OSPI School Improvement Plan for 2021–2022
(and End–of–Year Improvement Plan Review for School Year 2020–21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the OSPI Consolidated School Improvement Plan Template)

For guidance on completing Sections I, II, & III below, please refer to the
SY 2021–2022 School Improvement Plan Template Implementation Guide.

Section I. End–of–Year School Improvement Plan Review for School year 2020–21

This section will serve as a summative evaluation of SY 2020–2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*

School District Name:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
Edmonds School District	**Edmonds eLearning Academy**	**June 20, 2021**

SY 2020-2021 High-Priority Goal #1:

It is an expectation that all learners in all categories who attend Edmonds eLearning Academy are provided a rich, meaningful, and value-added instructional day. As a school team, we will continue to revise, redefine, and commit to envisioning a mission statement that is clearly connected to the direction/expectations of the Edmonds School District. It is imperative that 100% of staff commit to this work through the 20-21 school year.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
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) Executive Summary ● Observational data from site visits ● Student data from 19-20 school year prior to March 12	1) 100% of staff committed to study and review the mission and vision of Edmonds eLearning Academy and its alignment to Edmonds School District vision. 2) Hired an outside team, Sound Partners, to engage the MTSS team in completing a site-based inventory to assess the present state of SEL for students and adults, academics, and behaviors. 3) Engaged in two reviews once data was collected by the consultants, it was reviewed by the staff for the purpose of determining accuracy. A second session was held with the principal to use both the data from the inventory and staff feedback to determine the next steps.
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	1b) Defining vision and mission ● inventory measures of stakeholders	4) 3 Extended PD time (3.5 hours) + 6 staff meetings in which staff has rewritten the vision statement and in process on the mission statement

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1) what do you see of our school 5 yrs/10/yrs from now 2) qualitative data		
1c) Creating clarity and consensus regarding the vision and mission of the school (using the Polarity framework) 1d) Possible next steps resulting from the clarity and consensus	1c) Creating next steps based on inventory outcomes	

SY 2020-2021 High-Priority Goal #2:

To increase Tier I core instruction and teachers' instructional practice toolkit focused on grade-level standards. It is an expectation 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 checkpoints. Our students who need specialized support will be offered such by the counselor, the HSBP coordinator, and the principal.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
2a) Annual: Development of 9-12 High School and Beyond Plan with students/families	2a) Annual: Seniors: at least 80% of students will be on track to graduate; 100% of students will have an HSBP	Edmonds eLearning staff and admin have worked to streamline data collection models to meet the needs of students during a fully remote setting. These new data collection models will continue to make data collection more accurate when we return to in-person learning. 2a) Annual: Seniors: at least 80% of students will be on track to graduate; 100% of students will have an HSBP ● All seniors have met at least once with their counselor to discuss their HSBP. 85% of students 9th -11th have met with the counselor either through email, a Google Form, or by phone or Zoom to discuss courses. The counselor is continuing to attempt to reach students who have not made contact with her yet this year.
2b) Trimester: Teachers are monitoring student learning with at least 80% of students on track and completed assignments	2b) Trimester: at least 80% of students are on track	2b) Trimester: at least 80% of students are on track: ● As of the end of Trimester 1, 67.6% of all students earned credit in trimester 1 courses. Out of 587 courses offered, 397 earned credit. The students who did not earn credit were given an extension to 1/8 to complete the course. Of those students, 82 students completed their course by the extended date. Those that did not complete have been extended again until 2/2. We are currently on hold to determine the next steps such as using backfill or other credit recovery options for these students. Trimester 2 found 845 out of 1318 or 64% of courses offered earned credit. ● Teachers, staff, and admin are working together to brainstorm new ways to engage students. The use of Zoom this past year has been a welcome tool in our setting. There is a desire to find ways to implement what we have learned in this mode of teaching and learning into future iterations of EeLA when we return to in-person learning opportunities.
2c) Monthly: Teachers are monitoring student learning with at least 80% of students on track and completed assignments	2c) Monthly: at least 80% of students are on track (ILT report), Classroom Observations, Professional Developments, attendance	2c) Monthly: at least 80% of students are on track (ILT report), Classroom Observations, Professional Developments, attendance: We created a new attendance monitoring program to match the new Truancy laws that were originally going to go into effect in January 2021. Through this process, we have a much better view of student attendance across our school for both full-time and shared students. ● September: 60.59% ● October: 66.18%

