



Emerson High School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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. That size allows us to emphasize individual student learning styles and tailor educational opportunities to specific student goals. We provide 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 their ability to perform academically while shaping a positive and accountable view of self.

Students apply to Emerson H.S. They attend because they want to be at the school. 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 Continuous 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. Adding to that challenge is that due to COVID-19 related school closures in the spring of 2020, remote learning that took place much of the 2020-2021 school year, and the related suspension and modification of State standardized assessments, we do not have meaningful assessment scores for the last two years. This fall, some students participated in modified versions of the Smarter Balanced Assessments in Math and Literacy and the WCAS (science assessment), however, most students opted out as they no longer need to meet proficiency on those assessments to meet graduation requirements. 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 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 of our standards-based work (English/Language Arts & Math) and NGSS science

¹ LWSD School Board Approval on <insert date>

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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		54	51	55	45
Racial Diversity (%)	American Indian/Alaskan Native	3.7%	0.0%	0.0%	0.0%
	Asian	5.6%	5.9%	5.5%	6.7%
	Black/African American	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino of any race(s)	16.7%	13.7%	10.9%	11.1%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	3.7%	2.0%	7.3%	4.4%
	White	70.4%	78.4%	76.4%	77.8%
Students Eligible for Free/Reduced Price Meals (%)		18.5%	23.5%	25.5%	15.6%
Students Receiving Special Education Services (%)		46.3%	45.1%	50.9%	46.7%
English Language Learners (%)		0.0%	0.0%	0.0%	0.0%

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

CONTINUOUS IMPROVEMENT PRIORITIES
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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)	10 th & 11 th (students eligible for SBA testing)						
Desired Outcome	Increase explanatory writing scores from an average of 2.88 (last time comprehensive SBA scores we available) to an average of 3.88.						
Alignment with District Strategic Initiatives	MTSS						
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students						
Data and Rationale Supporting Focus Area	SBA data indicates EmHS student score lower on explanatory writing than on other standards measured as part of the ELA assessment.						
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Action</th> <th style="width: 50%; text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Interdisciplinary focus on explanatory writing.</td> <td>Teacher session (unit) and lesson plans, summative assessments.</td> </tr> <tr> <td>Frequent opportunities for students to engage in SBA-like prompts as part of formative and summative assessments.</td> <td>Teacher session (unit) and lesson plans, summative assessments.</td> </tr> </tbody> </table>	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.
	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, 2021 - Spring, 2022						
Method(s) to Monitor Progress	PGE team meeting logs, student performance on summative assessments, Spring 2022 SBA scores.						

Priority #2

Priority Area	Mathematics	
Focus Area	Representing Equations and Inequalities Graphically.	
Focus Grade Level(s)	10 th & 11 th (student eligible for SBA testing)	
Desired Outcome	Student will improve performance on Content Target J by an average of one proficiency level.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Frequent Monitoring of Learning and Teaching	
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, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Classroom based assessments, PGE team meeting logs, SBA practice, and Spring SBA scores.	

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 student with chronic attendance issues.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	15-20% of EmHS student 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 and professional learning.
	Continue to work with MTSS and trauma specialist David Lewis to prioritize student growth in the following areas: advocacy, stamina, stopping and thinking, collaborative learning, accountability, takes on challenges.	CORE lessons developed and implemented by 6 CORE teachers informed by professional learning, build and sustain our school-wide tier 1 and tier 2 interventions.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Credit manager (in-hour credit tracking tool), climate survey results, transcripts, attendance records.	

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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was met.

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.³ 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 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	January 2022
	Updates in session newsletters	Ongoing each session

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>