

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

School Name: Edmonds eLearning Academy Year: 2018-19

School Theory of Action/Target Area If we develop and implement a comprehensive family support program and communicate student expectations clearly and consistently 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.
- 11th and 12th grade students are required to schedule a two hour appointment per week in the Student Learning Center. 7th-10th graders are required to schedule two days for two hours each 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. Our math teachers are utilizing workshop time to meet with eLearning part time students at their building.
- eLearning teachers continue 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.
- eLearning teachers are using a structured 4 tier academic intervention system to provide early and ongoing academic supports for all eLearning students.
- eLearning teachers are providing daily hands on "labs" to support students in specific areas such as writing, science, math, social studies, and career and technical education.
- eLearning is working with other district schools to provide credit retrieval programs within schools.

Whole School Achievement Goal- As a result of this action: Compared to 26.10% of 4 year graduation cohort in 2018, 36% of the 4 year cohort will graduate in 2018. **Note- 5th year cohort information will be inserted once it is prepared by OSPI in Jan.**

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Achievement Gap:

➤ Measurement/Assessment: Our current 10th graders will earn at least 6 credits in the 2018-19 school year.

Student Group Current % Successful Goal % Successful Comparison Group A 10th Grade Full Time Students

All current 10th graders are starting at 1-6 credits.

50% of our current 10th graders will earn 6 credits or more by June 2018

Comparison Group B Part Time Students

82% of our part time students earned credit with eLearning during the 2017-18 school year.

87% of part time students will earn credit with eLearning during the 2018-19 school year. All Students All Full Time Students

Our current 4 year graduation cohort is 26.10% and our current 5 year cohort is (see note above)

36% of our 4 year cohort and (see note above) of the 5 year cohort will graduate in 2019 .

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: 75% of 11th graders meeting or exceeding grade level standards in English Language Arts (SBA) 50% of 11th graders meeting or exceeding grade level standards in Math (SBA) % of Students meeting or exceeding grade level standards in science. 36% of Students graduating on time. % of Students graduating in 5 years. 50% of 9th graders with at least 5 credits by the end of the year. 50% of 10th graders with at least 10 credits by the end of the year. 30% of 11th graders with at least 16 credits by the end of the year. 0% of 8th graders who have completed Algebra I by the end of the school year. 75% of 9th graders who have completed Algebra I by the end of the school year. 90% of positive parent responses to the parent satisfaction survey. 90% of positive student responses to the school climate survey. 80% of parents, staff, and students with a positive response to the satisfaction survey (equity factor)

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School Mission/Vision:

“Empowering students with flexible pathways to success.”

- 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 and high engagement.
- 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:

132 (May 2017 OSPI Report Card)

Gender: 54.3% females and 45.7% males

Hispanic/Latino: 10%

Asian: 6%

White: 69%

2 or more races: 12.9%

American Indian/Native Alaskan/Pacific Islander: 2%

Black/African-American: 2%

Free and Reduced Lunch: 31.8%

Special Education: 6.25%

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504: 13.6%

On Time Graduation Rate: 26.10

5 year cohort: N/A

Parent, Family, and Community Involvement in this Plan:

Parent and Family Survey (Fall and Spring), District Survey, Equity Team, 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.

State Assessments District Assessments

School Assessments Classroom Assessments SAT/ACT AP/IB/CHS/Tech Prep

CTE Industry Certification

Graduation Rate Attendance Data Other: Discipline Data

Staff Perceptual Data

Student Perceptual Data Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

- Consistent and clear communication with students and families about expectations
- 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 thorough 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. 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.

Trauma- Students coming to us severely trauma impacted

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6. 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)**

If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year 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 meet the needs of our students.

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

Math Student Learning Goal: Between September and May, students will utilize a combination of course content, other online resources, our Student Learning Center, one-on-one tutoring, and workshops to complete 100% of their course content, take their final exams, and earn a cumulative score of at least 60% to earn full credit in their math courses. We will measure this Formatively by: Students will log in and make progress at least once every 5 school days Students will make substantive communication about their course progress with their math teacher at least once per week Students will complete all instruction, practice, online content, labs, assignments, projects, and quizzes in their course Students will practice note taking both online within their course and in notebooks Students will practice using a combination of writing equations, making tables, making graphs, and drawing sketches to solve problems We will measure this Summatively by: Students will complete a quiz for each lesson Students will complete a test for each unit Students will complete a final exam for the course Action steps we will take to meet our goal: Monitor student progress and communicate weekly with students Provide written feedback on student work when appropriate Provide common curriculum and assessments for like courses Require that full-time students spend at least 2 hours per week in our Student Learning Center Provide students with additional attempts to meet standard on quizzes and tests when necessary

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Communicate with parents when students fall more than 20% behind in their course

Technology-This is how we will utilize technology to meet our goal: Student courses hosted by Edgenuity website Student information and progress data managed by Genius / SIS system online Student final grades and attendance recorded in Skyward District email and message platform within SIS to communicate with students and parents Remind and automated calling system to communicate with parents and students Electronic Newsletter to inform students and parents about our school, available resources, and upcoming events District Implementation of utilizing Canvas. We are working with our software provider on how we can utilize Canvas with our current system.