		● November: 70.53% ● December: 66% ● January: 69.19% ● February: 75.68% ● March: 72.35% ● April: 66.93% ● May: 75.75%
2d) Weekly: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	2d) Weekly: Classroom Observations, Data Sets -- teacher collected data, student direct inputs/feedbacks/self-assessment, Professional Development, attendance	2d) Weekly: Classroom Observations, Data Sets -- teacher collected data, student direct inputs/feedbacks/self-assessment, Professional Development, attendance ● 38 teacher-directed learning/support opportunities for students to meet with teachers for general academic supports, as well as supplementary experiences such as writing labs where students are able to meet one on one with an English or social studies teacher to work directly on editing and writing skills, science labs where the science teacher is able to perform group labs students, are not able to access in their home environment, world language conversation rooms, current event conversations, and math support. ● 7 Extended PD time (3.5 hours) + 6 staff meetings in which staff has learned more about MTSS, and reenvisioning EeLA for future students
2e) Daily: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	2e) Daily: Classroom Observations, teacher connection, One Minute Stand-up PD, attendance	2e) Daily: Classroom Observations, teacher connection, One Minute Stand-up PD, attendance ● 38 teacher-directed learning/support opportunities for students to meet with teachers ● Admin sets up 10-minute Zooms with teachers individually once a month for check-in on PD needs and ideas for improvement.

SY 2020-2021 High-Priority Goal #3:

To create and implement clear and concise supports for all students in need of Tier 2 and Tier 3 supports. According to reports created by the counselor, approximately 15% of the student population falls within Tier 2 and 5% within Tier 3. By June 2021, it is expected that structures will be in place to support these learners with monitoring occurring using weekly, monthly, and trimester checkpoints.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
3a) Monthly: ongoing training for all staff on MTSS supports and structures. • training of staff on MTSS • inventory of current tools/practices in Tiers 2 and 3 • data collection and usage • different support systems • differentiate instruction for individual students	3a) Monthly: Through attendance at training and participation in the implementation of MTSS.	Edmonds eLearning staff and admin have begun the process of learning more about MTSS and how the strategy can support us in meeting the needs of structures focused on social-emotional, academic, and behavioral support systems. Our goal is to meet the individual needs of all students in our alternative learning environment in both our current fully remote setting as well as when we return to in-person learning opportunities. 3a) Monthly: Through attendance at training and participation in the implementation of MTSS. • Teachers have attended 2 extended 3.5-hour professional development sessions and 9 staff meetings where we have been building foundations for MTSS instruction. Through the re-envisioning process, learning more about the new attendance and truancy procedures, and beginning MTSS discussions.
3b) Monthly: Teachers will report the number of students in Tier 2 and Tier 3 supports and the length of time students needed supports to ILT.	3b) Monthly: Teachers report the number of students in Tier 2 and tier 3 supports and duration of support to ILT (Instructional Leadership Team)	3b) Monthly: Teachers report the number of students in Tier 2 and tier 3 supports and duration of support to ILT • This has not begun. Instructional Leadership Team, with the input from EeLA staff, defined Tier 2 and 3 qualification levels as well as supports for students at each level. • Measures have been defined and implementation will begin Fall 2021.
3c) Weekly: Teachers will meet with Tier 2 and Tier 3 students each week providing individualized supports based on student needs.	3c) Weekly: Monitor length of time and types of support individual students need for Tier 2 supports or increase need for Tier 3 supports	3c) Weekly: Monitor length of time and types of support individual students need for Tier 2 supports or increase need for Tier 3 supports • This has not begun. Instructional Leadership Team, with the input from EeLA staff, defined Tier 2 and 3 qualification levels as well as supports for students at each level. • Measures have been defined and implementation will begin Fall 2021.
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: Classroom Observations, teacher connection	3d) Daily: Classroom Observations, teacher connection • This has not begun. Instructional Leadership Team, with the input from EeLA staff, defined Tier 2 and 3 qualification levels as well as supports for students at each level. • Measures have been defined and implementation will begin Fall 2021.

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

    In the 2020-21 school year, Edmonds eLearning Academy implemented several new programs in an effort to eliminate opportunity gaps and support students furthest from educational justice. As a district, our students have access to Chromebooks for all students and access to hotspots upon referral. We used an assessment proctoring service, so we provided external cameras for students needing them. Our teachers were available to meet with students both in 33 different types of Zoom sessions each week including math and writing labs, Spanish cultural learning days, and specialty workshops such as Current Events and Science Hot Topics.

