



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name:** Edmonds eLearning Academy

**Year:** 2019-2020

## Section I: School Mission, Vision, and Demographics:

### School Mission:

Empowering students with flexible pathways to success.

### School Vision:

- 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 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:

### 2019-2020 School Demographics\*

*Based on data from 2018-19 school year. These numbers will be updated in Fall 2019.*

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	99	NA	Two or More Races	10	10.10%
American Indian/Alaskan Native			English Language Learners	3	3.03%
Asian	6	6.06%	Homeless/McKinney-Vento	4	4.04%
Black/African American	7	7.07%	Low Income	51	51.52%
Hispanic/Latino	15	15.15%	Section 504	13	13.13%
Native Hawaiian/Other Pacific Islander	1	1.01%	Students with Disabilities	10	10.10%
White	60	60.61%	Student Mobility	23	23.23%

### Student, Family and Community Involvement in Plan:

This is an area that our school needs to further develop a process to include student, family, and community in the whole SIP process throughout the school year. We met with small groups of students and parents to provide qualitative input to inform this SIP's theory of action and goals.

## Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

<b>Goal (restate the goals, whole school, and opportunity gap group goals)</b>	<b>Narrative Reflection:</b>
<b>Achievement Gap</b>  All current 10th graders are starting at 1-6 credits. 50% of our current 10th graders will earn 6 credits or more by June 2019	This goal was met. Of all full-time 10th grade students enrolled at the conclusion of the 2018-19 school year, 73.33% have earned 7 or more credits for graduation by June 2019.
<b>Graduation Rate</b>  Compared to 26.10% of the 4-year graduation cohort in 2018, 36% of the 4-year cohort will graduate in 2019.	This goal did not meet the projected goal of 36%. At the conclusion of the 2018-19 school year, 26.47% of the 4-year graduation cohort graduated in June 2019.

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

The school is in transition and at present, our ability to show the growth of all students 9-12 is a challenge. We have used this information to help drive the goals and action plan for the following years. As we work into the fall, we will continue to dig into the new data that becomes available to us to reflect, further define, and set specific goals and strategies to meet the needs of these learners.

## 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 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 follow-up email is 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 aides 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**

<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<input checked="" type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
<p><b>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</b></p> <p>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.</p>	

## Section IV: Theory of Action

### Theory of Action:

If we, the staff, implement our Tiered Academic Intervention System with fidelity, then we expect to see an increase in student course completion rates leading to an increase in graduation rates.

### Rationale:

The Tiered Academic Intervention system identifies 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 Tiered Academic Intervention System supports the implementation of this standard by encouraging students to develop an individualized learning goal with the support of the instructional staff based on their specific academic needs.

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

<i>Student Group</i>	<i>Current %</i>	<i>Goal % Successful</i>
<b>Full-Time Students</b>	<ul style="list-style-type: none"> <li>• Full-Time 9th grade students are meeting their individual academic goals 84% of the time.</li> <li>• Full-Time 10th grade students are meeting their individual academic goals 82% of the time.</li> <li>• Full-Time 11th grade students are meeting their individual academic goals 74% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• All full-time 9th grade students will meet their individual academic goals 88% of the time.</li> <li>• All full-time 10th grade students will meet their individual academic goals 86% of the time.</li> <li>• All full-time 11th grade students will meet their individual academic goals 77% of the time.</li> </ul>
<b>All Part-Time Students</b>	All Part-Time students are meeting their individual academic goals 73% of the time.	All Part-Time students will meet their individual academic goals 77% of the time.
<b>Full-Time Seniors</b>	Full-Time 12th grade students are meeting their individual academic goals 49% of the time.	All full-time 12th grade students will meet their individual academic goals 60% of the time.

