

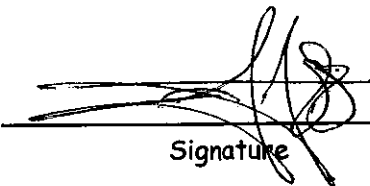
School Improvement Annual Planning and Reporting Document
"Working together for Quality Public Education"
Kamloops/Thompson School District: A Focus on Student Achievement

School Name: @KOOL

Plan for School Year: 2015 - 2016

Date: April 30, 2015

Principal: Jameel Aziz
Print Name


Signature

Ratified by School Staff N/A

Ratified by School PAC N/A

School Mission:

@KOOL seeks to establish itself as a provincial leader in quality distributed learning. We are dedicated to providing the best online learning experience for our students by offering programs that are flexible, rigorous, and which are supported by services that are provided in a relevant and timely manner.

School Context:

@KOOL is currently located in the Pineridge Elementary school building and employs 16 teaching staff, 4 secretaries, a custodian and a Principal. @KOOL services approx. 4800 individual students with courses and programs mainly within SD73 borders but also to all parts of the province of BC.

District Goals Addressed by this Plan:

Enhancing Student Performance by: engaging in a structural plan to change our delivery model to move to greater SD 73 student completion of courses.

School Goals:

1. To improve the course completion rate of SD73 students taking @KOOL courses
2. To examine our program structures and adapt them to address Goal #1.

School Improvement Plan for @KOOL for the 2015-2016 school year.

Goal #1

1. Student Achievement - To increase the course completion rate of SD73 students taking @KOOL courses by 10%.

Rationale: In Spring of 2014, a report was commissioned by then Superintendent Dr. Terry Sullivan to look at @KOOL's course completion rates, examine successful models for online course completion within British Columbia and make recommendations based on those findings. *The report related to this goal can be found in Appendix 1*

Targets for Improvement

Gather clearly understandable data of course completion rates and standardize a measurement so that progress can be monitored on a bi-annual basis.

As 2014/2015 is being considered baseline data, we will capture and record the completion rates by course and grade for each semester this year. The goal will be to improve those completion rates by 10% for the 2015/2016 school year while carefully examining what processes are bringing us success and which processes may need refining.

Assessments to Measure Progress. We will use the data generated out of Moodle as our baseline and ongoing monitoring data until such time as we change LMS or find a cleaner way of incorporating the data to useable6 and easy to understand information.

| Strategies/Monitoring For Goal Achievement (To be determined by principal in consultation of EOC) | Person(s) Responsible | Resources Needed | Timeline |
|---|---|---|---------------------------|
| Collect baseline data info to be used as a benchmark to compare completion rates moving forward with. | Principal | Data Analyst | June 2015 |
| Create a clear definition of what completion means in the asynchronous DL world | Principal | None | June 2015 |
| Work closely with a DL Coordinator to create goals, strategies and training for staff new to DL. | Principal | DL Coordinator funds for release time and meeting expenses | June 2015 and ongoing |
| Take snapshots of data at each school semester end to analyse results of progress and student completion | Principal | Data Analyst | February 2016 and ongoing |
| Determine a method of intake and support for those students who are full time @KOOL students. | Principal | TREC resources | February 2016 and ongoing |
| Ensure that new DL teachers are trained and supported in using an LMS, understanding the implications activation and funding and how to produce reposts | Principal | DL Coordinator | June 2015 and ongoing |
| Work with schools and school based principals to create and support DL delivery monitoring and support within their building | Principal | None | June 2015 and ongoing |
| Develop community and parent partnerships to enhance student learning: Explore and develop possible partnership opportunities with various community organizations including businesses and non-profit societies to provide students with authentic and purposeful learning opportunities within the construct of Inquiry-Based Learning. | Teaching Staff. Admin, Community Partners | Time | May 2013 – ongoing |
| Employ technology to enhance student learning: Ensure that all classrooms have access to technology necessary to facilitate Inquiry/Problem Based Learning in the classroom. This would include not only computers, software and peripherals, but also teacher and student training to assist demonstrate student learning. | All Staff, Community Partners | Time, various resources, materials, priority plan for technology purchasing | May 2013 – ongoing |

The ultimate goal for Year 1 of @KOOL's transition is to effectively support, monitor and blend teaching assignments into our bricks and mortar schools. Future years could look at synchronous versus current asynchronous delivery; models combining our VC technologies and supporting students to ensure that regular feedback and timely completion of DL courses becomes a standard for SD #73 students.

