing)	
Desired Outcome	Increase explanatory writing scores from an average of 2.88 to an average of 3.88.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	SBA data indicates Emerson HS students score lower on explanatory writing than on other standards measured as part of the ELA test.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Interdisciplinary focus on explanatory writing.	Teacher session (unit) and lesson plans, summative assessments.
	Frequent opportunities for students to engage in SBA-like prompts as part of formative and summative assessments.	Teacher session (unit) and lesson plans, summative assessments.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	PGE team meeting logs, student performance on summative assessments, Spring 2020 SBA scores.	

Priority #2

Priority Area	Mathematics	
Focus Area	Representing Equations and Inequalities Graphically	
Focus Grade Level(s)	Grades 10 & 11 (students participating in SBA testing)	
Desired Outcome	Students will improve performance on Content Target J by an average of one proficiency level.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Historical data shows that scores in this target area are consistently lower than other areas. And, if students can represent equations and inequalities with proficiency, they will also be able to solve them (Target I).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Frequent opportunities for students to engage in SBA-like practice during math classes.	Teacher session (unit) and lesson plans, summative assessments.
	Department PGE (student growth goals) focused on equations and inequalities.	Teacher session (unit) and lesson plans, summative assessments.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Classroom based assessments, PGE team meeting logs, SBA practice, and Spring SBA scores in 2020 and 2021.	

Priority #3

Priority Area	Attendance	
Focus Area	Increase attendance for students who are chronically absent/tardy	
Focus Grade Level(s)	Multiple	
Desired Outcome	Reduce absenteeism by 10% among students with chronic attendance issues.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	15-20% of Emerson HS students are chronically late or absent. These students earn less credit than regularly attending peers, are more likely to be credit deficient, and less likely to graduate on-time. More than 50% of those who are chronically absent are students with identified disabilities (IEP or 504) and are unable to access necessary academic and social/emotional/behavioral supports when they are not at school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Each certificated staff member will focus on connecting to and building a relationship with an identified student (at least weekly contact).	Contact tracker on Team Site. Monthly alignment via staff meetings & professional learning.
	Continue work with MTSS and trauma specialist David Lewis to prioritize student growth in the following areas: advocacy, stamina, stopping & thinking, collaborative learning, accountability, takes on challenges.	CORE lessons developed and implemented by six CORE teachers informed by professional learning. Build and sustain our school-wide Tier 1 and Tier 2 interventions
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Credit manager (in-house credit tracking tool), climate survey results, transcripts, attendance records.	

Priority #4

Priority Area	Focused Professional Development	
Focus Area	Building Capacity for Culturally Responsive Practice	
Focus Grade Level(s)	Whole School	
Desired Outcome	Teaching and counseling staff will engage in year-long study of educational neuroscience or an examination of whiteness via guided book-study.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	While Nine Characteristics survey data is overwhelmingly positive, we wish to deliberately connect our professional development to research informed practice that better equips staff to support all students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All certificated staff required to participate in one of three book studies: <i>White Fragility</i> , <i>Neuroscience for Teachers</i> , or <i>Secrets of the Teenage Brain</i> (Classified staff are encouraged, but not required, to participate).	LEAP time designated for guided book-study discussions, monthly progress checks, and final sharing.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Monthly meeting summaries, staff meeting updates, teacher survey, and spring presentations.	

TECHNOLOGY INTEGRATION PLAN

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

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

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

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

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

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

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

STATE ASSESSMENT PARTICIPATION

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

Strategies the school is using to meet participation requirements include:

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

COMMUNITY ENGAGEMENT PLAN

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

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

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

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Updates in session newsletters	Ongoing each session
	Direct communication via intake conferences	Ongoing each session
	Annual survey	February 2020 (estimated)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	November 2019
	Updates in session newsletters	Ongoing each session

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