

OSPI School Improvement Plan 2023–2024

Building data

Please provide your school district and building name below.

School District: Edmonds School District
Building Name: Edmonds eLearning Academy
School Code: Click or tap here to enter text.
Date: 06/15/2023

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and 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. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Through our Comprehensive Needs Assessment, we identified graduation rate and sense of belonging as our two highest priorities. While our graduation rate has increased greatly over the last ten years, it remains the reason that we are identified as a Tier 3 school of continuous improvement. Our on-time graduation rate for 2021–2022 was 50.52%. Our second priority of belonging was identified by looking at our Panorama data. Our winter 2023 results show a 40% sense of belonging. After looking at that data and doing individual student case studies, the staff felt that a stronger sense of belonging would not only provide our students with connection to the school but also positively influence student academic growth.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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 2023–2024 SMARTIE Goal #1: By providing a strong academic program, tiered interventions, academic strategies, counseling, and social emotional learning, the on-time graduation rate for the class of 2024 will increase by 5% of the class of 2023 on-time graduation rate.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?	What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?
1. Create and maintain graduation plans for every high school student	Percentage of students with graduation plan. Teacher and student feedback through semester surveys on usefulness of graduation plan.	Continuous Quarterly tracking to ensure that graduation plans have been created	Counseling department Administrative support for data collection	Teacher and student biannual survey Counselor time
2. Collaborate in cohort and subject area teams to design a strong Tier 1 curriculum.	Number of courses customized at the beginning and end of the 2023–24 school year. Increase of students earning credit on the first attempt of a course.	Continuous Annual tracking of customized courses Biannual credit earned analysis	Instructional Leadership Team All staff	Teacher time Professional development during staff meetings and pre-service building time Curriculum and Learning Management System
3. Student and Family Intake and Orientation Meetings	Participation in intake/orientation within one week of enrolling with eLearning	Continuous Quarterly tracking of participation in comparison with enrollment date	Instructional Leadership Team Office Manager	Teacher time to develop family meeting Food and childcare for in person events
4. Collaborate in cohort teams, subject area teams, and as a full staff to establish an understanding of E3 MTSS and design and implement Tier 2 and Tier 3 interventions and supports.	Product – Tier 2 and Tier 3 intervention plans for each subject area and service group	Continuous Quarterly check-ins through Instructional Leadership Team	Instructional Leadership Team Administrator All Staff	Teacher time Professional development during staff meetings and pre-service building time Materials as determined by the collaborative teams
5. Utilize our Student Support Team to support students that are struggling academically.	Biannual review of progress data for students who were supported through the Student Support Team	Continuous Biannual review of progress data	Student Support Team ALE Coordinator	Support for home visits – staff, mileage

with truancy, socially or emotionally	- Monthly progress evaluation - Credit Earned - Attendance - Engagement in Parliament - Transfer to "Better Fit" program		Attendance Secretary Family Resource Advocate Administrator	Family Resource Advocate support resources Mental health counseling
6. Develop systems where staff can access the full picture for a student to see what steps have already been taken to support the student	- Review of data collection for each student - Tier 2 and Tier 3 interventions and supports implemented	Continuous Quarterly review	Student Support Team All Staff	Student Information System Customization

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1.	Graduation Plans - Counselor timesheet for developing graduation plans – 20 hours - \$2,359.60			
2.	Tier 1 Curriculum a. Teacher timesheets for aligning curriculum and developing tier 1 core curriculum – 80 hours total - \$4,719.20 b. Instructional materials and curriculum materials - \$2,000			
3.	Orientation Meetings a. Teacher timesheets for development and participation – 50 hours - \$2,949.50 b. Food - \$564.30 c. Childcare - \$598.70			
4.	Tier 2 and Tier 3 Interventions and Supports a. Instructional materials and curriculum materials - \$2,000 b. Edgenuity resources - \$3,000 c. Graduation Alliance resources - \$2,800			
5.	Student Support Team – Mileage - \$600			
6.	Student Data Files - Maestro Customization - \$5,000			

SY 2023–2024 SMARTIE Goal #2: By providing social emotional learning, increased orientation opportunities, increased student and family events, and transparent and compassionate communication, the student and family sense of belonging in our school as shown by our spring measurements will improve. Our spring measurements will increase by 10% of the fall baseline measurements as identified by the measures below.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?	What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?
1. Student and Family Intake and Orientation Meetings	Participation in intake/orientation within one week of enrolling with eLearning	Continuous Quarterly tracking of participation in comparison with enrollment date	Instructional Leadership Team Office Manager	Teacher time to develop family meeting Food and childcare for in person events
2. Continue to develop and refine our Parliament course and Student Led Conference Model	Panorama Sense of Belonging Data	Continuous Biannual – Fall baseline and Spring results	Parliament Lead Teacher All Instructional Staff	Teacher time for design and planning
3. Research and develop Associate Student Body	Successful formation of Associate Student Body	2023-24 School Year Quarterly review of progress	Student Leadership Team Associate Student Body Advisors	Staff time to develop program
4. Develop and implement individual, transparent, and compassionate communication norms	Guidelines for communication norms established Sampling of communications analyzed and scored to measure compliance with norms	2023-24 School Year Quarterly review once norms are established	Instructional Leadership Team All Staff	Teacher time to create communication templates in the student information system as needed
5. Enhance resources to inform the public and district about our school mission, vision, and structure	Review of presentations and resources implemented Exit survey results	Continuous Quarterly review of steps taken and exit survey results	Administrator Instructional Leadership Team All Staff	Staff time to develop exit survey
6. Update accurate student and family contact information	Weekly contact, parliament, and student led conference rates of participation	Continuous Quarterly review of participation rates	Registrar Instructional Leadership Team	Automatic reminders for families Family intake/orientation events training in how to update information

recorded in our student information systems				Student Information System
7. Develop systems to track communications with students including and beyond weekly contact	Review of communication data	Continuous Quarterly review of communication data	Student Support Team Instructional Leadership Team All Staff	Staff time to develop tracking systems Professional development in use of systems Student Information System

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. See above				
2. Parliament – Teacher timesheets for development and refinement – 50 hours - \$2949.50				
3. Associate Student Body Development – Teacher timesheets – 60 hours - \$3,539.40				
4. Communication norms and templates – Teacher timesheets – 20 hours - \$1,179.80 Translation of most common resources in top 5 languages - \$1,000				
5. NA				
6. Student and Family Information – Maestro Contract - \$10,000				
7. Communication tracking - Maestro Customizations - \$3,000				