

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Edmonds eLearning Academy

Year: 2017-18

School Theory of Action/Target Area

If we develop and implement a comprehensive family support program and communicate student expectations clearly then students will demonstrate greater academic achievement.

- eLearning teachers and staff will provide one on one support through the orientation process. This process includes supporting our families with our parent portal, understanding the student expectation form, and the support systems in place to help with academic success.
- The EeLA Principal and Counselor along with a teacher will be responsible for full time family orientations. This will include parent/family support and strategies, review of the attendance policy, and academic support of our students by the counselor. IEP/ELL students will have an added support by our IEP/ELL Coordinator at the orientation.
- All full time students are required to schedule a two hour appointment in the Student Learning Center. This allows for our teachers to prepare to meet with specific students and support them academically. Student attendance is based on this appointment.
- eLearning teachers will provide learning workshops for all eLearning students to engage and motivate students in either specific subjects or in areas of interest to our students.
- eLearning teachers will be customizing their online courses to provide more choice with the purpose of engaging our online students.
- eLearning teachers will create a culture of learning by conveying an expectation of high levels of student effort and by demonstrating a high regard for students' abilities.
- eLearning teachers will work with students in the Student Learning Center to learn how to set realistic goals, meet their academic goals, manage their time using their assignment calendar and practice self-advocacy.
- eLearning teachers will give focused feedback to students as frequently as possible to enrich the curriculum for the students, improve student learning, and to build relationships.
- eLearning staff will continue supporting trauma informed practice by utilizing a social-emotional team to identify students of concern and PBIS supports and interventions.

Whole School Achievement Goal- As a result of this action:

Compared to 32.56% of 4 year graduation cohort and 46.5% in 2017, 35% of the 4 year cohort and 50% of the 5 year cohort will graduate in 2018.

Achievement Gap:

- **Measurement/Assessment:** Our current 11th graders will earn at least 3 credits in the 2017-18 school year.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
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Comparison Group A 9th Grade Full Time Students	All current 9th graders are starting at 0-1 credits.	50% of our current 9th grade class will earn at least 5 credits or more by June 2017..
Comparison Group B 11th Grade Full Time Students	12.5% of full time 11th graders have earned at least 10 credits.	30% of our full time 11th graders will earn at least 4 credits or more by June 2017.
All Students All Full Time Students	Our current 4 year graduation cohort is 32.5% and our current 5 year cohort is 46.5%	35% of our 4 year cohort and 50% of the 5 year cohort will graduate in 2018.

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.10

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

%

Specific Strategic Direction Indicators of Focus:

% of 11th graders meeting or exceeding grade level standards in English Language Arts (SBA)

% of 11th graders meeting or exceeding grade level standards in Math (SBA)

% of Students meeting or exceeding grade level standards in science.

% of Students graduating on time.

% of Students graduating in 5 years.

% of 9th graders with at least 5 credits by the end of the year.

% of 10th graders with at least 10 credits by the end of the year.

% of 11th graders with at least 16 credits by the end of the year.

% of 8th graders who have completed Algebra I by the end of the school year.

% of 9th graders who have completed Algebra I by the end of the school year.

% of positive parent responses to the parent satisfaction survey.

% of positive student responses to the school climate survey.

% of parents, staff, and students with a positive response to the satisfaction survey (equity factor)

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School Vision/Mission: The Edmonds eLearning Academy strives to provide students with a comprehensive online high school and middle school education and to prepare students with twenty first century skills. We provide one on one instruction from certificated teachers in our student learning center. As educators, we individualize student curriculum to maximize their academic potential. Online learning coupled with the high expectations of our school allows students to create a schedule which works to meet their specific needs.

- Deliver a high quality, first-rate online program to all of our students.
- Support our students and families with compassion and flexibility to meet their individual needs.
- Create an atmosphere of high expectations
- Help students reach their educational and personal goals.
- Provide a safe and caring learning environment for all of our students.
- Instill the belief in all students that they can be successful in school.
- Foster important skills such as self-management and advocacy in students that will support their goals beyond high school.
- Celebrate the small successes.

School Demographics:

80 Students (October 2017 Homeroom Demographics)

Gender: 41 females and 39 males

Hispanic/Latino: 10%

Asian: 6%

White: 68%

2 or more races: 8.8%

American Indian/Native Alaskan/Pacific Islander: 2%

Black/African-American: 2%

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Free and Reduced Lunch: 36.25%

Special Education: 6.25%

504: 11.25%

On Time Graduation Rate: 32.56%

5 year cohort: 46.5%

Parent, Family, and Community Involvement in this Plan:

Parent and Family Survey, District Survey, About Me Survey from Students, Making this document available to our families for reference and feedback.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

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|---|---|--|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input type="checkbox"/> Discipline Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

● Increased graduation rate for both 4 year and 5 year cohorts.
● Ability to meet students where they are currently and scaffold learning to meet common core standards.
● My Path- supplemental course to support struggling students in the area of reading and math.
● Testing- improved attendance and preparation for state testing.
● Flexibility of learning opportunities.
● Improved support of our full time students and families: More through full time orientation, better monitoring tools for parents and instructions on how to utilize these tools to support their student, creation of workshops to engage students in their learning.
● Positive relationships and rapport with students and families utilizing our Family support advocate and Trauma Informed Practice.