Appendix 1

A - DL Report commissioned by Dr. Terry Sullivan and completed by Alan Dodd

B - Recommendations made by Principal Working Group

MEMO

TO: Dr. Terry Sullivan, Superintendent of Schools
FROM: Alan Dodd
SUBJECT: Distributed Learning Completion Rates
DATE: June 9, 2014

BACKGROUND

A recent analysis of success rates in Distributed Learning in School District No.73 showed that the six-year completion rate was less than 25% in 2011/12 and in 2012/13. The six-year completion rate for standard school facilities in School District No.73, by contrast, was approximately 86% in the same period. Further, the six-year completion rate for Distributed Learning in School District #73 was lower than the provincial average for other Distributed Learning programs in British Columbia.

One of the School District's goals is to increase completion rates to at least 85% by 2015. Given that the six-year completion rate in Distributed Learning has been significantly lower than other forms of instruction, it is reasonable to assume that improving success rates in Distributed Learning would improve the School District's six-year completion rate and benefit students.

Distributed Learning in various forms is used extensively by students throughout School District #73. Although @KOOL is responsible for most of the Distributed Learning program, other forms of Distributed Learning such as video conferencing are being extensively used by students particularly in rural areas. Distributed Learning provides alternatives for students in both rural and urban schools to take courses that would not otherwise be available. Distributed Learning also offers students the flexibility to retake courses, to take courses if it is not possible to attend a regular school and to take courses for acceleration that might not fit into their timetable. Additional support for these

students and improved completion rates would benefit schools in counselling students to help them choose the best program options.

CURRENT MODEL OF DISTRIBUTED LEARNING

@KOOL is responsible for most of the Distributed Learning programs currently being offered in School District No.73. There are a number of components in @KOOL that provide different options to students of different ages.

Elementary Program

The elementary program serves students from Kindergarten to Grade 7 who choose either not to attend a regular school or are unable to for various reasons. Many of these students and families have elected not to attend regular school for religious reasons. Others live in rural or remote areas and it is not practical to get to a regular school on a daily basis.

Although the program is described as Distributed Learning only a portion is delivered in an online format. Most students and parents meet with the teacher on a regular basis to receive assistance and instruction. In addition, many families participate in the regularly scheduled field trips that are provided by the program.

There were 49 headcount students in the elementary program in the 2012/13 school year. The program is staffed with one .80 FTE teacher.

Junior Secondary Program

The Junior Secondary program supports at-risk students from within School District No.73. Many of these students have an anxiety disorder that makes them unable to attend a regular school. Other students enter the program if they are not able to attend a regular school, or in some cases, an alternate program for behavioral reasons. The primary goal of the program is to help these students get some course work completed while working with other district and community agencies to help them reintegrate into a regular school.

There are currently 73 headcount students in the Junior Secondary program. The program is staffed with 1.4 FTE teaching staff.

Graduation Program

This is the largest component of the @KOOL programs. The Graduation program provides courses to students in Grades 10 – 12. Most students are cross enrolled with other secondary schools in School District No.73. In the 2012/13 school year 80% of the students lived within the borders of School District No.73.

@KOOL provides most of the courses that are offered as part of the British Columbia Graduation program. The primary mode of delivery is an online format using a content management system (CMS) such as Moodle or Blackboard. Students maintain contact with their teachers either by email or by using the internal communication platform within the CMS.

In the 2012/13 school year there were 220 FTE students in the Distributed Learning program at @KOOL. The majority of these students have completed most of the courses for the Graduation Program in a regular school facility and are looking to complete one or two more courses required to graduate. English 12 and Social Studies 11 are selected by many students as they are required courses in the Graduation Program. @KOOL is the school of record for 24 FTE of the total of 220 FTE. The balance of the students are cross enrolled with other secondary schools.

The program is staffed with approximately 4.5 FTE teaching staff. There is some overlap of responsibilities between the teachers in the adult program located at North Hills and the Graduation Program located at Pineridge.

Adult Education Program

The Adult Education Program of @KOOL is located in the North Hills Mall. This location provides ease of access for adult learners to teachers and computers in the

program. Many of the adults in the program live in the North Kamloops area and there are good transportation connections to North Hills Mall.

There are currently 112 headcount adults in the Adult Education program. Adult learners have greater rates of success when they can take a program that is flexible and self-paced with support from teachers when required. The program model for adult learners at North Hills mall is structured to provide this type of environment.

In addition, the teachers at the North Hills mall location provide instruction to at risk students who can't attend any regular school. The North Hills Mall location also serves as a testing centre for students in Distributed Learning.

