

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

School Name: Edmonds eLearning Academy

Year: 2016-17

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 will provide one on one support through part time orientations including meeting with families and teaching families how to utilize our Family Portal.
- The EeLA Principal and Counselor will be responsible for weekly full time family orientations. This will include parent/family support and strategies by the principal and academic support of students by the counselor.
- eLearning teachers will be assigned full time students for a weekly advisory. The purpose of this advisory is a “go to” person for both students and families to help navigate the systems in our school and our district. Advisors will be responsible for weekly check-ins with students regarding their progress and any help they may need to meet their academic goals.
- eLearning teachers will provide learning workshops for all eLearning students to engage and motivate students in a specific subject area(s).
- 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 staff 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 staff will continue supporting growth mindset goals with our students including feedback and effort praise to improve the learning process.

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

Compared to 21.7% of 4 year graduation cohort and 33.3% of 5 year graduation cohort in 2016 , 25% of the 4 year graduation cohort and 35%of the 5 year graduation cohort will graduate in 2017.

Achievement Gap:

- **Measurement/Assessment:** Our current 11th graders will earn at least 3 credits in the 2016-17 school year.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A 10th Grade Full Time Students	11% of full time 10 th graders (last year's 9 th graders) earned at least 5 credits.	30% of our full time 10 th graders will have earned at least 10 credits by June 2017

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Comparison Group B 11th Grade Full Time Students	26% of our 11 th graders (10 th graders last year) have earned 10 credits or more.	50% of our 11 th graders will have earned at least 16 credits by June 2017.
Comparison Group C Extended Graduates	78% of our Extended Graduates have 6 credits or less to complete	90% of our extended graduates will have 6 credits or less to complete.
All Students All Full Time Students Current 9-12th Graders (excluding 5th and 6th year Seniors)	36% of our 9-12 th graders are on track to graduate as of Oct. 7, 2016	Click here to enter text. 44% of our full time 9-12 th graders will be on track to graduate.

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 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.

School Demographics:

78 Students (October 2015 Count)
Gender: Males 47.4% Females: 52.6%
Hispanic/Latino: 14.1%
Asian: 5.1%
White: 71.8%
2 or more races: 9.0%
Free and Reduced Lunch: 33.9%
Special Education: 4.7%
On Time Graduation Rate: 21.7%
5 year cohort: 33.3%

Parent, Family, and Community Involvement in this Plan:

Accreditation Survey and Accreditation Team. Survey from parents and students.

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 checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input checked="" type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

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| <ul style="list-style-type: none">• Increased graduation rate for both 4 year and 5 year cohorts• Ability to meet students where they are currently at, and scaffold learning to meet common core standards |
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| <ul style="list-style-type: none"> • My Path- supplemental course to support struggling students in the area of reading, writing, and math. |
| <ul style="list-style-type: none"> • Testing-eLearning students improved in their attendance to take state tests. • 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 use these, creation of Workshops to engage students in their learning, and assigning each student an advisor for extra support. • Positive relationships and rapport with students and families. |

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

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| 1. Completing enough credits in a school year to meet on time graduation rates. |
| 2. Students entering eLearning severely credit deficient and/or not passing 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)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Utilizing workshops to review test taking strategies and reviewing material for the test. The use of supports such as My Path for Reading, Writing, and Math. The use of the Accuplacer Review for Biology. Improved and early communication with students about testing and their options. An experienced testing coordinator. Later testing times to meet the needs of our students. Discussing credit options with students if they do pass the state test after failing at least once. In building COE teachers to serve our students.	

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

Math: Math teachers will work to increase student support, particularly for full-time Algebra 1 students, using a variety of methods. These include customizing the course, running workshops, and increasing opportunities to practice academic vocabulary.

English: English Teachers will engage students in English courses will increase engagement in the writing process including pre-writing/outlining, rough drafting, and revising and receive teacher feedback.

Social Studies: History 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: 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

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conclusions are supported with evidence and the use of teacher feedback. This will support students for the Biology EOC.

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>
As part of progress monitoring, what are you doing to help students who are still struggling?	<ul style="list-style-type: none"> • Students are required to attend the student learning center for five hours per week, they will need to do this to focus on specific courses with their teacher. • 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. 	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 focused on our full time families and the continual support of our families. This includes treating all students as individuals and meeting the student where they are academically. We provide	On Going

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<p>that allow for effective teaching and learning to take place.</p>	<p>two hours of quiet learning center time for our multitude of high/social anxiety Monday-Thursday. The assignment of an advisor to each full time student that monitors their progress, attendance, and is a go to person for the student. These students are paired with a teacher based on interests and who they will feel most comfortable with. Our staff continues to take advantage of professional development opportunities in trauma based learning, helping students with mental issues, etc.</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>Webinar and PD library. School Visit and visitation with online school personnel around the state of Washington. Training (Edgenuity and Best Practices), Canvas</p>	<p>On Going</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>PLC work, Growth Mindset, SOC focus, collaboration with colleagues around the district. Mentor/Mentee program. District Curriculum Teams, Strategic Direction.</p>	<p>On Going</p>