

Continuous Improvement Process Plan

Emerson K-12

10909 NE 53rd St.
Kirkland, WA 98033

425-936-2311

<http://www.lwsd.org/school/emk-12>

2017 -
2018



Nell Ballard-Jones, Principal
Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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, there are no costs to enroll. Core and enrichment/elective classes are generally offered two days per week and spans Kindergarten through 12th grade. In partnership with certificated staff, an individualized learning plan is created for each child 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. Emerson K-12 students are held to the same academic standards as students in other District schools and 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 Continuous Improvement Plan was designed to set goals and objectives to improve student learning as measured by the Smarter Balanced Assessment (SBA), Measurement of Student Performance (MSP) and End of Course Exam (EOC) that are 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 continue to intentionally focus on increasing our capacity to support parents in the transition to standards-based teaching, learning, and assessing using the new state standards for Math and English Language Arts and Next Generation Science Standards as the foundation for our standards-based work.

| Student Demographics | | |
|--|------|-------|
| Enrollment | | |
| October 2016 Student Count | | 103 |
| May 2017 Student Count | | 96 |
| Gender (October 2016) | | |
| Male | 48 | 46.6% |
| Female | 55 | 53.4% |
| Race/Ethnicity (October 2016) | | |
| Hispanic / Latino of any race(s) | 7 | 6.8% |
| Asian | 6 | 5.8% |
| White | 81 | 78.6% |
| Two or More Races | 9 | 8.7% |
| Special Programs | | |
| Free or Reduced-Price Meals (May 2017) | 7 | 7.3% |
| Special Education (May 2017) | 9 | 9.4% |
| Transitional Bilingual (May 2017) | 2 | 2.1% |
| Migrant (May 2017) | 0 | 0.0% |
| Section 504 (May 2017) | 8 | 8.3% |
| Foster Care (May 2017) | N<10 | |
| Other Information (more info) | | |
| Unexcused Absence Rate (2016-17) | 59 | 0.7% |

DISTRICT PERFORMANCE TARGETS

| Indicators <i>Note: Indicators based on state assessments</i> | | Baseline Performance 2014-15 | Baseline Performance 2016-17 | Target Performance 2018 |
|---|---|--|--|-----------------------------------|
| | | District | District | District |
| Early Literacy Development | % of Kindergarteners at benchmark on End-of-Year Literacy assessment | 87.2% | 89.6% | 95% |
| 3rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | 78.6% | 81.4% | 91% |
| | % of 3 rd graders meeting or exceeding state standards in Math | 80.5% | 82.8% | 92% |
| 5th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | 72.7% | 72.9% | 92% |
| | % of 5 th graders meeting or exceeding state standards in Math | 84.1% | 85.3% | 90% |
| | % of 5 th graders meeting or exceeding state standards in Science | 85.1% | 86.9% | 95% |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>)

| Indicators <i>Note: Indicators based on state assessments</i> | | Baseline Performance 2014-2015 | Baseline Performance 2016-17 | Target Performance 2018 |
|---|---|--|--|-----------------------------------|
| | | District | District | District |
| 8th Graders' on Track for Success | % of 8 th graders meeting or exceeding state standards in Literacy | 81.1% | 81.7% | 92.0% |
| | % of 8 th graders meeting or exceeding state standards in Science | 71.5% | 73.6% | 85.0% |
| | % of 8 th graders meeting or exceeding state standards in Math | 83.4% | 86.5% | 93.0% |