The Adult Education Program is staffed with 3.5 FTE teachers. As noted above, there is some overlap of responsibilities between teachers providing instruction to school age students and those providing instruction to adult learners.

Planning 10

Planning 10, a required course for a BC Graduation Dogwood Certificate, became a fully online course in 2009 in School District No.73. Following is a summary of the rationale for providing Planning 10 to students in a fully online form:

- Most post-secondary institutions and many businesses have online instructional and training programs. Providing Planning 10 in an online form gives students an exposure to learning in an online environment and an opportunity to develop technological skills.
- Providing Planning 10 off of the regular secondary timetable gives students greater flexibility in course selection and allows them to take an additional elective.
- Teaching Planning 10 online provides additional funding to the School District that can be used to support other programs.

Planning 10 has had a completion rate of approximately 98% since 2010 when it was first introduced in an online format.

Although the online Planning 10 model has been generally successful, a review of the program conducted by Assistant Superintendent, Bill Hamblett, in February 2014 noted several concerns. In particular, schools reported that there was little adaptation of materials or instruction in Planning 10 to meet individual student needs. Further, some models of student support used by schools seemed to be more effective than others. In many instances, it was observed that there was insufficient technological support at the schools to help students with software such as Moodle.

Several recommendations were made to improve support for students in Planning 10:

- Place all Distributed Learning Planning 10 teachers into schools to support schools and students.
- Develop a differentiated Planning 10 course for students on IEP's
- Increase Planning 10 Coordination to further support the implementation of the "blended" Planning 10 model

There were 130 FTE students enrolled in Planning 10 through Distributed Learning in 2012/13. This generated additional revenue to the School District of approximately \$760,000. There are 3.5 FTE teaching staff in the Planning 10 program.

DISTRIBUTED LEARNING REVENUE AND STAFFING

| Staffing and Revenue for Distributed Learning Programs in Schools District 113 2013/14 | | | |
|---|-----------------|----------------------------------|-----------|
| | Staffing (FTE)* | Location | Revenue* |
| Elementary | .80 | Pineridge | |
| Junior Secondary | 1.4 | Pineridge | 260,000 |
| Graduation | 4.5 | Pineridge | 1,013,000 |
| Planning 10 | 3.5 | Teachers are embedded in schools | 760,000 |
| Adult Education | 3.5 | North Hills Mall | 273,000 |

Notes to Staffing and Revenue Table

*The revenue for the Elementary and Junior Secondary programs is combined into one figure.

*The staffing figure is an approximation because teachers have overlapping responsibilities. The FTE shown in the table reflects the actual amount of time devoted to each program.

*Revenue shown is approximate. The final revenue is dependent on several 1701 counts throughout the school year.

- Total staffing for Distributed Learning is approximately 13.7 FTE teachers
- Average cost per FTE teacher is \$86,700
- Total teaching cost - \$1,187,790
- There are currently two administrators in the Distributed Learning program at @KOOL
- Total administrative cost - \$254,939
- Total revenue generated by Distributed Learning - \$2,306,000
- Total expenses for teacher and administrative staffing at @KOOL - \$1,442,729
- Excess revenue over expenditures - \$827,271

DISTRIBUTED LEARNING MODELS

@KOOL is responsible for the delivery of all of the online and distributed learning programs in School District No.73. Although there are some differences in the programs depending on the ages of the learners, teachers are primarily located either at Pineridge or at North Hills Mall. Most of the instructional programs are offered in a full online form. Communication between teachers and students takes place through email or by telephone. Teacher-student face-to-face interaction is limited with the exception of the elementary and Junior Secondary programs.

The completion rate for students in Distributed Learning programs in 2012/13 was approximately 25%. It should be noted that completion rates in Distributed Learning need to be viewed over several years. Since the Distributed Learning programs at @KOOL operate on a self-paced model, students may take more than one year to complete a course so a single snapshot may be slightly misleading. However, even when the completion rates of @KOOL are examined over several years the average completion rate is still approximately 25%. Many of the students in the @KOOL program are one or

two courses short of what is needed for a BC Dogwood Graduation and choose to enroll in @KOOL rather than return to or continue with their studies in a regular secondary school. The completion rate for these students is generally low.

Alternative Models for Distributed Learning

Richmond and North Vancouver School Districts both have Distributed Learning Programs with significantly higher success rates than the program in School District No.73.

