

Emerson K-12

School Improvement Plan

Annual Update: 2020-21

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	2019-20
Student Enrollment (count)		103	67	83	65
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	1.2	0.0
	Asian	5.8	7.5	7.2	0.0
	Black/African American	0.0	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	7.8	7.5	6.0	6.2
	Native Hawaiian/Other Pacific Islander	0.0	0.0	1.2	0.0
	Two or more races	8.7	10.4	13.3	12.3
	White	77.7	74.6	71.1	81.5
Students Eligible for Free/Reduced Price Meals (%)		8.7	11.9	14.5	3.1
Students Receiving Special Education Services (%)		12.6	14.9	20.5	15.4
English Language Learners (%)		5.8	3.0	4.8	6.2
Students with a First Language Other Than English (%)		8.3	6.8	14.1	14.1

¹Enrollment and racial diversity based on annual October 1 headcount and includes 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.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment²

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
K-2 nd Grade	75	79	82	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 rd -5 th Grade	62	78	50	n/a
6 th -8 th Grade	71	75	75	n/a
10 th Grade	>95	>95	80	n/a

READING: By Group/Program, DIBELS Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	-	-	-	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	-	-	-	n/a
White	74	83	79	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	-	-	n/a

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	-	-	-	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	-	-	-	n/a
White	58	74	67	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	-	46	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 rd -5 th Grade	46	67	38	n/a
6 th -8 th Grade	50	50	38	n/a
10 th Grade	n/a	-	30	n/a

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS⁵

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 th Grade	n/a	-	-	n/a
8 th Grade	n/a	-	50	n/a

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	-	-	-	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	-	-	-	n/a
White	45	59	39	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	-	8	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	-	-	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	-	n/a
White	n/a	70	55	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	-	-	n/a

² Based on DIBELS Next Assessment, End-of-Year Benchmark.

³ 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.

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

⁵ WCAS = Washington Comprehensive Assessment of Science. Assessment first given in 2017-18.

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

EARNING CREDIT FOR ALL COURSES, 9th Grade

Grade	Percent 9 th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
9 th Grade (6+ credits)	-	-	-	-

EARNING CREDIT FOR ALL COURSES, By Group/Program

Group/Program	Percent 9 th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
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	2019-20
K-5 th Grade	90	100	100	n/a
6-8 th Grade	100	100	100	n/a
9 th -12 th Grade	100	97	100	n/a

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	-	-	-	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	-	-	100	n/a
White	95	100	100	n/a
English Learner	-	-	-	n/a
Low Income	-	-	100	-
Special Education	-	100	100	-

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

DUAL CREDIT COMPLETION, By Grad Year

Grade	Percent of graduates completing at least one dual credit course with a B or higher			
	Class of 2017	Class of 2018	Class of 2019	Class of 2020
All Graduates	-	-	-	-

DUAL CREDIT COMPLETION, By Group/Program⁶

Group/Program	Percent of graduates completing at least one dual credit course with a B or higher			
	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Two or more races	-	-	-	-
White	-	-	-	-
English Learner	-	-	-	-
Low Income	-	-	-	-
Special Education	-	-	-	-

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of				
	2016	2017	2018	2019	2020
Graduating in 4 years	80.0	83.3	100.0	100.0	83.3
Graduating in 5 years	100.0	100.0	100.0	100.0	n/a
Graduating in 6 years	100.0	100.0	100.0	n/a	n/a
Graduating in 7 years	100.0	100.0	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of				
	2016	2017	2018	2019	2020
Asian	-	-	-	100.0	-
Black/African American	-	-	-	-	-
Hispanic/Latino	-	-	-	-	100.0
Two or more races	100.0	100.0	-	-	100.0
White	100.0	80.0	100.0	100.0	75.0
English Learner	-	-	-	-	-
Low Income	-	100.0	-	-	100.0
Special Education	-	-	-	-	100.0

⁶ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.-

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

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	73	-	-	-	-	68	-	-	44
Math Proficiency Rate	42	-	-	-	-	47	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	99	-	-	-	-	99	-	-	-
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	42	-	-	-	-	43	-	-	-

⁸ Washington School Improvement Framework measures compile data across three years (2017-2019) 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"> <thead> <tr> <th>Action</th> <th>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> </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, 2020 - Spring, 2021								
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 2021-2022 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, 2020 - 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	Move from a 55% self-reported sense of belonging at school to 80% for grades 3-5. Move from a 79% self-reported sense of belonging to 90% for grades 6 through 11.									
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 2019 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 2021</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 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 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 3-11.									

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 Nine Characteristics Survey.
	For school year 2020-2021, have community members and parents involved in the school where appropriate.	Spring 2021 measure in Nine 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
- Teaching digital literacy in both traditional and remote learning settings

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 not 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.⁹ 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 2020
	Parent Email including updated SIP.	November 2020

⁹ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>