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

| Indicators <i>Note: Indicators based on state assessments</i> | Baseline Performance | Current Performance 2016-17 | Target Performance 2018 |
|---|-----------------------------|---------------------------------------|-----------------------------------|
|---|-----------------------------|---------------------------------------|-----------------------------------|

| | | District | District | District |
|---|--|-------------------------------|--------------------------|------------------------------|
| High School Students on Track for Graduation | % of 9 th graders earning 6.0 credits | 84% <i>2012</i> | 88.4% | 92% |
| | % of 10 th graders accumulating 12.0 credits | 74% <i>2012</i> | 83.6% | 90% |
| | % of 11 th graders meeting or exceeding state standards in Literacy | | 87.1% | 97% |
| | % of 11 th graders meeting or exceeding state standards in Math* | | 94.5% | 87% |
| | % of 10 th graders meeting or exceeding state standards in Biology | 79% <i>2012</i> | 85.50% | 90% |
| High School Students Graduating Future Ready | % on-time graduation rate | 88.6% <i>class of 2013</i> | 91.7% | 100% <i>class of 2018</i> |
| | % of 11 th and 12 th grade students enrolled in a dual credit college-level course | 83.2% <i>2014</i> | TBA | 95% <i>class of 2018</i> |
| | % of graduates enrolled in post-secondary institution within 2 years of graduation | 81% <i>class of 2012</i> | 80% <i>class of 2015</i> | 88% <i>class of 2018</i> |

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.

- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

| | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|-----------------|---------|---------|---------|---------|---------|---------|
| Early Literacy Development | % of K-2 at benchmark on End-of-Year Literacy assessment | K | 60% | 80% | 90.9% | | | |
| | | 1 st | 100% | 66.7% | 20% | | | |
| | | 2 nd | 75% | 66.7% | 100% | | | |
| 3rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | 45.4% | 50% | 83.3% | | | | |
| | % of 3 rd graders meeting or exceeding state standards in Math | 20% | 62.5% | 83.3% | | | | |
| 4th Graders' on Track for Success | % of 4 th graders meeting or exceeding state standards in Literacy | 28.5% | 37.5% | 71.4% | | | | |
| | % of 4 th graders meeting or exceeding state standards in Math | 14.2% | 25% | 57.1% | | | | |
| 5th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | 30% | 50% | 46.1% | | | | |
| | % of 5 th graders meeting or exceeding state standards in Math | 10% | 25% | 23% | | | | |
| | % of 5 th graders meeting or exceeding state standards in Science | 20% | 50% | 40% | | | | |

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

| | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---------|---------|---------|---------|---------|---------|---------|
| 6th Graders' on Track for Success | % of 6 th graders meeting or exceeding state standards in Literacy | 17.6 | 50 | 40 | | | | |
| | % of 6 th graders meeting or exceeding state standards in Math | 23.5 | 30 | 40 | | | | |
| 7th Graders' on Track for Success | % of 7 th graders meeting or exceeding state standards in Literacy | 38.4 | 57.1 | 80 | | | | |
| | % of 7 th graders meeting or exceeding state standards in Math | 23 | 28.5 | 60 | | | | |

| | | | | | | | | |
|---|---|------|------|------|--|--|--|--|
| 8th Graders' on Track for Success | % of 8 th graders meeting or exceeding state standards in Literacy | 50 | 58.3 | 77.7 | | | | |
| | % of 8 th graders meeting or exceeding state standards in Math | 25 | 33.3 | 44.4 | | | | |
| | % of 8 th graders meeting or exceeding state standards in Science | 31.2 | 58.3 | 77.7 | | | | |

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes*:

**Note that all scores below include “zero” scores for students who opted out of testing at each grade level. Scores for students who participated in testing are much higher than reflected when scores of non-testers are included.*

Data:

| | Goal | Achievement <small>(Achievement Level Descriptor)</small> |
|------------------------------|--|--|
| Literacy: K-2 Reading | All students performing at standard on DIBELS BOY assessment will maintain or increase scores by EOY DIBELS. | 91% of our kinders & 100% of our 2 nd graders were at/above standard in DIBELS EOY. We only had five 1 st graders at the end of the year and 2 were well below benchmark – one of those students qualified for an IEP in the spring. |
| Literacy: 3-5 ELA | All students performing at standard will maintain or increase levels. All students | 83.3% of 3 rd , 71.4% of 4 th & 46.1% of 5 th graders met/exceeded proficiency. |

