Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Edmonds eLearning Academy

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: Empowering students with flexible pathways to success.

School Vision: Authentic and Innovative Learning: Collaboratively preparing students for success in today's global community

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	127	NA	Two or More Races	16	12.6%
American Indian/Alaskan Native	0	0%	English Language Learners	6	4.72%
Asian	6	4.72%	Homeless/ McKinney-Vento	2	1.57%
Black/African American	6	4.72%	Low Income	57	44.88%
Hispanic/Latino	24	18.9%	Section 504	12	9.45%
Native Hawaiian/Other Pacific Islander	1	0.79%	Students with Disabilities	18	14.17%

White	74	58.27%	Student Mobility	25	19.69%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan:

Section II: Reflection & Evaluation of Prior Year's Progress
Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
High-Priority Goal #1: All full-time 12th grade students will meet their individual academic goals 60% of the time.	Planned 4 weekly preparation sessions to expose students to structure, features, and interface of tests. Practice tests and exploration time. State tests canceled, preparation sessions began in math, but not finished. The test prep sessions were targeted toward Juniors and Seniors who have not yet met the state testing standard. Each session was focused on a different key topic in Algebra I. The topics were presented in an overarching way to help students find connections and develop versatility. Students were given a short mini lesson on the topic with a focus on connecting key ideas through multiple representations. Example: finding connections between tables, graphs, equations and conceptual problems. The teacher also met with the same group of students one on one by request to work on specific areas, practice ACT prep questions and assist in registering students for the ACT.
High-Priority Goal #2: All Part-Time students will meet their individual academic goals 77% of the time.	EeLA teachers and support in all 4 district high schools 5 days a week, 3 hours a day, in a variety of subjects. This worked well for reaching some students who were less able to visit our Student Learning Center on our campus in person. In addition, we were able to provide orientations, tutoring, and testing on students' own campuses.
High-Priority Goal #3: All full-time 9th, 10th, & 11th	*. Five members of the ILT attended OSPIs MTSS Fest in April 2020. *. Work with Edgenuity rep - on looking at data points *. Numbers of

grade students will meet their individual academic goals 88%, 86%, and 77% of the time respectively.	students in each tier measured by each teacher weekly and corresponding supports provided.

How has the progress described above informed your school's improvement planning for this school year?

The work above helped us decide to move the focus of our work to a more intensive study of MTSS or Multi-Tiered Systems of Support. We determined we need to learn more about MTSS and work this first year to begin creating MTSS for Edmonds eLearning Academy students.

Ultimately, as an online school, it would seem that the closure last spring and this fall would have little impact on our work as a staff and with our students. In reality, it has been difficult keeping students engaged in their learning process. We are continuing to move forward with our study of MTSS, with the understanding that we may need to adjust expectations as we go based on the realities of the day-to-day circumstances with our students and faculty.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength
1. The vision of Edmonds eLearning Academy is to allow students flexible pathways to academic success. Students are able to set a work schedule that fits their individual needs. Students are encouraged to access their teachers in the Student Learning Center and in our satellite classrooms for individualized instruction and support. Teachers are available to students daily, in-person or virtually, allowing for differentiation based on student's needs.
2. Teachers closely monitor student progress to intervene early using the Tiered Academic Intervention process. Weekly contact is closely tracked and a followed-up by email sent to families and students using the internal SIS system after every intervention meeting with the specific plan for the student.
3. Our Students of Concern group meets weekly to provide specific wrap-around supports and interventions for students referred to Tier 4 in the Tiered Academic Intervention system. This group gets to know students and families on a personal level, identifying specific needs and supports necessary for creating a plan of support for individualized implementation.
4. As a 1:1 Chromebook district, all students have access to the needed technology.

Areas of Needed Growth
1. Graduation Rate
2. Emotional well-being of all of our students (SEL)

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

1. **Graduation Rate:** Our analyses indicate needed improvement to graduation rates. As we examined the issue, we identified a correlation between course completion rates and graduation rates. One challenge that impacts our graduation rates is that a portion of our graduating seniors return to an on-ground school during the last semester in order to have that school's name on their diploma. This reduces our graduation rate. In spite of Edmonds eLearning Academy being an accredited school by OSPI, some students and families still view diplomas with alternative school names on them as not as credible as traditional schools.