    In April, we invited students back into our building for in-person learning opportunities. We purchased 40 ORCA (transportation) cards for all students. We provided breakfast and lunch before and after each in-person learning session, 4 days a week. We served approximately 50 of our 150 students in person this spring.

    Teachers reached out to students using phone, email, text messaging, and the occasional home visit. The teachers, counselor, office staff, and administrator implemented a Psychological First Aid plan. This included a focus on relationship building with students in all communication, both in writing and face-to-face. Students were surveyed quarterly using a Panorama SEL Wellness screener. Student responses were measured in the areas of Bullying, Positive Feelings, Challenging Feelings, Supportive Relationships, and a "Raise Your Hand" opportunity to ask for help. Bullying continually showed as an area of strength for students at Edmonds eLearning. The areas of Challenging Feelings and Positive Feelings were areas of growth throughout the year, where Supportive Relationships showed continued growth over the year.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

    Not required in our district

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).

    We completed our first goal, defining our school through the mission and vision process. We also conducted an in-depth study of the needs of EeLA students and explored the causes for why they are not finding success. Through this process, we proceeded to begin our first MTSS plan to be implemented in the 21-22 school year.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

    The process of learning about MTSS and social-emotional learning has improved students' feelings of connectedness with EeLA teachers and staff. This has positively impacted students through increased numbers of students attending in-person supports. In April, when we re-opened in-person learning opportunities, 25 students requested to return to campus. By May, we have up to 52 students returning to campus each week for in-person support. In June those numbers dropped back to 20 students each week.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

    Increasing the course completion rate was a huge challenge this year. We found, with fully remote learning, many students chose to not participate in school regularly. Attendance rates increased over the course of the year, where passing rates decreased. Attendance rates went from 61% in September to 75% in May. There is definitely room for growth there. Our passing rates were at 67% in the first trimester, but only 64% for the second trimester. We were not ready to implement an MTSS plan until late spring, at which time we decided to postpone implementation for next fall after we have an opportunity to teach students and families about the new system of support.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

    We will be implementing a new MTSS plan for the 21-22 school year. In this plan, we are increasing supports for all students (Tier 1) in an effort to help students in their learning and preventing them from falling behind. This will be a significant culture shift with the students, families, and school staff. An advisory time is being created for all full-time students, in which students will learn how to be virtual students

through time management, understanding the LMS, and how and when to meet with teachers in an asynchronous setting. In addition, we will be measuring student progress and social-emotional needs bi-weekly.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

We will be expanding our use of Panorama to measure student social-emotional needs. We will also be monitoring student progress data in the LMS and SIS to monitor students in need of Tier 2 and Tier 3 supports. This data will then help determine modifications needed to Tier 1 supports. These measurements will begin every two weeks through November, then monthly thereafter.

Section III. OSPI School Improvement Plan for 2021–2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021–22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020–2021 End–of–Year Review and SY 2021–2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short– and long–term data sources that may be used in the "Measures" column for support, and other helpful planning aids.
Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1:

In conjunction with teachers, counselors, support staff and lead by the Instructional Leadership Team and administration, Edmonds eLearning Academy will increase academic and social-emotional supports for all student populations in Tier 1 interventions to support student success from 40% to 80% of all students on track to complete all courses by February 2022 and again June 2022 using daily, weekly, monthly, and quarterly checkpoints.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Quarter: Teachers are monitoring student learning with at least 80% of students on track to complete assignments	Quarter: Teachers will monitor student progress throughout the trimester, keeping students on track, using a multi-tiered system of support	Leads: Principal and Instructional Leadership Team Members: teachers, counselor, office personnel, 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 the teacher's toolkit Resource creation of - Advisory Supports for Social-Emotional Learning - Orientation to Alternative Learning Experience for students and families - MTSS Plan	Quarter: at least 80% of students are on pace or ahead in their current courses.
2) Monthly: Teachers are monitoring student learning with at least 80% of students on track to complete assignments	Monthly: Teacher updates Instructional Leadership Team of student progress	Lead: Teachers Members: Instructional Leadership Team, counselor, students, and families		Monthly: at least 80% of students are on pace or ahead (ILT report), Classroom Observations, Professional Developments, attendance
3) Weekly: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	Weekly: instructional monitoring of Student Learning Plan to design specific strategies to support students	Lead: Teachers, Principal, and Office Personnel Members: teachers, counselor, students, and families		Weekly: Classroom Observations, Data Sets -- teacher collected data, student direct inputs/feedbacks/self-assessment, Professional Development, attendance
4) Daily: instructional practices and monitoring of Student Learning Plans to design specific strategies to support students	Daily: Teachers actively engaged with individual students	Lead: Teachers Members: Principal, students, and families		

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) MTSS Consultation Services - OSSI Grant $4500

2) MTSS Conference for Instructional Leadership Team - OSSI Grant $5000

3) Panorama - may be able to use district subscription. $2500 if we need to purchase our own subscription once we try to begin implementation.