| | | |
|--|--|---|
| | not performing at standard will increase proficiency level by .5. | As cohorts, both 4 th & 5 th graders improved scores. |
| Math: 3-5 Math | All students performing at standard will maintain or increase levels. All students not performing at standard will increase proficiency level by .5. | 83.3% of 3 rd , 57.1% of 4 th & 23% of 5 th graders met/exceeded proficiency. As cohorts, both 4 th & 5 th graders improved scores. |
| Science: 5th Science | 100% of 5 th graders will be proficient on spring MSP. | 50% of 5 th graders met/exceeded proficiency. |
| Literacy: 6-8 ELA | All students performing at level 1 or 2 will increase proficiency by one level. | 40% of 6 th graders, 80% of 7 th graders and 77.7% of 8 th graders meet/exceeded standards. |
| Math: 6-8 | All students performing at level 1 or 2 will increase proficiency by one level. | 40% of 6 th graders, 80% of 7 th graders & 44.4% of 8 th graders. |
| Science: 8th Science | 100% of students will be proficient on spring MSP. | 77.7% of 8 th graders met/exceeded standard. |
| Literacy: High School | 100% of students participating in the spring SBA will be proficient. | 100% of students met/exceeded standard. |
| Math: High School | 100% of students participating in the spring SBA will be proficient. | 86% of students met/exceeded standard. |
| Science: High School | 80% of students participating in the Biology EOC will be proficient. | 87% of students met/exceeded standard. |
| School Effectiveness: | Staff will work together with parents to implement the monthly learning plan updates, with the goal of 100% monthly submission. | This goal was met by year-end. |
| Attendance and Discipline: | Each LPA will have 100% completion rate of contacting parents of students who reach 5 unexcused absences/tardies. 75% of the staff will participate in professional development focused on helping students increase their meta-cognitive thinking & coping strategies to decrease classroom disruptions/off task behavior. | This goal was met. This goal was met. |

Narrative Reflection:

| Narrative Reflection | |
|--|---|
| Literacy: K-2 Reading | While DIBELS scores generally improve as the year goes on, we saw higher scores than in previous years – likely due to the change in our K-1 offerings/structure. |
| Literacy: 3-5 ELA | The majority of students who tested met/exceeded standard. Our 5 th graders scored lower than both 3 rd & 4 th graders. 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. |
| Math: 3-5 Math | The majority of students who tested met/exceeded standard. Our 5 th graders scored lower than both 3 rd & 4 th graders. 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. |
| Science: 5th Science | The majority of students who tested met/exceeded standard. Our 5 th graders scored lower than both 3 rd & 4 th graders. 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. |
| Literacy: 6-8 | Our middle school scores increased among tested students. As with elementary, we have ongoing challenges with large numbers of families who opt-out of state testing. |
| Math: 6-8 | While our 8 th graders passed at a fairly high rate, only 50% of tested 6 th & 7 th graders passed. There are likely multiple factors at play – the number of students who don't take the class at EK12 and opt-outs both contribute to low scores in this area. |
| Science: 8th Science | All of our tested 8 th graders passed the MSP, however, like in other areas scores were impacted by opt-outs. |
| Literacy: High School | 100% of high-schoolers who tested in the ELA SBA passed which shows consistent performance. |
| Math: High School | All but 1 of our tested math students met standard on the Math SBA. The student that did not meet standard did not take math at EK12. |

| | |
|-----------------------------------|---|
| Science: High School | While scores remain strong, we'll continue to monitor and adjust in this area based on new standards, new curriculum and a new state exam. |
| School Effectiveness: | Initiating monthly auto-generated reminders for parents about important deadlines/due dates seems to have been successful. Also reminding staff about their legal obligations, was helpful. |
| Attendance and Discipline: | The focus on proactive action steps on the part of teachers has helped improve both attendance and discipline referrals. |

