

EMERSON K-12

School Improvement Plan

Annual Update: 2022-23

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) 392.550 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 decade, there have been at least 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) and WCAS (science assessment), administered each spring. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. Our size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

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.

2022-23 PRIORITIES AT A GLANCE

¹ LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics Problem Solving and Data Analysis	Grades 6-8	Move all students who scored below standard on their previous grade SBA to standard.
2	Mathematics Analyze Patterns and Relationships	Grades 3-5	Students will improve proficiency in their ability to analyze mathematical patterns and relationships.
3	Self-Efficacy	All school	Students will increase favorable perceptions of self-efficacy from 44% to 55% at the elementary level; and from 69% to 80% at the secondary level.

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	Problem Solving and Data Analysis										
Focus Grade Level(s) and/or Student Group(s)	Grades 6-8										
Desired Outcome	Move all students who scored below standard on their previous grade SBA to standard.										
Alignment with District Strategic Initiatives	MTSS										
Data and Rationale Supporting Focus Area	25%-50% of these students did not meet standard on the math SBA last spring (depending on grade level), additional formative data from this fall including FastBridge scores show several students performing below grade level proficiency measures.										
Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">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 planning, collaboration, evaluation and assessment.</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>Professional Growth and Evaluation goals centered on mathematical standards.</td> <td>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 planning, collaboration, evaluation and assessment.	Attendance during Wednesday tutorials	Allocation of LEAP time for planning, collaboration, evaluation, and assessment	LEAP calendar	Professional Growth and Evaluation goals centered on mathematical standards.	PGE logs
	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 planning, collaboration, evaluation and assessment.	Attendance during Wednesday tutorials									
	Allocation of LEAP time for planning, collaboration, evaluation, and assessment	LEAP calendar									
Professional Growth and Evaluation goals centered on mathematical standards.	PGE logs										
Timeline for Focus	Fall, 2022 - Spring, 2023										
Method(s) to Monitor Progress	Classroom based assessments, SBA practice, SBA spring scores, FastBridge MOY and EOY, PGE logs.										

Priority #2

Priority Area	Mathematics	
Focus Area	Analyze Patterns and Relationships	
Focus Grade Level(s) and/or Student Group(s)	Grades 3-5	
Desired Outcome	Students will improve proficiency in their ability to analyze mathematical patterns and relationships.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Review of SBA scores, FastBridge BOY, and current student progress indicate that students need more support in their ability to analyze patters and relationships.	
Strategy to Address Priority	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 planning, collaboration, evaluation and assessment.	Attendance during Wednesday tutorials
	Allocation of LEAP time for planning, collaboration, evaluation, and assessment	LEAP calendar
	Professional Growth and Evaluation goals centered on mathematical standards.	PGE logs
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Classroom based assessments, SBA practice, SBA spring scores, PGE logs, FastBridge MOY and EOY.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Self-Efficacy	
Focus Grade Level(s) and/or Student Group(s)	All-School	
Desired Outcome	Students will increase favorable perceptions of self-efficacy from 44% to 55% at the elementary level; and from 69% to 80% at the secondary level.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Fall 2022 Panorama scores indicate perceptions of self-efficacy are lower than other areas for EK12 students and this is an area of Professional Growth and Evaluation focus for all EK12 teachers this year across curriculum areas and grade levels.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Provide all-school (age appropriate) self-efficacy training and practice for all students.	Embedded in all classes.
	Provide explicit connection with parents during monthly WSLP meetings related to building opportunities for students to build self-efficacy during extension learning at home.	Monthly WSLP updates.
	Allocation of LEAP time for planning, collaboration, evaluation, and assessment.	LEAP calendar
	Professional Growth and Evaluation goals centered on mathematical standards.	PGE logs
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Climate survey results, spring Panorama data, teacher data tracking, PGE logs, WSLPs.	

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.² 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
	Updates in session newsletters	Ongoing each month
	Direct communication via intake conferences	Ongoing each month
	Annual survey	February 2023
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	January 2023
	Updates in monthly newsletters	Ongoing each month

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