4) MTSS Work Team - summer work team to finalize the plan, create staff development, advisory curriculum, and orientation classes, and implement the plan $10,000

5) Advisory & Orientation curriculum - $5000

6) Data Solutions - ALE system - $15000

SY 2021-22 SMARTIE Goal #2:

In conjunction with teachers, counselors, support staff and led by the Instructional Leadership Team and administration, Edmonds eLearning Academy will implement clear and concise supports for all student populations in need of Tier 2 and Tier 3 supports, both academic and social-emotional supports. According to reports created by the counseling department for social-emotional supports and teachers for academic supports, approximately 15% of the student population falls within Tier 2 and 5% within Tier 3 by June 2022 monitoring occurring using weekly, monthly, and trimester checkpoints.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Monthly: ongoing training for all staff on MTSS supports and structures. ● training of staff on MTSS ● inventory of current tools/practices in Tiers 2 and 3 ● data collection and usage ● different support systems ● differentiate instruction for individual students	**August:** Training and data collection for new MTSS plan **September-November:** Staff Meeting Training, check-in with ILT team bi-weekly to monitor data and adjust as needed **December:** Data collection (inventory) **January- February:** Staff Meeting Trainings **March:** Data collection (inventory) **April: -May:** Staff Meeting Training **June:** Data collection (inventory)	Lead: MTSS Lead & Principal Team members: Instructional Leadership Team	Professional learnings on the use of ● OSPI resources and expectations ● Continued MTSS Training for staff ● data collection and analysis training	Monthly: Through attendance at training and participation in the implementation of MTSS.
2) Monthly: Teachers will report the number of students in Tier 2 and Tier 3 supports and the length of time students needed supports to ILT.	Monthly: Teachers will report the number of students in Tier 2 and Tier 3 supports and the length of time students needed supports to ILT.	Lead: MTSS Lead & Instructional Leadership Team Team members: Teachers & Counselor		Monthly: Teachers report the number of students in Tier 2 and tier 3 supports and duration of support to ILT (Instructional Leadership Team)
3) Weekly: Teachers will meet with Tier 2 and Tier 3 students each week providing individualized supports based on student needs.	Weekly: Teachers will meet with Tier 2 and Tier 3 students each week providing individualized supports based on student need.	Lead: Teachers Team members: Students & Families		Weekly: Monitor length of time and types of support individual students need for Tier 2 supports or increase need for Tier 3 supports
4) 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.	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.	Lead: Teacher Team members: Students & Counselor		Daily: Classroom Observations, teacher connection

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) Student Intervention Coordinator - MTSS Supports point person $10,000 OSSI Grant (additional funding from district budget)

2) Student Support Advocate - MTSS Support person $10,000 OSSI Grant (additional funding from district budget)

SY 2021-22 SMARTIE Goal #3:

In partnership with students, families, teachers, and led by counseling staff, Edmonds eLearning Academy will increase graduation rates at Edmonds eLearning Academy, it is expected that 100% of all student population students will have an HSBP by March 2021.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Annual: Development of 9-12 High School and Beyond Plan with students/families	This will be monitored quarterly, but completion in June 2022	Lead: counselor Members: teachers, students, and families	Naviance training and video tutorials	Annual: Seniors: at least 80% of students will be on track to graduate; 100% of those students will have an HSBP
2) Quarterly: Naviance/ HSBP activities will be completed ● 11th grade 1st Quarter ● 9th/10th grade 2nd/3rd Quarter ● 12th All Year	This will be monitored quarterly	Lead: College and Career Advisor Members: Counselor, Teachers, and Families	District Naviance supports, Advisory classes	Annual: 80% of 12th-grade students will earn the .125 credit. 60% of other grade levels will complete the activities to earn the .125 credit.

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) **Career and College Readiness Coordinator:** Naviance and HSBP Lead - $8,000 for extra duty work in organizing and monitoring this work. Paid through timesheets.

2) **Naviance -** provided by district - no additional cost