

# Continuous Improvement Process Plan

## Emerson High School

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<http://www.emhs.lwsd.org>

2017 -  
2018



Lake Washington  
School District

Nell Ballard-Jones, Principal  
Lake Washington School District  
2017 - 2018

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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 his or her 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 here. 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. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

For the last several years, our goals focused on transitioning to 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 of 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.

<b>Student Demographics</b>		
<b>Enrollment</b>		
October 2016 Student Count		51
May 2017 Student Count		68
<b>Gender (October 2016)</b>		
Male	19	37.3%
Female	32	62.7%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	9	17.6%
American Indian / Alaskan Native	2	3.9%
Asian	2	3.9%
Native Hawaiian / Other Pacific Islander	1	2.0%
White	35	68.6%
Two or More Races	2	3.9%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	19	27.9%
Special Education (May 2017)	25	36.8%
Transitional Bilingual (May 2017)	0	0.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	9	13.2%
Foster Care (May 2017)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	35	54.3%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	28	82.1

## DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 <sup>th</sup> graders earning 6.0 credits	84% <i>2012</i>	88.4%	92%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% <i>2012</i>	83.6%	90%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <i>class of 2018</i>

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)**

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME\***

\*Note that due to changing requirements for the math requirement, most students have opted-out of SBA math as they've previously passed a math EOC exam.

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	33%	58%	66%				
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	17%	26.7%	44%				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	4%	86.4%	78.3%				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*	No Data	No Data	No Data				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	57.1%	52.6%	69.2%				
<b>High School Students Graduating Future Ready</b>	% graduation rate	47.8%	54.3%	63.6%				
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	28.4%	69.4%	67.6%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	No Data	No Data	No Data				

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam**

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The following steps have been taken to achieve a 95% participation rate for state assessments:

- **Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.**
- **Late start schedules have been developed to ensure students that are testing are not missing other courses.**
- **The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

*Data*

	Goal	Achievement
<b>Literacy:</b>	90% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the ELA SBA will earn proficiency on the Reading Target: Word Meanings: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships, word patterns, etymology, or use of reference materials, with primary focus on determining meaning based on context and academic (tier 2) vocabulary common to complex texts in all disciplines.	EmHS students performed above the proficiency standard on this target and it was a relative strength on the ELA exam overall. Unfortunately, target scores are not called out by student, so the data here isn't exact.
<b>Math:</b>	80% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the math SBA will earn proficiency on the Math Targets Algebra: Understand solving equations as a process of reasoning and explain the reasoning; Solve equations and inequalities in one variable.	While students generally did better at the target: solve equations & inequalities in one variable, they still struggled with target: understand solving equations as a process of reasoning & explain the reasoning. Unfortunately, target scores are not called out by student, so the data here isn't exact.
<b>Science:</b>	60% of students who take the EOC Biology Exam will earn proficiency in the target area of Processes within cells.	50% of tested students met/exceeded proficiency on this section of the biology EOC.
<b>On-Track Credits:</b>	100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.	This goal was met.



<b>College and Career Readiness:</b>	100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.	This goal was met.
<b>School Effectiveness:</b>	EmHS staff will gather data relating to underlying causes for student absenteeism and effective intervention strategies to increase overall student attendance.	This goal was met.
<b>Attendance and Discipline:</b>	Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.	This goal was met.
	All certificated staff will continue working on strategies related to restorative practice.	This goal was met.

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data – last year’s focus on vocabulary seems to have paid off as word meanings showed as an area of strength on the ELA SBA.
<b>Literacy:</b>	Our students continue to show strength in their composition of full persuasive texts as well as identifying central ideas in informational reading. Our areas of needed improvement continue to be in the area of test attendance/participation – without increased participation it is nearly impossible to identify valid and reliable trend data for individual students and the whole school.
<b>Math:</b>	Our SBA math data is not valid or reliable – we had a very small test group due to the EOC still being an option for last year’s 11 <sup>th</sup> & 12 <sup>th</sup> grade students. Our students who tested in EOC math performed well in the target areas of number and quantities and exponents. Specific areas where our students struggled are in building functions that involve a relationship between two quantities. We anticipate that our

