



**Me to We
Social Responsibility Day**



Welcome Back!



**Holiday
Celebrations**



**Summit
Learning Centre**



Summit Art Show



**Summit Garden
Project**



**Aboriginal Cultural
Awareness Day**



**Summit Thespians
Musical Theatre
Art Smarts**



ArtSmarts Activities



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.

Summit is now in its third year of operation under the new delivery model introduced in the fall of 2007, through 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. Successful completion of a DL Audit in the spring of 2009 confirms that our new model, as well as school policies and procedures, are on the right track. 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 continue to be aware of how much work remains to be done. The volume of students cross-enrolled for one or more courses at the secondary level has continued to rise, and this has resulted in very little time available for work on secondary course development.

Last summer, Summit continued its Summer Semester program. During five weeks in July/August when the school would normally have been closed, we hired two 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 provides an alternative for students who are unable to meet the daily attendance requirements of traditional summer school, and has been a popular choice for students wanting to create an opening in their timetable for elective courses at their neighborhood school.

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. At the same time, we are seeing on-going growth both with our cross-enrolled students at the secondary level and adult students enrolled for course upgrading, which is shifting the enrolment balance away from full-time students who take all their courses with Summit, which means that some traditional measures of school growth may not apply.

Community Partnerships/Initiatives:

Summit full-time 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, and Coquitlam, 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:

We are pleased to note that this fall Summit parents adopted a Parent Advisory Council constitution, and elected a Parent Advisory Council executive for the first time. The Parent Advisory Council was instrumental in organizing a very successful Christmas Craft and Activity afternoon, which was planned to help promote a sense of community for our full-time students. The Summit PAC has also created its own webpage to assist with communication and networking for parents.



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. 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 & second sets of data are included below.

Assessment:

Until Fall 2007, Summit did not have DART kits, so no data collection was possible previously. The first set of DART results for Summit included participating students from Gr. 3 – 7, and the participation rate for this assessment was 38%. During 2009, the participation rate was 33%. It is therefore 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	

District Data – DART 2009

# 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		11		0	
Male	0		2		8		0	
Total Participation #	0		6		19		0	



Assessment: Only 34% of eligible gr. 4 & 7 Summit students participated in the FSA in the spring of 2007. Although participation increased in 2008, which was the first year in which students were allowed to carry out the assessment at home, participation rates fell back to 33% in 2009. Therefore for several reasons these results must be interpreted with caution.

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

Provincial FSA Assessment – Feb. 2009 Total Enrolled Gr. 4: 12

Gr. 4	Did not Write	Not Yet Meeting	Meeting	Exceeding
Rdg. Female	5	0	0	3
Rdg. Male	2	1	1	0
Wrtg. Female	5	0	2	1
Wrtg. Male	2	0	1	1
Num. Female	5	0	0	3
Num. Male	2	1	1	0
Totals	7 (58%)	2	4	8

Provincial FSA Assessment – Feb. 2008 Total enrolled Gr. 7: 17

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



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Provincial FSA Assessment – Feb. 2009 Total enrolled Gr. 7: 17

Gr. 7	Did not Write	Not Yet Meeting	Meeting	Exceeding
Rdg. Female	5	1	0	2
Rdg. Male	4	0	1	4
Wrtg. Female	5	1	2	0
Wrtg. Male	4	3	2	0
Num. Female	5	2	1	0
Num. Male	4	0	1	4
Totals	9 (53%)	7	7	10

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 provide a minimal amount of data and is based on low participation rates, we cannot begin to determine evidence of change at this time. We remain concerned that students with weaker skill levels are not participating in the assessment, which does not give us a true picture of student progress.

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 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*
 - *include sessions on writing skill development as part of the ArtSmarts programming*
- 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 facilitated in part by our small staff size and proximity of our working conditions. Staff Meeting updates include information about 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, allows parents of secondary students to have access to their children's marks in a secure online format.*
- 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 last year of the EasyGrade Pro online marks system which enables collection and sharing of student marks and progress has provided a significant step forward, allowing staff to log in from any location to view student course progress.*
 - *Considerable work has been done this year regarding implementation of a Student Management System (SMS) 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.*
- *The new SMS will supplement and make more easily accessible the data we already have in BCeSIS, enabling us to more accurately manage our constantly changing student population. As we are the first site to synchronize the SMS with BCeSIS data, this has required some fine-tuning, and development will continue throughout the spring.*

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. Cross-enrolment numbers continue to increase. As learning through DL is typically 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 07/08

# 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

School Data 08/09

# at each level	All courses	Withdrawn		In Progress		Completed
	All Students	With Reason	All Courses	Active	All Courses	All Courses
Female	176	1	48	199	238	28
Male	96	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.