   Additionally, many of our students come to us credit deficient and require additional academic coaching and support around academic success and habits of mind. This additional support aids students in graduation who otherwise may have been district drop-outs, but the process of this academic coaching takes time and results in a later graduation date than the traditional 4-year timeline. Teachers need to implement the tiered academic intervention system with fidelity.

2. **Emotional well-being of all of our students:** Our analyses indicate needed improvement in creating a support structure across our school for helping students who are experiencing high anxiety and school refusal. An area that could help support social-emotional learning and trauma-informed practices is to engage staff in training around these two topics. Some specific student needs that we can then explore support for are a lack of stable housing, lack of internet access, food insecurities, physical health problems, and mental health/addiction support.

C. Additional Data Required

State Participation Rate: 95% participation required

❏ **Area of Strength (95% or more participation)**	● **Area of Opportunity (less than 95% participation)**

> **If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:**
>
> Edmonds eLearning staff identify students who need to take the SBA, they are told the dates at orientation, and reminded one month prior, two weeks prior, one week prior and the day before testing. An alternative testing date is provided for those students who cannot make the all-school testing date.

Section IV: Theory of Action

Theory of Action: If we, the staff of Edmonds eLearning Academy, create a multi-tiered system of support to help all students find and maintain their success at Edmonds eLearning Academy, then we expect to see students completing their courses on time with higher overall grades, and increased on-time graduation rates.

Rationale: In a Multi-Tiered System of Supports, teachers identify students in need of additional targeted support from instructional staff. The ISTE Standard #7 for Educators states, "*Educators understand and use data to drive their instruction and support students in achieving their learning goals.*" This is also supported in the Danielson Framework Criterion 3, "*Recognizing individual student learning needs and developing strategies to address those needs.*" Our tiered system allows educators to differentiate their instruction and support based on student needs.

In addition to the Educator Standards, the Washington State Educational Technology Learning Standards #1a states, "*Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes*." The protocol supports the implementation of this standard by helping students develop autonomy by setting individualized learning goals with the support of the instructional staff based on their specific academic needs.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

1. Revise, redefine, and commit to the vision and mission of Edmonds eLearning Academy based on the direction/expectations of the Edmonds School District with 100% of staff through the 20-21 school year.
2. To increase Tier I core instruction and teachers' instructional practice toolkit focused on grade-level standards so that 80% of students will be on track to graduate; 100% of students will have an HSBP by June 2021 using daily, weekly, monthly, and trimester check points.
3. To create and implement clear and concise supports for students in need of Tier 2 and Tier 3 MTSS supports with approximately 15% of the student population receiving Tier 2 level supports

and 5% of the student population receiving Tier 3 supports by June 2021 using weekly, monthly, and trimester checkpoints.

Section VI: Action Plan

Plan for 2020-21:

Activity	Timeframe for Implementation	Lead(s)	Resources
1a) Baseline: executive summary - where are we now i) Student Data ii) Danielson Indicators iii) Comparative data with Alternative Schools: team visited sites to observe indicators that supported student learning and success 1) graph: time on campus, connection time with kids, (see specifics in observation notes) iv) Teachers knowledge of current vision and mission	1a) Complete Executive Summary by July 15 1.ai) July 15-30	Principal	1a) Executive Summary ● Observational data from site visits ● Student data from 19-20 school year prior to March 12

1b) Strategies effective July 15
   i) Who are Edmonds eLearning and what are district expectation
   ii) Parents/students/staff - envision what you believe online schooling should be
     1) what do you see of our school 5 yrs/10/yrs from now
     2) qualitative data
	1bi) July - August 2020
	
	 1bii) June 2020
		Principal	1bii) Create survey

1c) Creating clarity and consensus regarding the vision and mission of the school (using the Polarity framework)	Winter 2020	Principal + Instructional Leadership Team	TBD through process
1d) Possible next steps resulting from the clarity and consensus	Spring 2020	Principal + Instructional Leadership Team	
2a) Annual: Development of 9-12 High School and Beyond Plan with students/families .	The routine identified below reinforces high-leverage practices: 2a) Annual: Development of 9-12 High School and Beyond Plan with students/families	2a) Lead: counselor Members: teachers, students, and families	Professional learnings on the use of ● OSPI resources and expectations ● Grade-level standards to drive the development/alignment of curriculum ● High School and Beyond Plan

