

Emerson K-12

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 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.

¹ LWSD School Board Approval on <insert date>

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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		67	83	65	52
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	1.2%	0.0%	3.8%
	Asian	7.5%	7.2%	0.0%	0.0%
	Black/African American	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino of any race(s)	7.5%	6.0%	6.2%	3.8%
	Native Hawaiian/Other Pacific Islander	0.0%	1.2%	0.0%	0.0%
	Two or more races	10.4%	13.3%	13.8%	9.6%
	White	74.6%	71.1%	80.0%	82.7%
Students Eligible for Free/Reduced Price Meals (%)		11.9%	14.5%	3.1%	3.8%
Students Receiving Special Education Services (%)		14.9%	20.5%	15.4%	21.2%
English Language Learners (%)		3.0%	4.8%	6.2%	5.8%

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

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	MTSS										
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment										
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%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Action</th> <th style="width: 50%; text-align: center; padding: 5px;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Provide intensified support in math as determined by monthly learning plan meetings in collaboration with parents.</td> <td style="padding: 5px;">Monthly learning plan updates</td> </tr> <tr> <td style="padding: 5px;">Provide additional support for students on Wednesdays.</td> <td style="padding: 5px;">Attendance during Wednesday tutorials</td> </tr> <tr> <td style="padding: 5px;">Allocation of LEAP time for planning, collaboration, evaluation and assessment.</td> <td style="padding: 5px;">LEAP calendar</td> </tr> <tr> <td style="padding: 5px;">Professional Growth and Evaluation goals centered on Mathematical problem solving.</td> <td style="padding: 5px;">PGE logs</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	Professional Growth and Evaluation goals centered on Mathematical problem solving.	PGE logs
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Professional Growth and Evaluation goals centered on Mathematical problem solving.	PGE logs										
Timeline for Focus	Fall, 2021 - Spring, 2022										
Method(s) to Monitor Progress	<p>Progress will be monitored via unit tests, which include a problem-solving component, as well as the Fall 2021 and Spring 2022 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. This coupled with the ongoing pandemic has created 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	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	Review of SBA scores and current student progress.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide math tutorials on Wednesdays.	Look at SBA scores of students who attend Wednesday tutorials on a regular basis to determine if students increase SBA scores.
	Additional review at home including increased weekly spiral review.	Monthly learning plan updates in collaboration with parents.
	PGE Goals around math problem solving and communication.	Teacher monitoring with support from colleagues, PGE Log notes.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	<p>Progress will be monitored via in-class assessments, as well as the Fall 2021 and Spring 2022 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. This coupled with the ongoing pandemic has created limited data on entire cohorts of students. Also due to 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	Inclusion							
Alignment with Characteristics of Effective Schools	Supportive Learning Environment							
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> <p>We will use 2019 data due to the disruption of school in 2020 and 2021 due to the ongoing pandemic.</p>							
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Timeline for Focus	Fall, 2021 - Spring, 2022							
Method(s) to Monitor Progress	Student surveys reporting on student sense of belonging. This will be the Panorama survey for grades 3-11.							

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 Fall 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 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.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
	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.	December 2021
	Parent Email including updated SIP.	December 2021

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