



School: **SDIO**

Principal/Vice-Principal: Mitchell Hemphill

## A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with).

How can we design blended learning opportunities through ALDL in collaboration with NSS and Lucerne that foster deeper student engagement and connectedness to these schools and local community while protecting the ALDL identity?

**Collaboration & Communication:** Students will engage meaningfully with peers and staff across learning environments (DL, NSS, Lucerne), building relationships and communication skills.

**Critical Thinking & Innovation:** Students will design and engage in cross-campus/community learning that requires creativity and adaptability.

**Personal & Social Responsibility:** Students will strengthen their sense of belonging and responsibility to both ALDL and the broader school community.

**Collaboration & Teamwork:** Staff from ALDL, NSS, and Lucerne will co-design and co-deliver learning experiences.

**Cultural Responsiveness & Identity Awareness:** Educators will design experiences that preserve and celebrate the unique ALDL identity while fostering broader connections.

**Instructional Design & Flexibility:** Teachers will create adaptable, inclusive learning models that blend in-person, virtual, and community-based experiences.

## B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

The central goal of enhancing student connectedness through blended learning was chosen in response to evolving student needs and district changes. With all ALDL students now residing **within district**, there is a unique opportunity—and responsibility—to ensure that students feel part of their local school communities while maintaining the flexibility of online learning.

### **In-Person Opportunities Not Fully Subscribed:**

Despite a range of in-person learning activities available to elementary students, **participation rates can always be increased**. Increase awareness, interest, or accessibility among families regarding these offerings.

### **Need for More Blended Options at the Secondary Level:**

Currently, **blended learning is underutilized** by ALDL secondary students, even though there is access to local secondary schools (NSS and Lucerne). This signals a need to better communicate the **flexibility and enrichment** that a hybrid model can offer.

With all ALDL students now **in-district**, the conditions are ideal for **building stronger bridges** between digital learning and community-based schooling. This is a strategic time to **reimagine online learning not as isolated**, but as **interwoven with community and school-based resources**. Promoting a **blended model** helps meet both academic and social-emotional needs, especially for students who might otherwise feel disconnected in a fully virtual environment.

## C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Increase participation in in-person learning activities by sharing with families through email, social media
- Expand access to and promotion of blended course options at the secondary level stressing that students can take more time to finish courses with DL
- Strengthen student sense of belonging and engagement with local schools by moving DL to NSS school grounds and interacting at assemblies, gatherings, shared facilities
- Optimize the use of community-based educational resources and services.
- Collaborate with NSS and Lucerne to identify and expand blended course offerings that complement DL.
- Survey students and families to identify barriers to participation in in-person opportunities.
- Pilot new elementary in-person enrichment activities based on student interest.
- Track participation and feedback to refine the approach.



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D. Evidence/Evaluation/Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

- Increased participation in in-person and blended learning.
- Improved student engagement and sense of belonging.
- Stronger collaboration between ALDL and brick-and-mortar schools.
- More flexible and responsive learning pathways for students.

E. Promising Practices: (What are you most proud of?)

**1.Strong Foundations in Personalized Online Learning**

ALDL has established a reputation for offering flexible, personalized online learning pathways that meet students where they are—academically, emotionally, and logistically. This adaptability has been a cornerstone of ALDL's success and continues to support diverse learners.

**2. Committed and Responsive Educators**

The ALDL teaching team is highly responsive, creative, and dedicated to student success. Educators maintain strong communication with families and students, offering both academic support and social-emotional encouragement.

**3. Growing Collaboration with Brick-and-Mortar Schools**

We have begun building collaborative relationships with NSS and Lucerne, including shared course offerings and cross-enrollment pathways. These efforts show promise for expanding blended learning and creating more integrated student experiences.

**4. Student-Centered Flexibility**

Students have the freedom to design schedules that reflect their personal needs, strengths, and interests. This flexibility has led to improved work-life balance, particularly for students who may face challenges in traditional school environments.

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Principal

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Superintendent

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Board Chair