# OSPI School Improvement Plan 2024–2025

Step-by-Step School Improvement Planning and Implementation Guide

*Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.*

## Building data

Please provide your school district and building name below.

| |
|---|
| **School District: Edmonds School District** |
| **Building Name: Edmonds eLearning Academy** |
| **School Code: 1519** |
| **Date: 06/14/2024** |
| **Does your school share a building with another school? Yes ☒  No ☐** |
| **If yes, which one?** Scriber Lake High School and Edmonds Heights K-12 Parent Partnership – We will share a campus in 2024-2025. |

## School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

| | |
|---|---|
| Kim Hunter, Principal | Leslie Zebroski Prewitt, Teacher and Community Member |
| Soraya Al Khoury, Teacher | Shirley Rogers |
| Jamie Regis, Counselor and Community Member | Click or tap here to enter text. |

## WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the Washington State Report Card to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

| Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals. | **2023 WSIF Cycle Identification** <br> Choose an item. |
|---|---|
| **WSIF Data Measures** | **2023 WSIF Identification Score** (indicate Not Applicable with N/A) |
| Comprehensive (All Student Group) | **3.82** |
| Comprehensive Graduation Rate | **47.3%** |

Washington Office of Superintendent of PUBLIC INSTRUCTION

| Student Group | |
|---|---|
| American Indian/Alaska Native | N/A |
| Asian | 58.3% |
| Black/African American | N/A |
| Hawaiian/Other Pacific Islander | N/A |
| Hispanic/Latino | 44.3% |
| Two or more races | 54.2% |
| White | 47.3% |
| English Learner | 46.7% |
| Low Income | 40.3% |
| Special Education | 42.9% |

## Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is required of all schools identified for improvement under the Washington School Improvement Framework. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?**

Latinx students perform comparably to our full student population on SBA and WCAS – OSPI Report Card Data
10th Grade students show increased success on the ELA SBA – OSPI Report Card Data
Sense of Belonging Increased from fall to winter – Panorama Survey Results
Grade data shows no significant difference based on race – School Grade Data

Continued focus on Sense of Belonging and utilization of multiple graduation pathways will support our students to further their success in these areas.

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

Due to district budget constraints, our staffing has been significantly impacted for the 2024-2025 school year. We will be utilizing the grant resources to help mitigate this impact and maintain staffing that can support our students in their sense of belonging and in their progress towards earning credits for graduation.

Our students that are identified as low-income and students with disabilities show the greatest gap in graduation rates. These groups and students will be the focus of our efforts in thinking about creative ways to award credit and make graduation plans that will see the students to successful graduation. These efforts will also be supported by the above staffing.

**What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?**

For low-income students there are often individual circumstances that contribute negatively to their access of school and learning. These students often show lower attendance rates and a lack of engagement in their learning. This results in disproportionality in their successful graduation.

For Students with Disabilities, we have identified significant challenges in meeting the state graduation pathways as well as credit earned in a school year. This also comes through in the student participation in their learning strategies courses.

<div style="border:1px solid">

**Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.**

- Supporting students in earning full yearly credit and more than yearly credit when credit deficient
- Supporting students' sense of belonging in school in order to support their overall engagement in their learning
- Supporting students in meeting their graduation pathways using traditional and non-traditional pathway options

</div>

## 2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

## SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the 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?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

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 equitable 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?

<div style="border:1px solid">

### SY 2024–2025 SMARTIE Goal #1: By providing a strong academic program, tiered interventions, academic strategies, counseling, and social emotional learning, the average individual student credit earned will increase by 0.5 credit from the 2024-2025 school year.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- For 10th – 12th grade full time students, their previous credit earned will be measured at each semester to show comparative growth. At mid-year, we will see increase from S1 of 2023-2024 to S1 of 2024-2025
- For 9th grade full time students, the rate of 9th graders on-track for graduation in 2023-2024 will be compared to the 9th graders on-track for graduation in 2024-2025. At mid-year, we will see an increase in the percentage of 9th graders on-track for graduation based on their S1 credit earned

</div>

- For credit recovery students, the baseline data will be set this school year as the program is being rolled out. At mid-year, we will see that students in credit recovery S1 will earn more that 0.5 credits on average through credit recovery

Who will monitor the progress of this overarching **goal**?

- Principal, Instructional Leadership Team (ILT), Student Support Team (SST), Credit Recovery Team (CRT), and full staff.

When/how often will they monitor progress toward this overarching **goal**?

- Bi-annually when credits have been awarded at the semester.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.*

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.*** *(Data + Evidence-based Practice = Support of SMARTIE Goal)*

| Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal | Data Measures | Timeframe | Lead | Resources |
|---|---|---|---|---|
| *What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?*<br><br>*What student groups will benefit and why?* | *What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?*<br><br>*How will the impact on equitable learning or behavior change be measured?* | *When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?*<br><br>***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 evidence-based practice (intervention, activity, or strategy)?*<br><br>*Who else will be involved?* | *What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?* |
| 1. Create and maintain graduation plans for every full-time high school student | Percentage of students with graduation plan.<br><br>Teacher and student feedback through semester surveys on usefulness of graduation plan. | Continuous<br><br>Quarterly tracking to ensure that graduation plans have been created | Counseling department<br><br>Administrative support for data collection<br><br>Registrar | Teacher and student biannual survey<br><br>Counselor time<br><br>Registrar 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.<br><br>Increase of students earning credit on the first attempt of a course. | Continuous<br><br>Annual tracking of customized courses<br><br>Biannual credit earned analysis | Collaborative Teams<br><br>All staff | Teacher time<br><br>Professional development during staff meetings and pre-service building time<br><br>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<br><br>Quarterly tracking of participation in comparison with enrollment date | Collaborative Team – Equity & Family Engagement<br><br>Office Manager<br><br>Registrar | Teacher time to develop family meeting<br><br>Food and childcare for in person events<br><br>Registrar time to support data management as well as enrollment procedures |

