

Emerson K-12

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Emerson K-12 (EK12) 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, Kindergarten through 12th graders can enroll at no cost. Core and enrichment/elective classes are generally offered two days per week, with parents extending instruction on the other days in partnership with EK12 certificated staff. Each student has an individualized learning plan that sets goals and tracks progress toward the achievement of LWSD and Washington State academic 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 more than 50 families. Emerson K-12 continues to grow and change each year.

Over time, the Washington 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 regularly reviewed and adjusted by the Washington State Legislature and the Office of the Superintendent of Public Schools (OSPI). 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, K-8 formative assessment data from FastBridge which is administered three times each school year, as well as high school credit accrual and graduation data. 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.

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.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ELA	Students in grade 4-5 who scored Level 2 in ELA SBA in Spring 2025	Students will improve proficiency in their ability to write to explain topics as measured by ELA SBA and curriculum-based assessments.
2	ELA	Students in grade 6-8 who scored Level 2 in ELA SBA in Spring 2025	Students will improve proficiency in their ability to write to explain topics as measured by ELA SBA and curriculum-based assessments.
3	SEL	All students in grades K-12	Students will report an increased sense of belonging at school as a critical foundation to success in all LWSD strategic initiatives (Inclusion, Equity & MTSS).

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	ELA	
Focus Area	Writing across content areas	
Focus Grade Level(s) and/or Student Group(s)	Students in grades 4-5 who scored Level 2 in ELA SBA in Spring 2025	
Desired Outcome	Students will improve proficiency in their ability to write to explain topics as measured by ELA SBA and curriculum-based assessments.	
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 express their ideas in writing across genres. ELA SBA Spring 2025 3rd grade: 25% scored Level 4, 25% scored Level 3 and 50% scored Level 2 4th grade: 60% scored Level 4, 20% scored Level 3 and 20% scored Level 2 LEVEL BY GRADE: ELA School Year 2025 Level L2 L3 L4 100% 50% 0% 25% 25% 50% 60% 20% 20% 3rd Grade 4th Grade	
Strategy to Address Priority		
	Action	Measure of Fidelity of Implementation
	Provide intensified support in writing as determined by monthly	Monthly learning plan updates

	learning plan meetings in collaboration with parents.	
	MTSS monthly team meetings	Referral and intervention process for any students of concern
	Provide additional support for planning, collaboration, evaluation, and assessment.	Attendance during Wednesday ELA
	Allocation of LEAP time for planning, collaboration, evaluation, and assessment.	LEAP calendar
	Professional Growth and Evaluation goals centered on Writing standards.	SGG goal documentation
Timeline for Focus	Fall 2025 – Spring 2026	
Method(s) to Monitor Progress	Classroom based assessments, SBA practice, SBA spring scores, SGG goal documentation, FastBridge MOY and EOY	

Priority #2

Priority #2																						
Priority Area	ELA																					
Focus Area	Writing across content areas																					
Focus Grade Level(s) and/or Student Group(s)	Students in grades 6-8 who scored Level 2 in ELA SBA in Spring 2025																					
Desired Outcome	Students will improve proficiency in their ability to write to explain topics as measured by ELA SBA and curriculum-based assessments.																					
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 express their ideas in writing genres. ELA SBA Spring 2025 5th grade: 40% scored Level 4, 20% scored Level 3 and 40% scored Level 2 6th grade: 40% scored Level 4, 40% scored Level 3 and 20% scored Level 1 7th grade: 50% scored Level 4, 33% scored Level 3 and 17% scored Level 2 LEVEL BY GRADE: ELA School Year 2025 <table><thead><tr><th>Grade</th><th>L1</th><th>L2</th><th>L3</th><th>L4</th></tr></thead><tbody><tr><td>5th Grade</td><td>0%</td><td>40%</td><td>20%</td><td>40%</td></tr><tr><td>6th Grade</td><td>20%</td><td>0%</td><td>40%</td><td>40%</td></tr><tr><td>7th Grade</td><td>0%</td><td>17%</td><td>33%</td><td>50%</td></tr></tbody></table>		Grade	L1	L2	L3	L4	5th Grade	0%	40%	20%	40%	6th Grade	20%	0%	40%	40%	7th Grade	0%	17%	33%	50%
Grade	L1	L2	L3	L4																		
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	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 Writing standards.	SGG goal documentation
Timeline for Focus	Fall 2025- Spring 2026	
Method(s) to Monitor Progress	Classroom based assessments, SBA practice, SBA spring scores, SGG goal documentation, FastBridge MOY and EOY.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	All school	
Desired Outcome	Students will report an increased sense of belonging at school as a critical foundation to success in all LWSB strategic initiatives (Inclusion, Equity & MTSS).	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Student climate survey data (Panorama) indicates more positive feelings than District averages, however, it is an area of relative weakness at EK12. Given our small size and focus on community, it is an area we're eager to address.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All-school engagement with students about meaning and key indicators of "belonging."	Embedded in academic core classes and during Advisory (secondary)
	SEL focus/traits of the month	Bulletin board in the main hallway
	Leadership class: school-wide events	Participation and formative data
	Dolphin on the month	Bulletin board highlighting students and their interests each month
	All teachers will provide opportunities for student choice in how they show content/skill competency in core content.	Samples of assignments and assessments that allow for some individualization and choice for students
Timeline for Focus	Fall 2025 – Spring 2026	
Method(s) to Monitor Progress	Survey data, common classroom activities, counselor reports, and parent input during monthly WSLP meetings.	

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 monthly newsletters	Monthly
	Direct communications via monthly WSLP progress meetings	Monthly
	Annual survey	February 2026 (estimated)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	January 2026
	Updates in monthly newsletters	Monthly
	Direct communications via monthly WSLP progress meetings	Monthly

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>