

School and Community Context

Unique Features:

Summit Learning Centre, which is a distributed learning school, enrolls students from all over the province in K-12, including graduated adults upgrading or adding to their highschool credits. Summit adopted its new name in late June of 2007. Prior to that time, the school had been known as Mission HomeLearners Partnership School K-12. The change of name was intended to signal the considerable changes to the program previously offered by the school. In addition, it is important to note that the school had also experienced a great deal of change throughout the 2006/2007 school year. Prior to the fall of 2006, the school did not have on-site teaching staff. All assessment and evaluation of student work was carried out by teachers working off-site on a contract basis. Instruction was carried out either through content embedded in OpenSchool or online courses, or by parents working to address prescribed learning outcomes using a checklist, without the assistance of a teacher. During 2006/2007, on-site teaching staff were added, while the majority of evaluation/assessment continued to be carried out by off-site markers. As many aspects of this model did not meet the requirements of the Ministry of Education Distributed Learning Policy, changes were essential.

Therefore, the 2007/2008 school year is the first year during which instruction, evaluation and assessment of student learning has been carried out entirely by Summit Learning Centre staff. Our new model involves on-going submission of student work and provision of constructive feedback throughout the learning process. At the elementary level, students are addressing the learning outcomes by completing a set of assignments created by Summit teachers to ensure a complete program for each subject. Secondary students continue to complete OpenSchool and online courses for most academic and elective subjects. Although considerable work has been done to create student assignment packages and assessment rubrics, as well as update/revise courses used at the secondary level, we are well aware of how much work remains to be done.

Another unique feature of our school is the fluid, continuous entry nature of our enrollment. Students enroll for full-time, cross-enrolled and adult upgrading courses throughout the year. Likewise, they complete courses and move on in an on-going basis. Determining school growth is more challenging when significant portions of the enrollment include different students at any point in time.

Community Partnerships/Initiatives:

Summit students benefit from the ArtSmarts program, which provides instruction in a variety of activities which address learning outcomes in Fine Arts, PE, Science, Social Studies and Health & Career Education. ArtSmarts activities are held in several community centre venues throughout the Lower Mainland, including Mission, MapleRidge, Coquitlam and Vancouver, as well as at various local studios in these communities. Summit partners with a variety of instructors with a specific area of expertise to provide many rich learning experiences for our students.

Parent Involvement:

Although most Summit Learning Centre parents are clearly highly involved in their children's education, they have previously been less involved in a formal way with the school. The school has never had an elected Parent Advisory Council. This year, we have held Parent Advisory Council meetings both as E-Live! sessions and face-to-face meetings, and have appreciated the thoughtful input of several parents. Minutes of the meetings, plus a link to the archived E-Live! session has been sent to every parent as e-mail attachments. We are pleased that two parents have taken on the task of drafting a Constitution for a Summit PAC. Our goal is to hold PAC elections in the fall of 2008 based on the Constitution created this spring.

Current Data & Evidence of Change

Goal: Literacy

Objectives:

- To increase student's skills in writing for information.
- To increase student's ability to read critically.

Rationale:

- All of our students need to effectively use writing for information to communicate clearly to their teachers about their many and varied learning experiences and accomplishments. Our observations, confirmed by parent feedback, is that writing is a challenging task for many of our students. Although our students enjoy participating in oral and experiential tasks, they find writing to be difficult work which they often avoid and complete in a minimal fashion.
- Summit students, like all students, need to develop the ability to read critically. At the elementary level, our teachers observe students focussing on sub-skills and literal interpretation of what they read, rather than reading critically and interpreting what they read, making connections and generating a deeper understanding. Our task is to help parents acquire a range of strategies that will help their children build on basic literacy skills to begin reading critically and thoughtfully interpreting what they read.


Data Sources:

Summit does not have access to reliable school level data at this time. We are considering options for collecting “school-wide write” samples as part of our elementary assignment packages. Although the DL Branch of the Ministry of Education has generated a Cohort report from the Sept.2006 1701 cohort, unfortunately there are many anomalies in this set of data. For example, the report shows only two courses for Gr.4, LD Locally Developed, and Locally Developed. While there may have been some Gr. 4 students with LD designations, the vast majority were on a regular program taking all 8 required subjects, none of which are listed in the report. Some of these anomalies may be the result of the school switching from MacSchool records to BCeSIS. We hope that future data sets may be more helpful.

Assessment:
NOTE: all students include Aboriginal
School Data

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>								
<i>Male</i>								
<i>Total Participation #</i>								

Assessment: Summit is hoping to begin collecting district level data for reading for information skills. Until Fall 2007, Summit did not have DART kits, so no data collection was possible previously.

District Data

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>								
<i>Male</i>								
<i>Total Participation #</i>								

(where applicable)

Assessment: 34% of eligible gr. 4 & 7 Summit students participated in the FSA in the spring of 2007. Of the 25/78 students, only 8 who participated in the assessment last year remain enrolled with the school, which is slightly less than 10% of the total. This is a number too small to use for any generalizations regarding student achievement.