| | | | | |
|---|---|---|---|---|
| 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<br><br>Quarterly check-ins through Instructional Leadership Team | Instructional Leadership Team<br><br>Administrator<br><br>All Staff | Teacher time<br><br>Professional development during staff meetings and pre-service building time<br><br>Materials as determined by the collaborative teams<br><br>Registrar time to participate in teams |
| 5. Utilize our Student Support Team to support students that are struggling academically, with truancy, socially or emotionally | Biannual review of progress data for students who were supported through the Student Support Team<br><br>- Monthly progress evaluation<br>- Credit Earned<br>- Attendance<br>- Engagement in Parliament<br><br>Transfer to "Better Fit" program | Continuous<br><br>Biannual review of progress data | Student Support Team<br><br>ALE Coordinator<br><br>Attendance Secretary<br><br>Family Resource Advocate<br><br>Administrator | Support for home visits – staff, mileage<br><br>Family Resource Advocate support resources<br><br>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<br><br>Tier 2 and Tier 3 interventions and supports implemented | Continuous<br><br>Quarterly review | Student Support Team<br><br>All Staff | Student Information System Customization<br><br>Registrar time to support data collection |
| 7. Implement and refine credit recovery program for Edmonds School District | Review monthly credit earned data through credit recovery.<br><br>Provide opportunities for students, staff, and families to provide feedback on credit recovery program. | Monthly and Quarterly data review<br><br>Quarterly feedback opportunities | Credit Recovery Team<br><br>ILT<br><br>Administrator<br><br>Assistant Superintendent | Teacher Time<br><br>Survey and Feedback Tools<br><br>Registrar Data Analysis |

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Office Support Staff Salary – Used to support graduation plans, credit earned analysis, on-track for graduation data, partner with staff to develop new graduation pathways and maintain records -

**SY 2024–2025 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 multiple measurements throughout the year. This year will create a baseline measurement for future improvement.

| |
|---|
| What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? <br><br> • Newly developed district survey. At mid-year we will see an increase in positive responses from the Fall to Winter survey results. <br> • Increased student engagement as measured by attendance and hours worked in courses. At mid-year we will see either maintained attendance and worked hours or an increase |
| Who will monitor the progress of this overarching **goal**? <br><br> • Principal, Attendance Team (AT) and Sense of Belonging Team (SoBT), ALE Coordinator |
| When/how often will they monitor progress toward this overarching **goal**? <br><br> • Survey result points <br> • Attendance spreadsheet weekly <br> • Monthly satisfactory progress measurement points |

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.*

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.*** *(Data + Evidence-based Practice = Support of SMARTIE Goal)*

| Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal | Data Measures | Timeframe | Lead | Resources |
|---|---|---|---|---|
| *What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?* <br><br> *What student groups will benefit and why?* | *What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?* <br><br> *How will the impact on equitable learning or behavior change be measured?* | *When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?* <br><br> *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 evidence-based practice (intervention, activity, or strategy)?* <br><br> *Who else will be involved?* | *What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (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 <br><br> Quarterly tracking of participation in comparison with enrollment date | Instructional Leadership Team <br><br> Office Manager | Teacher time to develop family meeting <br><br> Food and childcare for in person events |
| 2. Continue to develop and refine our Parliament course and Student Led Conference Model | New district survey Sense of Belonging Data | Continuous <br><br> Biannual – Fall baseline and Spring results | Parliament Lead Teacher <br><br> All Instructional Staff | Teacher time for design and planning |

| | | | | |
|---|---|---|---|---|
| 3. Develop and implement individual, transparent, and compassionate communication norms | Guidelines for communication norms established<br><br>Sampling of communications analyzed and scored to measure compliance with norms | 2023-24 School Year<br><br>Quarterly review once norms are established | Instructional Leadership Team<br><br>All Staff | Teacher time to create communication templates in the student information system as needed |
| 4. Enhance resources to inform the public and district about our school mission, vision, and structure | Review of presentations and resources implemented<br><br>Exit survey results | Continuous<br><br>Quarterly review of steps taken and exit survey results | Administrator<br><br>Instructional Leadership Team<br><br>All Staff | Staff time to develop exit survey |
| 5. Update accurate student and family contact information recorded in our student information systems | Weekly contact, parliament, and student led conference rates of participation | Continuous<br><br>Quarterly review of participation rates | Registrar<br><br>Instructional Leadership Team | Automatic reminders for families<br><br>Family intake/orientation events training in how to update information<br><br>Student Information System |
| 6. Develop systems to track communications with students including and beyond weekly contact | Review of communication data | Continuous<br><br>Quarterly review of communication data | Student Support Team<br><br>Instructional Leadership Team<br><br>All Staff | Staff time to develop tracking systems<br><br>Professional development in use of systems<br><br>Student Information System |

| |
|---|
| Funding: List and describe funding amount(s) and source(s) associated with the activities described above.  Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data. |
| 1. Click or tap here to enter text. |
| 2. Click or tap here to enter text. |