			● data collection and analysis ● expected routines and instructional practices as part of toolkit
2b) Trimester: Teachers are monitoring student learning with at least 80% of students on track and completed assignments	2b) Trimester: Teachers will monitor student progress throughout the trimester, keeping students on track, using a tiered system of intervention*	2b) Leads: Principal and Instructional Leadership Team Members: teachers, counselor, office personnel, students and families	
2c) Monthly: Teachers are monitoring student learning with at least 80% of students on track and completed assignments	2c) Monthly: Teacher updates Instructional Leadership Team of student progress	2c) Lead: Teachers Members: Instructional Leadership Team, counselor, students and families	
2d) Weekly: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	2d) Weekly: instructional monitoring of Student Learning Plan to design specific strategies to support students	2d) Lead: Teachers, Principal, and Office Personnel Members: teachers, counselor, students and families	
2e) Daily: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	2e) Daily: Teachers actively engaged with individual students	2e) Lead: Teachers Members: Principal, students, and families	

3a) Monthly: ongoing training for all staff on MTSS supports and structures. training of staff on what MTSS is inventory of current tools/practices in Tiers 2 and 3 data collection and usage different support systems differentiate instruction for individual students	**3a)** **August:** Training and data collection (inventory, and staff work to identify tiered support systems present in the school) **September - November:** Staff Meeting Trainings **December**: Data collection (inventory) **January- February:** Staff Meeting Trainings **March**: Data collection (inventory) **April: -May**: Staff Meeting Trainings **June**: Data collection (inventory)	3a) Lead: MTSS Lead & Principal Team members: Instructional Leadership Team	Professional learnings on the use of ● OSPI resources and expectations ● MTSS Training for staff ● data collection and analysis training
3b) Monthly: Teachers will report the number of students in Tier 2 and Tier 3 supports and length of time student needed supports to ILT.	3b) Monthly: Teachers will report the number of students in Tier 2 and Tier 3 supports and length of time student needed supports to ILT.	3b) Lead: MTSS Lead & Instructional Leadership Team Team members: Teachers & Counselor	
3c) Weekly: Teachers will meet with Tier 2 and Tier 3 students each week providing individualized supports based on student need.	3c) Weekly: Teachers will meet with Tier 2 and Tier 3 students each week providing individualized supports based on student need.	3c) Lead: Teachers Team members: Students & Families	
3d) Daily: Teachers will implement Tier 2 supports for students reducing the length of time students need support and lower the need to increase supports to Tier 3.	3d) Daily: Teachers will implement Tier 2 supports for students reducing the length of time students need support and lower the need to increase supports to Tier 3.	3d) Lead: Teacher Team members: Students & Counselor	

Plan for Years 2 & 3:

2021-2022:
- **EeLA will implement and adjust our new Multi-Tiered System of Support**
- **Continue to provide professional development opportunities to increase understanding of the MTSS system**

2022-2023:
- **EeLA will continue to implement, evaluate, and adjust our Multi-Tiered System of Support**

Section VII: Grade Level/Specialist/Department Goals

Department: English

Goal: Help students earn credit in English courses by customizing courses in order to:

- Better engage students
- Scaffold writing assignments
- Align our curriculum, especially major assessments, with district curriculum
- Give students more specific and formative feedback to improve their writing
- Support academic integrity via Turnitin.com

We will measure this formatively by:

- Targeted interviews with FT students who have taken uncustomized Edmonds eLearning English courses in the past to evaluate midway through the courses

We will measure this summatively by:

- Targeted interviews with FT students who have taken uncustomized Edmonds eLearning English courses in the past to evaluate at the end of the course
- At the end of the year, compare major assessments in our courses to district curriculum
- On-demand essays for finals instead of multiple-choice Edgenuity finals
- Compare incidents of plagiarism this year vs. last year

Action steps we will take to meet our goal:

We, as English teachers, have formed a PLC centered around customizing the 7th and 8th grade English courses. Additionally, we are working to customize all 9-12th grade English courses. Included in this customization will attempt to further align with district curriculum.

Technology — this is how we will use technology to support meeting our goal:

We will have students submit all major writing assignments to Turnitin.com to help ensure academic integrity. Additionally, we will utilize the customization tools within Edgenuity.