English Department Goal: Student Learning Goal: Between September and June, students will utilize a combination of course content, other online resources, our Student Learning Center, one-on-one tutoring, and workshops to complete at least 80% of their course content and earn a cumulative score of at least 60% to earn full credit in their English courses.

We will measure this Formatively by: Students will log in and make progress at least once every 5 school days Students will make substantive communication about their course progress with their English teacher at least once per week Students will complete all instruction, practice, online content, assignments, projects, quizzes, and tests in their course Students will practice using a combination of brainstorming, drafting, revising, and editing to write essays

We will measure this Summatively by: Students will complete a quiz for each lesson Students will complete a test for each unit Student will write at least three essays per course

Action steps we will take to meet our goal: Monitor student progress and communicate weekly with students Provide written feedback on student work when appropriate Provide common curriculum and assessments for like courses Require that full-time students spend at least 2 hours per week in our Student Learning Center

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Provide students with additional attempts to meet standard on quizzes, tests, and essays when necessary Communicate with parents when students fall more than 20% behind in their course Customize course readings and activities as necessary to better align with student interests and needs

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Social Studies Goal: During the 2018-19 school year students will utilize their individualized online courses, individual and small group supports such as tutoring and working with their teacher, and workshops to complete 100% of their course content, pass their cumulative exam, and earn an overall grade of at least 60% to earn full credit in their Social Studies courses.

We will measure this formatively by checking that students are doing the following: Students will log in and make progress at least once every 5 school days Students will communicate about their course progress with their Social Studies teacher weekly Students will engage in note taking that is accessible by their teacher Students will complete short assignments and 'check for understanding' questions partway through their lessons Students will complete all instruction, assignments, quizzes, writing workshops, projects, and tests in their course, earning a minimum of 60% on each

We will measure this summatively by: Students will complete an assignment or quiz for each lesson Students will complete a project or test for each unit Students will complete a final project or final exam for the course

Action steps we will take to meet our goal: Monitor student progress and communicate weekly with students Provide written feedback on student work when appropriate

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Provide common curriculum and assessments for like courses Require that full-time students spend at least 2 hours per week in our Student Learning Center Communicate with families when students fall more than 20% behind in their course

How we will utilize technology to meet our goal: Student coursework will be primarily on the Edgenuity platform Parent portal for the Edgenuity platform allows parents to check student time and progress in real time Utilize our SIS messaging system as the primary mode of communication with student and families Student information and data tracked and stored on our online database or SIS GAFE will be utilized to host workshops and for students to perform word processing and multimedia presentation tasks Remind app and automated calling system to communicate with parents and students Monthly digital newsletter to keep students and families informed, share available resources, and announce upcoming events

Science Goal: Between September and May, students will utilize a combination of course content, other online resources, our Student Learning Center, one-on-one tutoring, and workshops to complete 100% of their course content, take their final exams, and earn a cumulative score of at least 60% to earn full credit in their science courses.

We will measure this Formatively by: Students will log in and make progress at least once every 5 school days Students will make substantive communication about their course progress with their science teacher at least once per week Students will complete all instruction, practice, online content, labs, assignments, projects, and quizzes in their course Students will practice note taking both online within their course and in notebooks Students will practice using a combination of virtual labs, lectures, and other online activities.

We will measure this Summatively by: Students will complete a quiz for each lesson Students will complete a test for each unit Students will complete a final exam for the course

Action steps we will take to meet our goal: Monitor student progress and communicate weekly with students Provide written feedback on student work when appropriate

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Provide common curriculum and assessments for like courses Require that full-time students spend at least 2 hours per week in our Student Learning Center Provide students with additional attempts to meet standard on quizzes and tests when necessary Communicate with parents when students fall more than 20% behind in their course

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

Learning Opportunities for Students

Description of the Learning Opportunity Schedule

As part of progress monitoring, what are you doing to help students who are still struggling?

- 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. Younger students 7-10th grade are required to attend twice a week for two hours each session.
- 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.
- Academic Interventions- teachers are utilizing a structured 4 tier system to intervene early and often with struggling students.

On Going

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

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.

On Going

Describe how your school addresses the physical, emotional, and intellectual safety conditions

Our staff has been involved for two years with work on Trauma Informed Practice. We have a social-emotional team that meets twice a month to

On Going

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that allow for effective teaching and learning to take place.

identify students of concern and to identify 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.

Learning Opportunities Provided for Staff Specific to the School Target

Description of the Learning Opportunity Schedule

Whole staff learning opportunities to support the focus and intentionality of this Goal.

This year we will be traveling to Puyallup in the fall to attend a symposium on online learning that is being offered by our software company, Edgenuity. This will give our teachers and staff an opportunity to meet with their peers around the state to learn and share best practices, customization efforts, and strategies to help students be successful in the online environment. We are also members of WALA and hope to present there again this year and to work and meet with other Washington State Alternative Educators.

On Going.

On Going

Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.

We have 2 PLC groups. One group is focusing their work on Equity and the other on Best Practices for online learning. The Equity group is attending the Meadowdale Equity Day to listen to the guest speaker and observe the workshops. We are also continuing our work with the Social Emotional Team to provide wrap around supports that our full time students need. Our teachers are involved in several district programs such as the social justice, math symposium, 24 credit task force, and Lead Counselors.

On Going.