

Emerson K-12

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 K-12 is a Parent Partnership Program (PPP) designed to engage families who are interested in being active partners in the instruction of their child(ren). As a public school, K through 12 graders can enroll at no cost.. Core and enrichment/elective classes are generally offered two days per week, with parents delivering instruction on the other days in partnership with certificated staff. Each student has an individualized learning plan that meets LWSD and state standards.

Emerson K-12 is one of many Choice Schools in the LWSD that works to meet our District vision: *Every Student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success* in a non-traditional setting. At Emerson K-12, our focus continues to be on helping support individual students in meeting District and state standards wherever their learning happens.

Emerson K-12 was founded as Family Learning Center (FLC) in 1997 by a small group of parents and District personnel with the goal of providing LWSD support to parents who were home-schooling their children. Since then, Emerson K-12 has grown from operating out of one room at the Gordon Hauck School to our current location and has grown from 12 families to about 100 families. Emerson K-12 continues to grow and change each year.

Over time, the state regulations governing our school have changed. We operate under the Alternative Learning Experience (ALE) part of Washington Administrative Code (WAC) 392.121.182 which is constantly being reviewed and changed by the Office of the Superintendent of Public Schools and the Washington State Legislature. The ALE WAC provides a funding and accountability model that looks different from a “typical” public school that is heavily focused on seat time. In the last seven years, there have been five different versions of the WAC.

Emerson K-12’s School Improvement Plan is designed to set goals and objectives to improve student learning as measured by the Smarter Balanced Assessment (SBA), administered each spring. Overall, our students score well in English/Language Arts. Many, however, opt out of the math tests so our scores don’t adequately reflect content and skill mastery among our students.

This year, we will continue to focus on educating parents about the importance of assessment data across content areas and increasing opportunities for rigorous academic coursework. Additionally, our professional development will focus on supporting parents in standards-based teaching, learning, and assessing using the state standards for Math, English Language Arts and Next Generation Science Standards.

Mission Statement: Emerson K-12 is a community of families working in collaboration with the Lake Washington School District to ensure that each student will be 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)	104	68	83	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	1.2
	Asian	5.8	7.4	7.2
	Black/African American	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	6.7	7.4	6.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0	1.2
	Two or more races	8.7	11.8	13.3
White	78.9	73.5	71.1	
Students Eligible for Free/Reduced Price Meals (%)	7.3	10.8	14.1	
Students Receiving Special Education Services (%)	9.4	13.5	17.6	
English Language Learners (%)	2.1	2.7	5.9	
Students with a First Language Other Than English (%)	8.3	6.8	14.1	
Mobility Rate (%) ²	18.3	23.5	19.3	

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

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
K-2 nd Grade	75	79	82

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd -5 th Grade	62	78	50
6 th -8 th Grade	71	75	75
10 th Grade	100	100	80

READING: By Group/Program, DIBELS 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	74	83	79
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	58	74	67
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	46

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd -5 th Grade	46	67	38
6 th -8 th Grade	50	50	38
10 th Grade	n/a	-	30

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	-	-
8 th Grade	n/a	-	50

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	45	59	39
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	8

SCIENCE: By Group/Program, WCAS

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	70	55
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. 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 3-8, 10 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Assessment first given in 2017-18.

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

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)	-	-	-

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	-	-	-

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

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	-	-	-
12 th Grade	-	-	-

DUAL CREDIT PARTICIPATION, By Group/Program⁷

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

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
K-5 th Grade	90	100	100
6-8 th Grade	100	100	100
9 th -12 th Grade	100	97	100

ATTENDANCE: By Group/Program⁸

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	100
White	95	100	100
English Learner	-	-	-
Low Income	-	-	100
Special Education	-	100	100

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	80.0	83.3	100.0	100.0
Graduating in 5 years	100.0	100.0	100.0	n/a
Graduating in 6 years	100.0	100.0	n/a	n/a
Graduating in 7 years	100.0	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	-	-	-	100.0
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Two or more races	100.0	100.0	-	-
White	100.0	80.0	100.0	100.0
English Learner	-	-	-	-
Low Income	-	100.0	-	-
Special Education	-	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

⁷ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁸ Grades K-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

MOST RECENT WSIF 3-YEAR SUMMARY⁹

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	67	-	-	-	-	61	-	-	-
Math Proficiency Rate	38	-	-	-	-	40	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	96	-	-	-	-	96	-	-	-
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	41	-	-	-	-	40	-	-	-

