



# Distance Learning Academy

Spotlight Presentation 05.28.26



# Mission- Purpose of our work

*Partner with students, families and communities to challenge all students to achieve their **greatest potential** and become informed and engaged citizens.*



NORTH BRANCH  
**DISTANCE LEARNING**  
ACADEMY

# Life Skill and Academic Goals



## Attendance Goal

Academy average daily attendance will be 85% and above as measured by activity time within Edmentum.

## Academic Goal

During the 2025-2026 school year, 80% of all course grades for students enrolled in the Distance Learning Academy will be a C- or higher.

# Life Skills

## Taking Action



### Action Plan Highlights

Partnership with families

Partnership with community organizations; *Therapeutic Service Agency, Family Engagement Coach, and Isanti/Chisago County Services*

As measured by activity time within Edmentum, the daily average attendance rate for the school year is 95%.

\*State-approved supplemental online learning providers in Minnesota are seeking clearer guidelines on how to define and measure a full day of student attendance.

# Academic Snapshot



## Taking Action

- Student centered support through teacher office hours
- Bi-weekly tracking of student progress in all courses
- After school intervention support: Monday - Thursday
- Math tutoring: Tuesday - Thursday
- Regular communication and feedback
- Bi-weekly problem solving team
- Principal intervention

## Semester 1 Results

- 73% of all grades were above a C-
- 13% of all grades were and F

## Semester 2 Preliminary

- 74% of all grades will be above a C-

# Empathy Interview Takeaways



The analysis focused on understanding lived experiences, successes, and challenges to strategically improve the DLA.

- **Connection and Belonging:** A significant majority (60%) of families emphasized that regular check-ins with trusted staff and continued access to athletics and extracurriculars are vital for student success.
- **Meaningful Relationships:** Multiple staff members were explicitly "shouted out" for building genuine, motivating, and supportive relationships with students.
- **Instructional Alignment & Advocacy:** Families identified a need for better alignment between notes, quizzes, and tests. They also expressed a desire for clearer systems that allow students to practice self-advocacy regarding assessment accuracy.
- **The "Bottom Line":** Families are not seeking less rigor; instead, they are advocating for clearer systems, stronger relevance to real-life skills, and maintaining the meaningful relationships that currently drive student motivation.

## DISTANCE LEARNING ACADEMY

## PARTNERING WITH HOMESCHOOL FAMILIES

FLEXIBLE, QUALITY EDUCATION FOR YOUR CHILD.



### FLEXIBLE LEARNING

Customize your schedule.  
Learn at your own pace from  
home or anywhere.



### ENROLL IN 1 OR MORE CLASSES

Choose individual courses to  
supplement your  
homeschooling or a full load.



### Work-based Learning

DLA students have the  
opportunity to have meaningful  
work based career focused  
experiences supported from  
a career navigator



### MEET GRADUATION REQUIREMENTS

Earn credits that apply  
towards a Minnesota High  
School Diploma.



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Helping Families. Inspiring Students.

## PARTNERSHIP

We support homeschool  
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educational partner. Access  
resources, guidance, and  
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Inspire Dreams, Build Integrity, Instill Hope



## MDE approved supplemental online provider

## Increasing partnerships with our local and statewide homeschool families

## Graduate Success Stories

- **Lana Houck** – Montana State University (*Full Rodeo Scholarship*)
- **Lucy Jacobson** – Vocational Program, Eau Claire (*Radiology Technician Path*)
- **Trystyn Johnson** – Eastern Florida State College

## Current Students & Families

- **Valencia Vue** (11th Grade) & **Gao Vue** (*Virtual Parent Representative*)
- **Kyra Shepard** (10th Grade) & **Tamara Shepard** (*Parent Representative*)
- **Jill Houck** (*Parent Representative*)

## Academy Faculty

- **Danica Porter** – DLA Science Teacher



## Looking Back / Moving Forward - Continuous Improvement

### Focus areas of Consideration

- Reviewing entrance criteria to ensure right fit
- Strengthening family partnerships through required parent orientation
- Requiring students to complete Artificial Intelligence bootcamp and sign off behavior expectations
- Custom modification to ensure equitable access for all students and stronger relevance to real life experiences



# Student Statement

*With the DLA program, I've been able to stop my work at any time I need to, and resume later without missing anything. The flexibility of the program has also enabled me to spend a lot of time with my grandmother, which we both greatly appreciate.*

*Additionally, the more self-driven nature of DLA has helped me to learn many skills that are essential for the future. I've had to learn how to be self-motivated, how to manage my time properly, and how to be independent.*

*Despite the inherent lack of face-to-face interactions with my teachers in comparison to in-person learning, I've still been able to learn much from them. They've always encouraged us students to reach out to them and have proved to be more than happy to help me whenever I needed it.*

*Overall, my experience with the DLA program has been extremely positive, and I'm so grateful that this program was an option available to me.*

*Kylie Russell, 12th grade student*