Department: Mathematics

Goal: To better assess student learning and to intervene earlier if students are not learning.

We will measure this formatively by:
- A paper midterm exam is given after the first two or three units in each math course.

We will measure this summatively by:

- A paper cumulative exam is given at the end of each math course.

Action steps we will take to meet our goal:

- Create, proctor, and evaluate student math learning via paper midterm and cumulative exams.
- Create and administer an intervention plan based on assessments. Steps include:
  - teacher-graded extended response problems with partial credit (instead of multiple choice)
  - resetting review assignments,
  - resetting other course content as necessary based on student results,
  - one-on-one tutoring, support, and reteaching based on student results.

Technology — this is how we will use technology to support meeting our goal:

Use the Edgenuity platform to reset course content as necessary based on student assessment results, use enrollment data to send targeted communication to students who need help getting caught up, use weekly progress reports, emails, and phone calls to communicate with students, parents, and counselors about student progress in courses, invitations for individual help, and strategies for academic success.

Department: Science

Goal: Increase student's credit completion in science courses by including ample opportunities for active student engagement in the Sciences. Creating and offering multiple opportunities to engage our students with active in-person Science labs and course content. These labs are open to both Science students and non-science students alike.

We will measure this formatively by:

- Student attendance at Science labs will increase compared to previous years
  - It will include 100 percent of full-time attendance (at some point during their course)
  - at least 20 percent attendance for part-time students (who are usually at a different campus)
  - At least 50% of student attendance from the Student Learning Center that day.

We will measure this summatively by:
- Checking for understanding by comparing pre and post lab knowledge to current Edmonds School District standards and Next Generation Science Standards.
  - Completed at the start of each lab as part of a learning objective.
  - Follow up will be conducted at the end of each lab with a post-lab overview and discussion.

Action steps we will take to meet our goal:

- Creating and offering multiple opportunities to engage our students with active in-person Science labs and courses. These labs are open to both Science students and non-science students alike.
- Requiring full-time science students to attend at least one in-person lab during their course.
- Differentiating lab delivery, instruction, and layout to engage students of varied learning styles.

Technology — this is how we will use technology to support meeting our goal:

- A variety of techniques will be used to better engage students at science workshops. Technology will be used whenever possible, and especially when mapping, data tracking, and global science issues are in mind.
- A shortlist will include pressure and temperature gauges, altimeters, torque wrenches, measuring tapes/rulers/micrometers, digital scales, laser rangefinders, GPS for both data tracking and earthquake I.D., O_2 and CO_2 sensors, and ultraviolet lights.
- When technology is a limiting factor, physical manipulatives will be used in its place. I will continue to increase the use of tangible natural materials, supplies, and overall use of the outdoors to further increase student engagement beyond the limitations that the built environment can sometimes present.

Department: Social Studies

Goal: Help students earn credit in Social Studies courses by customizing courses.

 We will measure this formatively by:

- Success in accessing and completing the customized assignments.

We will measure this summatively by:

- Success in passing the class, since passing the customized assignments is a significant percentage of their total grade.

Action steps we will take to meet our goal:

- Create and embed into courses assignments that are more relevant to students
- Add student choice to assignments by providing multiple options for students to demonstrate their learning
- Conduct an exit survey at the end of the course to gain student feedback on customized assignments/lesson

Technology — this is how we will use technology to support meeting our goal:

Courses take place almost entirely online. Students take lessons and submit assignments through the Edgenuity platform. Customizations will utilize Google apps such as docs, slides, and draw.

Department: Career and Technical Education

Goal: Help students earn credit in CTE courses by:

- Scaffolding for math-related courses/assignments
- resetting/multiple attempts for project assignments with failing scores
- Increase academic integrity via online tools

We will measure this formatively by:
- Measure: number of students with further opportunities on Projects throughout each course S1 versus S2

We will measure this summatively by:

- The project at the end of courses that involves learning objectives from multiple units
- Financial Algebra academic calendar semester 1 (S1 course) vs Academic semester 2 (S1 course)

Action steps we will take to meet our goal:
- When a student fails a project, offer a reset with specific feedback to encourage students to make changes and turn in.
- Run larger written responses through grammarly.com or turnitin.com

Technology — this is how we will use technology to support meeting our goal:
- use grammarly.com and turnitin.com