⁹ 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	Mathematics										
Focus Area	Smarter Balanced Assessment (SBA) scores in Problem Solving and Data Analysis										
Focus Grade Level(s)	Grades 3-5										
Desired Outcome	Move from 33% of students scoring below standard to 0% of students scoring below standard in the area of Problem Solving and Data Analysis.										
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)										
Data and Rationale Supporting Focus Area	Review of SBA scores and current student progress indicate that students struggle with Problem Solving and Data Analysis on the Math SBA. We would like to increase student scores in these strands.										
Strategy to Address Priority	<table border="1" style="width: 100%;"> <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>Provide intensified support in math as determined by monthly learning plan meetings in collaboration with parents</td> <td>Monthly learning plan updates.</td> </tr> <tr> <td>Provide additional support for students on Wednesdays</td> <td>Attendance during Wednesday tutorials.</td> </tr> <tr> <td>Allocation of LEAP time for planning, collaboration, evaluation and assessment</td> <td>LEAP calendar</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Provide intensified support in math as determined by monthly learning plan meetings in collaboration with parents	Monthly learning plan updates.	Provide additional support for students on Wednesdays	Attendance during Wednesday tutorials.	Allocation of LEAP time for planning, collaboration, evaluation and assessment	LEAP calendar		
	Action	Measure of Fidelity of Implementation									
	Provide intensified support in math as determined by monthly learning plan meetings in collaboration with parents	Monthly learning plan updates.									
	Provide additional support for students on Wednesdays	Attendance during Wednesday tutorials.									
	Allocation of LEAP time for planning, collaboration, evaluation and assessment	LEAP calendar									
Timeline for Focus	Fall, 2019 - Spring, 2020										
Method(s) to Monitor Progress	<p>Progress will be monitored via unit tests, which include a problem solving component, as well as the Spring 2020 Smarter Balanced Assessment.</p> <p>One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas. Because of this, we have limited data on entire cohorts of students. Also due to our small sample size, individual student performance can greatly impact overall percentages.</p>										

Priority #2

Priority Area	Mathematics	
Focus Area	Smarter Balanced Assessment (SBA) scores	
Focus Grade Level(s)	Grades 6-10	
Desired Outcome	Increase average 6-8 grade SBA Math scores from 2.5 to 3.0. Increase average 10th grade SBA Math scores from 2.2 to 3.0.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Review of SBA scores and current student progress.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Consider, for 2020-2021 school year whether a third day of math instruction on Wednesdays would increase student performance on the SBA.	Look at SBA scores of students who attend Wednesday tutorials on a regular basis to determine if students increase SBA scores.
	Wednesday Tutorial in math	Attendance during Wednesday tutorials
	Additional review at home including increased weekly spiral review	Monthly learning plan updates in collaboration with parents.
	PGE Goals around on-task time in math	Teacher monitoring with support from colleagues
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	<p>Progress will be monitored on in-class assessments as well as spring Smarter Balanced Assessment scores.</p> <p>One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages</p>	

Priority #3

Priority Area	Social and Emotional													
Focus Area	Character Strong and Panorama Survey													
Focus Grade Level(s)	Grades 3-11													
Desired Outcome	<p>Move from a 55% self-reported sense of belonging at school to 80% for grades 3-5.</p> <p>Move from a 79% self-reported sense of belonging to 90% for grades 6 through 11.</p>													
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)													
Data and Rationale Supporting Focus Area	<p>In the spring 2018 Panorama Survey for grades 3-5, 55% reported feeling like they belonged at school either quite a bit or completely.</p> <p>Using the same questions for grades 6-11 in Fall of 2019, 79% of 6-11th graders reported feeling they belonged at school either quite a bit or completely.</p>													
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Fall student survey</td> <td>October 2019 and 2020</td> </tr> <tr> <td>Implement Character Strong Curriculum in all grades</td> <td>Monthly Team meetings on Character Strong</td> </tr> <tr> <td>Spring student survey</td> <td>Spring 2020 and 2021</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Fall student survey	October 2019 and 2020	Implement Character Strong Curriculum in all grades	Monthly Team meetings on Character Strong	Spring student survey	Spring 2020 and 2021				
Action	Measure of Fidelity of Implementation													
Fall student survey	October 2019 and 2020													
Implement Character Strong Curriculum in all grades	Monthly Team meetings on Character Strong													
Spring student survey	Spring 2020 and 2021													
Timeline for Focus	Fall, 2019 - Spring, 2021													
Method(s) to Monitor Progress	Student surveys reporting on student sense of belonging. This will be the Panorama survey for grades 3-8, and questions from the Panorama survey for grades 9-11.													

Priority #4

Priority Area	High Levels of Family and Community Involvement	
Focus Area	Parent and Community Involvement	
Focus Grade Level(s)	Grades 6-10	
Desired Outcome	By 2022, 90% of staff members will report that the school works with many community organizations.	
Alignment with District Strategic Initiatives	Strategic Partnerships	
Data and Rationale Supporting Focus Area	On the 2018-2019 Nine Characteristics Survey, 55% of staff agree completely or agree mostly with the statement “The school works with many community organizations to support its students.”	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Determine needs for community partnerships	Leadership students will do a needs assessment survey of students in Fall of 2019
	Develop plan for community engagement and reach out to parents and community members	Spring 2020, measure in 9 characteristics survey
	For school year 2020-2021, have community members and parents involved in the school where appropriate	Spring 2021 measure in 9 characteristics survey
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Yearly Nine Characteristics Survey as reported by staff members.	

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 Fall 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 not met for ELA and not 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.¹⁰ 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
	Email and direct communication during required parent information nights.	Quarterly
	Updates/input in parent meetings.	Monthly Learning Plan meetings
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	November 2019
	Parent Email including updated SIP	November 2019

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>