Summit Cross-Enrolled Data, reflecting enrolment from June 2009 to Feb. 15th, 2010

School Data 09/2010

# at each level	All courses	Withdrawn		In Progress		Completed
	All Students	With Reason	All Courses	Active	All Courses	All Courses
Female	175			169	246	30
Male	97			92	135	26
Out of District	104*					6*
Total Participation #	288 (hc)			261	381	56

- * included in M/F totals. Note that 47 students out of 104 out of district students are enrolled to take a language course. Some of the 104 students are enrolled in more than one course.
- of the 120 courses for which there is no 1st evidence, 67 have been added within the last month
- Overlap of enrolment between school years has resulted in merged data within the Cross-Enrolment Spreadsheet, which has made it impossible to generate some of the data previously available for this report. The information above was generated via extract from BCeSIS.
- caution: 2nd term reports are in process at this time. There may be additional students who have completed their courses, beyond the 56 students recorded to date.
- Please read as follows: 288 students have enrolled to take 437 courses, of which 56 are completed, 261 are active and 120 are not yet active.



Please Note: the above 2 charts reference the same months as the initial one in order to allow comparison of identical time frames. However, because they exclude the end of the school year, they do 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 begun 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 periodically forward the spreadsheet to the Counsellors and Admin. Teams at each of our local high-schools. 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. Adjustments have been made to course requirements during the 2009/2010 school year to ensure greater completion rates for Gr. 8 students.



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)*
 - *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)*
 - *provide information to Gr. 7 students and parents about program changes in Gr. 8 through a "Welcome to Grade 8" letter issued with the second term report card.*

- What things will we do differently? *(List one to three strategies, resources, structures, partnerships, etc.)*
 - *implementation of Distributed Learning (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 (produced through the SMS)*
 - *ensuring that Cross-Enrolled students understand the commitment to begin their courses within a two week period after enrolling.*

- 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).*
 - *Unfortunately, the Virtual Schools Society Annual Spring Conference in April, which included a variety of workshops on skills & strategies for DL teachers has been cancelled this year due to lack of government funding. Although an online conference is being planned as an alternative, Summit staff will work together on local pro-d activities during the time scheduled for the now-cancelled conference.*

- 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*
 - *E-bulletins sent to parents of cross-enrolled students, usually twice per term.*

- 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 continue to 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 2006 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 continue to be hampered in their efforts to continue this work due to staff changes and ongoing demands of their assignments. However, this remains a focus and assessment criteria continue to be added where possible.

Data Sources:

NOTE: "all students" include Aboriginal

Assessments:

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.



Elementary Report Cards June 2009

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	Assessed	InSuff. Evid.	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	0	1	6	na	43	na	19	na
<i>Male</i>	4	3	9	na	25	na	12	na
Total Participation #	4	4	15		68		31	

Evidence of Change: We will be tracking student success and completion rates for all subjects and grade levels. The data above is beginning data, drawn from the first two years 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.

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 revision and updating on work prepared by 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*)
 - *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,*
 - *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?
 - *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 official SADE extract took place this fall, but we have not received a report on this information.*

Submitted by:

School Planning Council

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

<u>Marista Reinenik</u> Parent Member's Name	<u>[Signature]</u> Signature	<u>April 15, 2010</u> Date
<u>Lisa Lake</u> Parent Member's Name	<u>[Signature]</u> Signature	<u>April 15/2010</u> Date
<u>[Signature]</u> Parent Member's Name	<u>Donna-Lynne Shearer</u> Signature	<u>April 15/2010</u> Date
<u>Cathy Anderson</u> Principal's Name	<u>[Signature]</u> Signature	<u>Apr. 15, 2010</u> Date

_____ Superintendent	_____ Board Chair	_____ Date
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