## Section VI: Action Plan

### Plan for 2019-20:

Key Improvement Action	Description	Timeline
<p>A1. Increase student course completion rates at each grade band by increasing academic interventions by instructors using the Tiered Academic Intervention system</p>	<p>Continue and refine the use of the tiered academic intervention system to increase student interaction with instructional staff members.</p> <ul style="list-style-type: none"> <li>● Create and use a progress monitoring system of Tiered Academic Interventions to monitor student progress.</li> <li>● Use staff as professional presenter/lead based on learning from 2018-19 school year.</li> <li>● Administrator will bring in a specialist to assist staff in exploring new instructional practices to help differentiate student’s instructional experiences based on individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Progress monitoring of Tiered Academic Intervention System               <ul style="list-style-type: none"> <li>○ Create a monitoring system - Fall 2019</li> <li>○ December 2019</li> <li>○ March 2020</li> <li>○ June 2020</li> </ul> </li> <li>● Staff provide PD from PLC studies from 2018-19 September 2019               <ul style="list-style-type: none"> <li>○ Best Practices for online instruction</li> </ul> </li> <li>● Administration will bring in speaker(s) for staff professional development in December 2019.</li> </ul>
<p>A2. Increase student academic growth and decrease dropout rates through increasing professional capacity of all staff around supporting the whole student, academic and social-emotional</p>	<p>Develop a professional development plan to include</p> <ul style="list-style-type: none"> <li>● All staff participates in one of two book studies plus all staff study of “Building Resilient Students” and “Culturally Responsive Teaching and the Brain”.</li> <li>● Administrator explores Snohomish County health department services for trauma-informed training and social-emotional learning opportunities.               <ul style="list-style-type: none"> <li>○ On-site counselors support staff in social-emotional learning at staff meetings.</li> </ul> </li> <li>● All staff explore culturally responsive teaching practices to increase rigor and improve student engagement in learning               <ul style="list-style-type: none"> <li>○ A small group of teachers, counselor, and administrator create a monitoring system/survey to measure student engagement.</li> </ul> </li> <li>● Create and implement an online survey that can be used as part of the Tier 3 and 4 academic intervention processes. The tool will include social and emotional issues for students to identify needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff chooses to participate in one of two possible book studies in PLC Fall 2019.</li> <li>● Complete “Building Resilient Students” by December 2019.</li> <li>● Complete “Culturally Responsive Teaching and the Brain” by May 2020.</li> <li>● Staff meetings - 15 min. monthly.</li> <li>● Staff provides PD from PLC studies from 2018-19 October 2019.</li> <li>● Create student engagement survey Oct 2019               <ul style="list-style-type: none"> <li>○ Give survey at end of each Trimester 2019-20 School year.</li> </ul> </li> </ul>



<p>Increase support for students identified in Tier 4 in the Tiered Academic Interventions system</p>	<ul style="list-style-type: none"> <li>● Identify and create a system of support for students who have been identified for this top tier of the academic intervention plan.</li> <li>● Create supports that both the teachers and the families can access to encourage student success. <ul style="list-style-type: none"> <li>○ Hire Student Support Advocate approx 16 hours/wk (A2)</li> </ul> </li> <li>● Create and implement a Student Self-Advocacy component which includes providing voice and input to staff (possibly board, staff, equity meetings).</li> </ul>	<ul style="list-style-type: none"> <li>● Collect data on the SOC system by October 2019.</li> <li>● Hire spring 2019 -20 school year.</li> <li>● Revisit the SOC system structure in 2019-20 school year and refine components based on staff and student input.</li> </ul>
<p>Increase access for full-time seniors to receive intensive math and ELA supports to increase state assessment passing rates and graduation requirements (A3).</p>	<ul style="list-style-type: none"> <li>● Support full-time seniors by working one-on-one to increase their test-taking skills, identify holes in their learning, and increase participation in state testing</li> <li>● Support students in determining appropriate alternative paths for graduation.</li> </ul>	<ul style="list-style-type: none"> <li>● Review 2018-19 data and revise systems of support accordingly for 2019-20 by October 2019.</li> <li>● Expand opportunity to juniors and below beginning September 2020-21(if funding is available).</li> </ul>

## Budget Table

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) Speaker/Specialists for teacher professional development on increasing academic engagement and decreasing student drop out rates	iGrant: Comprehensive Low-Graduation Schools Grant	\$2500
A1) Intensive Support and Assessment Coordinators (2 Certificated @ 150 hours per year each)	iGrant: Comprehensive Low-Graduation Schools Grant <ul style="list-style-type: none"> <li>• 30 hrs curriculum &amp; preparation @\$ 34.13</li> <li>• 120 hrs classroom instruction @ \$39.19</li> </ul>	<ul style="list-style-type: none"> <li>• \$1023.90 x 2</li> <li>• \$4701.98 x 2</li> </ul> Total: \$11,451.76
A2) Student Support Advocate (16 hrs/wk)	ALE State Funding <ul style="list-style-type: none"> <li>• 16 hrs/wk + benefits</li> </ul>	\$38,431
A3) Credit Recovery Coordinator (classified @ 15 hrs/ wk)	ALE State Funding	\$14,500

## Plan for Years 2 & 3:

### 2020-2021:

- Continue focus on Social-Emotional Learning. Teachers will create professional development opportunities to share their learning from book studies from the 2019-20 school year. Create an implementation plan for student support including student and parent input.
- Continue to refine the academic intervention system including the tiered Intervention system. Provide professional development opportunities for supporting teaching in improving practice around support for failing students. Choose a few options for book studies to support improving practice.

### 2021-2022:

- Continue to refine the academic intervention system including the tiered Intervention system. Teachers will create professional development opportunities to share their learning from book studies from the 2020-21 school year.
- Continue focus on Social-Emotional Learning. Continue and refine implementation plan for student support including student and parent input.

## 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<sub>2</sub> and CO<sub>2</sub> 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](https://www.grammarly.com) or [turnitin.com](https://www.turnitin.com)

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

- use [grammarly.com](https://www.grammarly.com) and [turnitin.com](https://www.turnitin.com)
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