	SBA data will continue to be limited due to “opt outs” by students who can still meet their graduation requirement by passing the Year 1 or Year 2 End of Course Exam.
<b>Science:</b>	Science scores generally look good, all students who scored a Level 1 or Level 2 qualify for special education support and several had no recent experience with biology content (either because they haven’t yet taken the class or they took it a few years ago). The strands of processes within cells and mechanisms of evolution are where students scored lower than other assessed areas.
<b>On-Track Credits:</b>	9 <sup>th</sup> & 10 <sup>th</sup> graders who were enrolled for the entire year did well in credits earned. Because many of our students came mid-way through the year or left mid-year, those students are not fully on-track with credits, however, most are on track with meeting state graduation requirements (EOC & SBA). Our on-time graduation rate remains low due primarily to the fact that many students enroll with us already credit deficient in their 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> years and/or after completing 4 years at a comprehensive school but come to EmHS to finish remaining requirements. Students who enter in 9 <sup>th</sup> grade and stay enrolled for the duration of their high school careers tend to graduate on-time. Our extended graduation rate is far higher than the district and state average.
<b>College and Career Readiness:</b>	The structure of modules within Career Cruising works well for our school & CORE teachers include HS&B requirements as components of summative assessments – students must meet the requirement as part of the course grade.
<b>School Effectiveness:</b>	The largest obstacle to student success at EmHS is poor attendance. While it is better for large numbers of students after focused efforts to engage parents and students, it remains a challenge.
<b>Attendance and Discipline</b>	All certificated staff received some instruction related to restorative practice – some more formally than others who were presented information by colleagues. This is a continued area of interest/work.

## ANNUAL SCHOOL GOALS

### 2017-18 Annual School Goals:

SMART Goals	
<b>Literacy:</b>	90% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the ELA SBA will meet/exceed standard.
<b>Math:</b>	80% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the Math SBA will meet/exceed standard.
<b>Science:</b>	75% of students who take the state science exam will meet/exceed standard.
<b>Achievement Gap</b>	70% of our special education students (10 <sup>th</sup> & 11 <sup>th</sup> graders) will meet/exceed standard on one or more state exam.
<b>On-Track Credits:</b>	100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.
<b>College and Career Readiness</b>	100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.
<b>School Effectiveness:</b>	EmHS staff will work with Youth Eastside Services to develop strategies to support students with anxiety and/or toxic/traumatic stress.
<b>Attendance:</b>	Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.
<b>Discipline:</b>	All certificated staff will continue working on strategies related to restorative practice.

### Annual School Goals: Academic

Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school and no clear cohorts, it is easier for us to review individual student data – this year we will continue to focus on student proficiency on state mandated assessments to ensure our students can meet graduation requirements.

### Annual School Goals: Achievement Gap

As a group, our special education students consistently score lower than general education peers, so we will continue to focus on supporting special education students in the general education setting to meet/exceed grade level standards.

### Annual School Goals: On-Track Credits

Because most of our students enroll with us already credit deficient, it is important that they have opportunities at credit retrieval with within and outside the school day. The counselor and advisors will monitor which students have been given the opportunity to earn some credit retrieval via Learning Center and/or independent contracts.

### Annual School Goals: College and Career Readiness

The HSBP is a graduation requirement which is why we selected it as a goal area. Progress toward this goal will be monitored by CORE (advisory) teachers each session.

### Annual School Goals: School Effectiveness

We are seeing an increase in the number of students impacted by extreme anxiety, PTSD, toxic stress and other mental health issues, so we are working with our YES counselor to provide strategies and support for teachers so they can effectively respond to and support students.

### Annual School Goals: Attendance

Poor attendance is the leading cause of poor academic progress – as students get older parents are generally less involved in the decisions their children make regarding attending school/classes. It is important to us that we continue to include parents as frequently and deeply as feasible in student success, thus our goal is to frequently connect with parents when we’re seeing academic or attendance behaviors that provide obstacles to student success. Contacting parents personally also reinforces our deliberate effort to build personal relationships with students and their families to increase student success.

### Annual School Goals: Discipline

We continue to notice that while some of our students externalize behaviors, many more are internalizing stressors necessitating interventions and supports that look different from traditional punitive consequences for problem behaviors. Looking more deeply at restorative practices, interventions and supports will hopefully allow us to better serve struggling students.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Time to analyze data and design responsive curriculum.
<i>Responsible individual or team</i>	EmHS teachers

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Time to analyze data and design responsive curriculum.
<i>Responsible individual or team</i>	Math teachers

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Time to analyze data and design responsive curriculum.
<i>Responsible individual or team</i>	Science teachers

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Monitor student attendance, implement/offer interventions, communicate with parents.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	All staff

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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Strategies to involve parents, families, and the community in the Continuous Improvement Process

Email and direct communication in monthly newsletters and in parent meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Email and direct communication in monthly newsletters and in parent meetings; also posting our CIP on the website.