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

| SMART Goals | |
|--|---|
| Literacy: K-2 Reading | 95% of K-2 students will meet proficiency standards on DIBELS end of year assessment. |
| Literacy: 3-5 ELA | 80% of students who take the ELA SBA will meet/exceed standard. |
| Math: 3-5 Math | 75% of students who take the Math SBA will meet/exceed standard. |
| Science: 5th Science | 80% of students who take the state science assessment will meet/exceed standard. |
| Literacy: 6-8 | 90% of students who take the ELA SBA will meet/exceed standard. |
| Math: 6-8 | 70% of students who take the Math SBA will meet/exceed standard. |
| Science: 8th | 85% of students who take the state science assessment will meet/exceed standard. |
| Literacy: High School | 95% of students who take the ELA SBA will meet/exceed standard. |
| Math: High School | 90% of students who take the Math SBA will meet/exceed standard. |
| Science: High School | 80% of students who take the state science assessment will meet/exceed standard. |
| On-Track Credits | 100% of students working toward an EK12/LWSD diploma will be on-track with credit accrual. |
| College & Career Readiness | 100% of 8 th -12 th graders will complete their grade level Career Cruising requirements. |
| Achievement Gap | 70% of special education students will meet grade level standard on one or more state assessment. |

| | |
|------------------------------|--|
| School Effectiveness: | Refine monthly reminders for parents about important deadlines/due dates to improve WSLP compliance. |
| Attendance: | Each WSLP Advisor will have a 100% completion rate of contacting parents of students who have reached 5+ unexcused absences/tardies. |
| Discipline: | 100% of staff will participate in professional learning focused on building student persistence and grit to decrease negative classroom behaviors. |

Annual School Goals: Academic

Generally, students who are enrolled at EK12 for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data. As is typical at EK12, we are focusing our goals on the individual students in our classes, not scores by previous cohorts or individual students.

Annual School Goals: Achievement Gap

Our special education students consistently score lower than general education peers, so last year we refined how SDI services were delivered (push-in model). This year, we'll continue to focus on getting these students to test so we have good data and can better address this achievement gap.

Annual School Goals: School Effectiveness

Monthly Written Student Learning Plans (WSLP) are a legal requirement so parent compliance with monthly progress reports is critical. This is a continuation of a goal we initiated a couple years ago and we still have room for growth. In addition to adjusting our automated monthly reminders, teachers are committed to more timely tracking of incoming reports.

Annual School Goals: Attendance

We selected this goal because regular and timely attendance impacts academic performance – especially when fact-to-face classes only meet twice per week. Including parents earlier in the process is critical to reinforcing positive attendance habits for student and parents alike.

Annual School Goals: Discipline

Because traditional school discipline is not a major concern at EK12, staff have elected to focus on student persistence (grit) when faced with challenging academic work as lack of grit can negatively impact classroom culture.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

| Goal Area | Literacy |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Monitor and analyze formative and summative assessment data. |
| <i>Professional Learning needed</i> | Peer collaboration. |
| <i>Resources needed</i> | Additional funding to support targeted assistance and release time to create specialized curriculum. |
| <i>Responsible individual or team</i> | EK12 teachers |

| Goal Area | Math |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Monitor and analyze formative and summative assessment data. |
| <i>Professional Learning needed</i> | Peer collaboration and ongoing professional development on new curriculum. |
| <i>Resources needed</i> | Additional funding to support targeted assistance and release time to create specialized curriculum. |
| <i>Responsible individual or team</i> | EK12 teachers. |

| Goal Area | Science |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Monitor and analyze formative and summative assessment data. |
| <i>Professional Learning needed</i> | Peer collaboration and training on new curriculum. |
| <i>Resources needed</i> | Additional funding to support targeted assistance and release time to create multi-age curriculum. |
| <i>Responsible individual or team</i> | EK12 teachers. |

| Goal Area | Attendance |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Communicate with parents by phone, email and in monthly progress meetings about the importance of regular and timely attendance. |
| <i>Professional Learning needed</i> | NA |
| <i>Resources needed</i> | NA |
| <i>Responsible individual or team</i> | EK12 staff |

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Email and direct communication during learning plan meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Email and direct communication during learning plan meetings, information meetings and posting the CIP on our website.