Prioritized areas of opportunity or greatest challenge based on the data:

1. Completing enough credits in a school year to meet on time graduation rates.

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2.	Students entering eLearning severely credit deficient and/or not meeting standard on state testing.
3.	Student engagement in their school work and school community.
4.	Students spending enough time on their coursework to make academic progress.
5.	Students attending and passing their state testing (approximately 50% this school year)

State Participation Rate: 95% participation required

Area of Strength (95% or more participation)	Area of Opportunity (less than 95% participation)
	<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school ye</p> <p>Teacher leaders in math and ELA will be mentoring students that have not yet met state standards. This includes working with the students on test taking strategies, test prep, and the use of our curriculum for assessments to review gaps in student learning in these areas. We have an experienced testing coordinator that is working on early interventions with our full time students and discussing testing options especially for graduating seniors. Later and flexible testing times also meets the needs of our students.</p>

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

English Goal: English Teachers will increase engagement in the English courses by customizing readings, activities, and projects with the goal of increasing student interest and motivation.

Math Goal: Math teachers will increase the quantity and quality of feedback by giving specific responses to problems missed on tests and quizzes for all math students. Continuing to improve support through communication, tutoring, workshops, and / or customizations.

Social Studies Goal: Social Studies teachers will intervene early and regularly with students who are showing signs of academic struggle. By providing this formative support, students will make greater progress in courses, resulting in more credits earned on time.

Science Goal: Science Teachers will support student learning in science particularly with analyzing and interpreting data to write conclusions, which align with the NGSS science and engineering practices. Focus on ensuring that their conclusions are supported with evidence and the use of teacher feedback.

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Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<ul style="list-style-type: none"> ● Students are required to attend the student learning center during an assigned two hour weekly appointment. This allows our teachers to prepare for students and to better support student learning. ● Parent support- a thorough parent orientation including understanding the monitoring tools that they have access to. ● Teachers will monitor and intervene with each student in the SLC by discussing their goals, where they are struggling and utilizing the data from our student information system to provide specific feedback. ● My Pathways will be utilized for students as a supplemental support for math, reading, and writing skills. Students will be assigned this program if through their state testing results, a past failed course in English or Math, or the teacher feels it is necessary to strengthen specific skills. These courses are also used to support our special education students. ● On going interventions will be utilized through our social emotional team (trauma informed practice) and academic interventions. 	<p>On Going</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>EeLA allows has several options for students including Honors in most areas and AP. Our teachers also have the ability to customize courses to increase the rigor of a course. Students can work at their own pace so students can complete courses before the semester and be enrolled in another course.</p>	<p>On Going</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions</p>	<p>Our staff has been involved for over a year with work on Trauma Informed Practice. We have a social-emotional team that meets twice a month to identify students of concern and to identify</p>	<p>On Going</p>

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<p>that allow for effective teaching and learning to take place.</p>	<p>appropriate interventions for these students. Our goal as a staff is to focus on and support our full time families. We do this by meeting the student where they are academically and treating all students as individuals. With the help of the Student Support advocate we are in a better position to eliminate barriers to our students learning goals.</p>	
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<p><i>Learning Opportunities Provided for Staff Specific to the School Target</i></p>	<p><i>Description of the Learning Opportunity</i></p>	<p><i>Schedule</i></p>
<p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Our staff is currently collaborating around a book called “Best Practices of Online Teaching”. We completed a book study this summer and took concepts from the book to focus on this school year for collaboration and evaluation. The two main goals is feedback and building relationships. Our teacher’s student growth goals are based on these two themes. Five staff members are also presenting and attending the iNacol Symposium which is one of the largest online conferences in North America. Working with other online and blended learning educators across the country will help inform our practice. Lastly, our work with our software company and customization allows for more choice for our students in an online environment. The goal of customization is to improve engagement and motivation of our students.</p>	<p>On Going. On Going</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>PLC work with Best Practices of Online Teaching. Trauma Informed Practice and PBIS Interventions. Teacher Leadership roles that impact our school directly. Collaboration with colleagues around the district. Conferences and visits to other online schools.</p>	<p>On Going.</p>

