

School and Community Context

Unique Features:

Summit Learning Centre is a distributed learning school, which enrolls students from all over the province in K-12, including 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. 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 as revised in 2006, changes were essential.

Therefore, we are now working through the second year during which instruction, evaluation and assessment of student learning has been carried out entirely by Summit Learning Centre staff. Our current 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 and in some cases, create, courses used at the secondary level, we are well aware of how much work remains to be done.

This summer, Summit implemented a Summer Semester for the first time. During five weeks in July/August when the school would normally have been closed, we hired half-time secondary teachers, and a .1 languages teacher, who worked to support students at the Gr. 10/11/12 level who enrolled to complete courses during the summer months. This option provided an alternative for students who were unable to meet the attendance requirements of traditional summer school.

Sadly, in the early fall, Summit Learning Centre experienced the loss of our beloved Vice-Principal, Patti Corrin on October 4, 2008. The impact of this loss for our school is difficult to describe. During the weeks immediately following this tragic event, all Summit staff members adjusted their schedules and priorities in order to fill in as needed, and provide parents/families with assurance that the program they had enrolled in would continue. In the end, the replacement plan for this position required considerable re-structuring of existing staff assignments. Addition of new staff was also required, and this was subsequently completed on Dec. 12th, 2008. Thus the new year of 2009 was truly a fresh start for our school in moving forward and rebuilding the lost momentum of the fall.

Another unique feature of our school continues to be 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, Maple Ridge, 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. During the 07/08 school year Parent Advisory Council meetings were held both as E-Live! sessions and face-to-face meetings, and considerable progress was made. Two parents took on the task of drafting a Constitution for a Summit PAC. The original goal to hold PAC elections in the fall of 2008 based on the Constitution created during the previous spring was not possible due to circumstances previously noted. It is hoped that PAC elections may be possible in the near future.

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, many 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 is just beginning to have access school level data. 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 collected Achievement Data extracts beginning Sept. 2006, this year this data collection was discarded as the Ministry switched systems to the new SADE data collection, and therefore no new achievement data has been collected and shared. Summit students did participate in the DART assessment for the first time in Spring 2008, and the first set of data is included below.

Assessment:

Until Fall 2007, Summit did not have DART kits, so no data collection was possible previously. This first set of DART results for Summit includes participating students from Gr. 3 – 7. Given that this was a new activity, we were reasonably encouraged by the participation rate for this assessment which was 38%. However, it is important to keep in mind that many students’ achievement levels are not reflected in this data.

District Data – DART 2008

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	0		4		5		2	
Male	1		6		7		2	
Total Participation #	1		10		12		4	

Assessment: Only 34% of eligible gr. 4 & 7 Summit students participated in the FSA in the spring of 2007. We are pleased to note an increase in participation in Feb. 2008 to just under 70% at Gr. 4 and 55% at Gr. 7. This was the first year in which students were allowed to carry out the assessment at home, just as they carry out other parts of their learning program at home. However, results must be interpreted with caution for this reason.

Provincial FSA Assessment – Feb. 2008
Total Enrolled Gr. 4: 20

Gr. 4	Did not Write	Not Yet Meeting	Meeting	Exceeding
Rdg. Female	5	1	4	3
Rdg. Male	1	0	1	3
Wrtg. Female	5	1	6	0
Wrtg. Male	1	0	4	1
Num. Female	5	1	4	3
Num. Male	1	0	0	4
Totals	6 (33%)	3	19	14

Total enrolled Gr. 7: 17

Gr. 7	Did not Write	Not Yet Meeting	Meeting	Exceeding
<i>Rdg. Female</i>	4	1	2	0
<i>Rdg. Male</i>	3	1	4	2
<i>Wrtg. Female</i>	5	0	2	0
<i>Wrtg. Male</i>	3	1	6	0
<i>Num. Female</i>	5	0	1	1
<i>Num. Male</i>	3	1	4	2
Totals	8(41%)	4	19	5

In 2006, 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. In 2007 the Satisfaction Survey was electronic and administered through LearnNowBC. Participation was even lower, and no meaningful data was collected. No further information is available at this time.

Evidence of Change: Given that both the DART and FSA data collections provided baseline data for our school, we cannot begin to determine evidence of change at this time. However, increasing participation levels may be one indication that parents/students are more confident of their skills and willing to take the risk of participating in a formal assessment.

Targets (over 3 years)

It will be an on-going goal to increase participation levels, as well as results for those students participating in formal assessments.

The initial results for FSA Writing confirm our staff's selection of writing for information as an appropriate goal for our students.

Comment / Summary of Progress:

We are aware of the need to find ways to more easily and routinely 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*
 - *initiate a student writing publication to provide an audience for our young writers*
- 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 have implemented an online gradebook program, EasyGrade Pro, which will allow parents of secondary students to have access to their children's marks in a secure online format. This will be available during the final semester this year.*
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- How will we monitor and adjust our actions?
 - *Managing information and using it wisely continues to be a challenge for our school, although important progress has been made in this area this year. 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.*
 - *Implementation this year of the EasyGrade Pro hosted server which enables online collection and sharing of student marks and progress has provided a significant step forward, allowing us to move beyond the paper-based marks collection binder of the past.*
 - *An innovation currently in progress is implementation of a Student Management System purchased as part of our membership with the BC Learning Network. The BCLN is a collaboration of DL*

schools in BC which have made a commitment to work together for improvement of course offerings and the opportunity for cost savings resulting from group buying decisions.

