

# EMERSON HIGH SCHOOL

## School Improvement Plan

### Annual Update: 2023-24

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Emerson High School (EmHS) 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 EmHS. 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. EmHS. 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 as well as supporting the social/emotional development of our students. Combined, success in these areas will result in EmHS graduates being prepared for future success. 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, and a shift to Washington State Graduation Pathways that no longer require Smarter Balanced Assessments in Math and Literacy and WCAS (science assessment) we do not have meaningful assessment scores for the last four years. Over the last few years, 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 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

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<sup>1</sup> LWSD School Board Approval on <insert date>

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 retention and graduation rates continue to grow.

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

**2023-24 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
<b>1</b>	ELA	Grades 9-11	Students will improve explanatory writing scores.
<b>2</b>	Mathematics	Algebra, Geometry, and Algebra 2 students	Students will improve ability to model with mathematics.
<b>3</b>	Social Emotional	All-school	Students will increase perceptions of self-efficacy.

**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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Explanatory Writing	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students	
<b>Desired Outcome</b>	Increase explanatory writing skills based on PLC developed rubric.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	SBA and summative assessment data across content areas indicate EmHS students score lower on explanatory writing than on other standards. Additionally, many students new to our school did not have the same level of opportunity to engage in longer writing tasks at their previous schools.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Interdisciplinary focus on explanatory writing.	Teacher session (unit) and lesson plans, summative assessments.
	Frequent opportunities for students to engage in similar writing practice across content areas.	Teacher session and lesson plans, summative assessments.

<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024
<b>Method(s) to Monitor Progress</b>	Classroom based assessments, PGE team meeting logs, SBA practice, and Spring SBA scores.

<b>Priority #2</b>							
<b>Priority Area</b>	Mathematics						
<b>Focus Area</b>	Modeling with Mathematics						
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Students enrolled in Algebra, Geometry, and Algebra 2						
<b>Desired Outcome</b>	Students will improve by at least .5 proficiency level.						
<b>Alignment with District Strategic Initiatives</b>	MTSS						
<b>Data and Rationale Supporting Focus Area</b>	Historical and current data show that scores in this target area are consistently lower than other areas (SBA and summatives). And, if students can model with mathematics with proficiency, they will be able to translate this skill in future math classes as it is perennial.						
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Frequent opportunities for students to engage in SBA-like practice during math classes.</td> <td>Teacher session (unit) and lesson plans, summative assessments.</td> </tr> <tr> <td>Department PGE (student growth goals) focused on modeling with mathematics.</td> <td>Teacher session (unit) and lesson plans, summative assessments.</td> </tr> </tbody> </table>	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 modeling with mathematics.	Teacher session (unit) and lesson plans, summative assessments.
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<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024						
<b>Method(s) to Monitor Progress</b>	Classroom based assessments, PGE team meeting logs, SBA practice, and Spring SBA scores.						

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Self-Efficacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All-School	
<b>Desired Outcome</b>	Students will increase favorable perceptions of self-efficacy as measured by Spring 2024 Panorama survey	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Fall 2023 Panorama scores indicate perceptions of self-efficacy are very low for EmHS students.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All school self-efficacy training and practice designed by MTSS team	Embedded in CORE classes (3 <sup>rd</sup> period)
	Use of standardized lessons focusing on self-efficacy.	Embedded in CORE with all students receiving the same lessons.
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	Climate survey results, spring Panorama data, counselor data tracking.	

## 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.

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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Updates in session newsletters	Ongoing each session
	Direct communication via intake conferences	Ongoing each session
	Annual survey	February 2024
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	SIP posted on website	January 2024
	Updates in session newsletters	Ongoing each session

<sup>2</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