DL Satisfaction Surveys generated only a 4% participation rate province-wide. This data is also too small to use for any generalizations regarding parent/student satisfaction. This year the Satisfaction Survey is electronic, administered through LearnNowBC. It remains to be seen whether this mode of survey will result in increased participation and more useful results.

Provincial FSA Assessment

	Did not Write	Not Yet Meeting	Meeting or Exceeding
All Students	53	5	20
<i>Female</i>			
<i>Male</i>			
<i>Aboriginal</i>			
Total Participation #	53	5	20

Evidence of Change: We cannot begin to look at evidence of change based on this data. This is the first set of FSA data collected by the school. This data will not be comparable to data collected in February 2008. Further, the change in student enrolment would mitigate any comparisons, even if the assessments themselves were comparable.

Targets (over 3 years)

I

It is not reasonable to set targets based on the one set of data we have available. However, it is reasonable to state that our long-range goal would be that 80% or greater of SLC students participating in the FSA would meet or exceed expectations.

Comment / Summary of Progress:

We are keenly aware of the need to begin to collect meaningful data about student achievement in writing for information and reading critically. We recognize that establishing routines around collecting this information is an important first step in making ongoing assessment of student progress manageable and informative for teachers and parent-facilitators.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)
 - *on-going assessment and evaluation with descriptive feedback*
 - *provision of assessment rubrics and exemplars of student work*
 - *provision of step-by-step strategies for facilitation of processes for supporting student learning*
- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - *continue to refine/expand assessment rubrics*
 - *provide flash videos (camtasia) of instructional strategies*
 - *increase use of E-Live! sessions for instruction/demonstration of concepts & strategies*
- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - *At Summit, our flexible time-in-lieu plan enables teachers to call in TOC assistance for marking of student work in a collaborative manner. Teachers may take a day to work on development of rubrics, for example, while working side-by-side with the TOC who is marking their student's work. This ensures that any marking carried out is supervised and guided by the teacher who understands the program and knows the student.*
 - *Collaboration is built in to our regular Staff Meeting updates, during which each teacher reports on work they are undertaking regarding course revisions, assessment rubrics or revisions to the assignment packages. Feedback and input from colleagues is an important part of this process.*
- How will we involve parents?
 - *Parents are involved in everything we do at Summit, especially at the K-9 levels. We are working to ensure that parents have immediate access to changes/updates in assignments and rubrics via posting of documents Moodle.*
 - *We continue to involve parents through regular communication via e-mail messages, newsletters, teacher e-mail communications, and our website. We hope to expand parent involvement through a QuickPlace established in the Portal, and increased access to information through the Summit Document Library in the Portal, which tentatively may be available by August 2008.*
- How will we monitor and adjust our actions?
 - *Managing information and using it wisely continues to be a challenge for our school. So much information changes so quickly, it is difficult to monitor. Although BCeSIS allows us to monitor some information, it is important to note that BCeSIS is not developed for a continuous entry model school. Thus there are on-going issues with producing accurate data for a school of this nature.*
 - *We are looking toward establishing reliable and informative baseline data to help us with monitoring and adjusting our program.*
 - *We look forward to establishment of a formal, elected Summit PAC as a voice for parent's perspective on our progress.*

Transition Goal: Focussing on the success of students who are “Cross-Enrolled”, ensuring that they are able to complete the courses they enrol in at Summit Learning Centre.

Objective: That all students who enrol as cross-enrolled students successfully complete the course/courses they have identified on their Student Learning Plan,

Rationale: The opportunity for students at the Grades 10/11/12 level to be cross-enrolled between a DL school and their neighbourhood high-school was newly initiated during the 2006/2007 school year. The intent of this change in Ministry regulations was intended to ensure improved access, more choice and the flexibility to learn outside of classroom schedules. While the number of students taking advantage of this opportunity was relatively small last year, we are seeing an increasing number of students cross-enrolling with Summit for one or more courses. As learning through DL is a new experience for these students, it makes sense to track their transition from a traditional program to one which includes a DL course.

Data Sources: Summit Cross-Enrolled Spreadsheet, reflecting enrolment from June 2007 to Feb. 15th, 2008

Assessment:

NOTE: all students include Aboriginal

School Data

# at each level	All courses	Withdrawn		In Progress		Completed
	All Students	With Reason	All Students	Active	All Students	All Students
Female	122	1	10	61	111	8
Male	70	1	12	30	57	2
Out of District	44		5*	19	39	5
Total Participation #	192	2	22	91	170	15

- included in M/F totals
- of the 79 students who have not yet submitted 1st evidence, 43 have enrolled within the last month
- caution: 2nd term reports are in process at this time. There may be additional students who have completed their courses, beyond the 15 students recorded to date.

Assessment:

Provincial Data

(Graduation & Transition Rates)

All Students			
Female			
Male			
Aboriginal			
Total Participation #			

Evidence of Change:**Targets**

Our long-term goal would be that 80% or greater of cross-enrolled students who enrol with Summit successfully complete their courses within a 12 month period of time.