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- *The new SMS is expected to supplement and make more easily accessible the data we already have in BCeSIS, enabling us to more accurately manage our constantly changing student population.*
- *We look forward to establishment of a formal, elected Summit PAC as a formal voice for parent's perspective on our progress.*

GOAL #2, Transitions:

- 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.
- Ensuring positive transition of existing DL students from the Gr. 7 to Gr. 8 programs

Objective: That all students who enrol as cross-enrolled students successfully complete the course/courses they have identified on their Student Learning Plan within a twelve month period,
That Gr.7 Summit students who choose to enrol in the Gr. 8 program complete their Gr. 8 year successfully.

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 in 2006, the 2007/2008 year saw an increasing number of students cross-enrolling with Summit for one or more courses. Increasing numbers of students are also cross-enrolling during 2008/2009. 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:

School Data 07/08

NOTE: all students include Aboriginal

# at each level	All courses	Withdrawn		In Progress		Completed
	All Students	With Reason	All Students	Active	All Students	All Students
Female	119	1	10	61	111	8
Male	59	1	12	30	57	2
Out of District	44		5*	19	39	5
Total Participation #	178	2	22	91	168	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.

Data Sources: Summit Cross-Enrolled Spreadsheet, reflecting enrolment from June 2008 to Feb. 15th, 2009

Assessment:

School Data 08/09

# at each level	All courses	Withdrawn		In Progress		Completed
	All Students	With Reason	All Students	Active	All Students	All Students
Female	266	1	48	199	238	28
Male	85	1	29	56	73	12
Out of District	79*	-	16*	18*	71*	5*
Total Participation #	272	2	77	155	232	40

- ** included in M/F totals. Note that 53 students out of 79 out of district students are enrolled to take a language course. Some of the 79 students are enrolled in more than one course.*
- *of the 74 students who have not yet submitted 1st evidence, 32 have enrolled within the last month*
- *All Courses includes In Progress and Completed Courses. Withdrawn courses are not in this total.*
- *caution: 2nd term reports are in process at this time. There may be additional students who have completed their courses, beyond the 40 students recorded to date.*

Please Note: the above chart references the same months as the previous one in order to allow comparison of identical time frames. However, because it excludes the end of the school year, it does not give information about completion rates for the full year.

Gr. 7 to Gr. 8 Transition Data:

Gr.7 enrolment as of April. 2008: 18

Gr. 8 enrolment as of Sept. 2008: 14 (9 returning, 5 new enrolments)

Gr. 8 students successfully completing 8 required subjects by end of June 2009: *to be determined...*

2008/2009 will provide baseline data for Gr. 7 to Gr. 8 transition

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 began tracking Cross-Enrolled students via an excel spreadsheet in 2007/2008, 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. We are considering providing secondary school counsellors with access to the EasyGrade Pro online marks system, and anticipate running a trial with a volunteer counsellor this spring.

We anticipate that implementation of the new SMS will allow us to more easily sort cross-enrolled students by enrolment date and active status, and also enable us to easily send e-mail group messages to help keep students on track.

At this time we are aware that some Gr. 7 students choose not to enrol with Summit for Gr. 8 due to perceptions that the program is either too difficult or inflexible. We also know that last year many Gr. 8 students required extra time to complete their programs, with several working through the summer to do so. These are both areas to monitor going forward.

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.*
 - *Addition of a secondary counsellor, who has taken on responsibility for monitoring and supporting Gr. 8 /9 students (new for the 08/09 school year)*

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - *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*
 - *provide more information to Gr. 7 students and parents about program changes in Gr. 8*

- 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*).
 - *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*
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- How will we monitor and adjust our actions?
 - *Last year's cross-enrolled spreadsheet was retained for data comparison purposes. We have made adjustments to the format of the spreadsheet to increase the level of detail. Implementation of the new SMS will eventually replace the manually created spreadsheet, and will provide us with greater ability to sort the data within it for various purposes.*
 - *We will continue to seek advice and feedback from our local high-schools.*
 - *We will monitor course % completion rates for Gr. 8 students.*

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 of 2007 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. Teaching staff have been hampered in their efforts to continue this work during 08/09 as a result of significant staff change and restructuring this fall.

Data Sources:

Assessments: [Elementary Report Cards June 2008](#)

NOTE: “all students” include Aboriginal

Assessments Based on Teacher Judgement

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	Assessed	InSuff. Evid.	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	4	11	4	na	36	na	35	na
Male	3	6	11	na	29	na	10	na
Total Participation #	7	17	15		65		45	

(optional)

Notes: In some cases, insufficient evidence for assessment was the result of late enrolment or student health issues. However, in cases where insufficient evidence was related to non-compliance with program requirements, students were issued with letters indicating that they were not eligible to re-enroll in September.

Evidence of Change: We will be tracking student success and completion rates for all subjects and grade levels. The data above is baseline data, drawn from the first year of reports generated via the new model.

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 working towards the creation clear criteria and rubrics for courses not delivered via OpenSchool and online courses, while also working on also revision and updating on the part of our staff. Membership in the BC Learning Network has assisted with course updating for some secondary level online courses.

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 continue the 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 membership in the BC Learning Network to benefit from course collaboration among member districts*
- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 - *We continue to seek both commercially prepared materials and teacher-made rubrics which will support student understanding of course & assignment expectations and standards.*
 - *We continue to add to samples of exemplary student work posted on Moodle*
- 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.*
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- How will we monitor and adjust our actions?
 - *The Ministry of Education has discontinued the DL Achievement Data Extract as it moves towards implementation of the SADE system (Student Achievement Data Extract) The First SADE extract will take place in April, providing us with a new set of baseline data.*

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
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