Comment / Summary of Progress:

We have just begun tracking Cross-Enrolled students via an excel spreadsheet this year, including students who enrolled in June 2007 for courses they intended to complete during the summer or throughout the fall.

This enables us to forward the spreadsheet to the Counsellors and Admin. Teams at each of our local high-schools on a regular basis. Ensuring that their local high-school staff are aware of their progress (or lack thereof) in their DL course provides another point of contact to support and assist the students in addition to their Summit teacher.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)
 - *regular cross-enrolled updates forwarded to Counselling and Admin teams at local high-schools*
 - *requiring local students to come to Summit in person with a parent to enrol, which ensures that parents hear the instructions given to students and are able to support them.*

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - *implementation of BAA Course, How to be a Successful Online Student*
 - *possible implementation of DL Support blocks at local high-schools*
 - *automated e-mail queries for students who have not submitted work for assessment in a given period of time*

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - *development of the BAA course will require assistance/teamwork of several Summit staff in building course components.*
 - *Most Summit teaching staff will be participating in the Virtual Schools Society Annual Spring Conference in April, which includes a variety of workshops on skills & strategies for DL teachers*

- How will we involve parents?
 - *implementation of EasyGrade Pro gradebook system, which allows secure posting of a student's marks online, which will enable parents to monitor their child's progress more easily*
 -

- How will we monitor and adjust our actions?
 - *This year's cross-enrolled spreadsheet will be retained for data comparison purposes. We are already planning adjustments to the format of the spreadsheet to allow us to more easily sort and track by course, active status, percent complete, withdrawn status and other attributes.*
 - *We will continue to seek advice and feedback from our local high-schools.*

Goal: Creation of Assessment Rubrics and Criteria

Objective: To ensure that students and parent-facilitators understand expectations regarding all courses and subjects, and are capable of completing assignments which demonstrate that they have met those expectations. Written rubrics and criteria are essential in communicating assignment expectations for Summit students and their parent-facilitators.

Rationale: Given that the entire elementary program was substantively revised in the spring in response to recommendations from the DL Audit Team, and that many secondary courses require development of rubrics and criteria, this is a logical focus for staff time and effort. Elementary program revision work was carried out in a very short period of time by Summit teaching staff with assistance from both the Literacy and Numeracy Helping Teachers, and a TOC who, as a retired elementary principal and former district helping teacher, was able to assist with this work. However, given the magnitude of the task of creating assignments for every elementary subject at all grade levels from Kindergarten through Grade 7, it was not possible to simultaneously develop assessment rubrics.

Data Sources:

Assessments:

NOTE: "all students" include Aboriginal

Assessments Based on Teacher Judgement

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>								
<i>Male</i>								
<i>Total Participation #</i>								

(optional)

Assessment:

School / District Based Assessment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>								
<i>Male</i>								
<i>Total Participation #</i>								

Assessment:

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students		
Female		
Male		
Aboriginal		
Total Participation #		

Evidence of Change: We will be tracking student success and completion rates for all subjects and grade levels.

Targets (over 3 years): We are looking towards completion of parent/student friendly rubrics for all subjects at all grade levels. Completion of clearly understood criteria and rubrics should increase student success and course completion rates. We expect to complete this task within three years.

Comment / Summary of Progress:

We are still at the beginning stages of creating clear criteria and rubrics for courses not delivered via OpenSchool and online courses, while many of the former also required revision and updating on the part of our staff.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)
 - *We have begun course development ‘round table’ reports as a standard Staff Meeting agenda item.*
 - *Rubrics developed thus far have assisted both students and teachers in assessment and evaluation of assignments.*
 - *Continue to participate in assessment workshops (ie: Ruth Sutton, Summer Institutes)*

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - *We are seeking both commercially prepared materials and teacher-made rubrics which will support student understanding of course & assignment expectations and standards.*
 - *Continued involvement with the Assessment for Learning project.*

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).
 - *We will continue to work collaboratively on an informal basis, sharing our work with each other via Staff Meeting ‘round table’ reports.*
 - *Staff will continue to utilize TOC time-in-lieu to free up time for work on rubric and criteria development*

- How will we involve parents?
 - *Summit parents already do an excellent job of providing us with thoughtful feedback on our program, and giving suggestions for improvement. We will continue to seek feedback through formal means such as surveys and PAC meetings, and informal contact with parents which occurs on a regular basis. Summit teachers also frequently send out newly developed rubrics to select parents to try out and provide feedback.*
 -
- How will we monitor and adjust our actions?
 - *When the DL Achievement Extract is able to provide us with reliable data, we plan to use this information to help us monitor course completion and success rates.*
 -

Submitted by:

School Planning Council

This school growth plan has been written, reviewed and supported by:

_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Teacher Member's Name	_____ Signature	_____ Date
_____ Principal's Name	_____ Signature	_____ Date

_____ Superintendent	_____ Board Chair	_____ Date
-------------------------	----------------------	---------------