Richmond Model

The Richmond Virtual School uses a hybrid model of Distributed Learning. Most of the teachers in the program are embedded in regular secondary schools and have one or more online (distributed learning) blocks in their timetable. All students are required to attend face-to-face meetings with their teachers and classmates on a regular basis. Courses are “book ended”, that is, they have a definite beginning and end. The following description is taken from the Richmond Virtual School website. *All our courses are full credit and follow the BC provincial learning outcomes. RVS uses a successful hybrid model of online and face-to-face interaction to deliver high quality and dynamic learning opportunities.* (Richmond Virtual School, <http://rvs.sd38.bc.ca/>)

The completion rate for Distributed Learning courses taken at the Richmond Virtual School is 82%. The teachers in the Richmond Virtual School attribute their high success rate to the personal contact with students. Richmond Virtual School has also developed a Project Based Learning Program which will combine with the blended online learning program. A cohort of Grade 11 students will have the opportunity to work with other students, community members and teachers on cross-curricular projects in 4 subjects.

Because of the required face-to-face component of the Richmond Distributed Learning program there are no students registered from outside the district.

North Vancouver Model

The North Vancouver model is also a hybrid model of Distributed Learning similar to the Richmond model. North Vancouver has a Distributed Learning Program that, along with the District Alternate Programs, is located in a repurposed Junior Secondary School. However, the majority of the teachers in the North Vancouver Distributed Learning program are embedded in secondary schools throughout the district. The teachers in the program typically have one or more blocks of Distributed Learning in their timetable. North Vancouver has moved to create a “Learning Commons” for Distributed Learning in each of the secondary schools. Each of these areas is equipped with the technology needed for Distributed Learning and has a Distributed Learning teacher in it for most of the school day. Teachers in the classroom support all students in the school taking a Distributed Learning course. Although the teacher of record for a particular course might be located in a different school, the Distributed Learning teacher at a student’s home school assists with minor technological issues and provides encouragement and advice. The teachers in the program felt strongly that the personal contact with students helped improve the rate of completion. Following is a brief description of the North Vancouver model from their website.

Our Vision:

To provide students with a flexible pathway to graduation and an alternate way to complete many academic and elective courses leading to a Dogwood Diploma.

Our Model:

A combination of online and face-to-face interactions to create a blended approach to learning.

(North Vancouver School District, <http://www4.nvsd44.bc.ca/school/distributed>)

The completion rate for Distributed Learning courses in North Vancouver is approximately 70%.

CONCLUSIONS

Distributed Learning completion rates are significantly higher in the two school districts examined than those in School District No.73. The Distributed Learning model in both

Richmond and North Vancouver emphasizes personal contact between teachers and students. In each of these districts teachers are embedded in regular secondary schools and Distributed Learning is only a portion of their teaching assignment. All the teachers interviewed attributed their high completion rates to the personal contact they have with their students.

Approximately 80% of the students taking Distributed Learning courses in School District No.73 live within the boundaries of the School District. In addition, many of the students in the Graduation Program in @KOOL are taking one or two courses needed to complete the requirements for a Dogwood Certificate. Providing additional support to help these students complete these courses should be a priority. This could best be done by bringing the program closer to the students.

RECOMMENDATIONS

1. Reconfigure @KOOL so that the teachers in the Graduation program are embedded in secondary schools.
2. Relocate the elementary component of the program into elementary schools.
3. Relocate the junior secondary component of @KOOL into the School District's alternate programs at TREC. The junior secondary program serves as an alternative for students with social/emotional and behavioral issues. Relocating the program to TREC would allow more access to behavioral supports and facilitate movement between classroom and out of school alternate programs in the School District.
4. Examine methods to create a more personalized instructional model for out-of-district students in Distributed Learning courses.
5. Create a "Learning Commons" space in a number of the secondary schools to support Distributed Learning.
6. Post teaching positions in secondary schools that include both Distributed Learning and regular classroom instruction.
7. Restructure Distributed Learning courses to emphasize personal contact between the teacher and student whenever possible.

8. Retain the North Hills Mall site for adult learners. As noted above, this site is well located to meet the needs of adult learners.
9. Implement the recommendations of the report by Assistant Superintendent, Bill Hamblett. Planning 10 is currently delivered using some embedded teachers. Students would benefit from having Distributed Learning teachers in secondary schools to support Planning 10. A “Distributed Learning Commons” would support and expand the current Planning 10 model of instruction.
10. Ensure that each student who registers in a Distributed Learning course in the Graduation Program meets with a counsellor and develops a clear plan to fulfill the requirements for a Dogwood Certificate. The teachers and the counsellor in Distributed Learning should periodically review this plan with the student and provide assistance and advice as needed.

@KOOL Transition Report

In Spring of 2014, a report was commissioned to look at student success rates of @KOOL. From that process came some recommendations about possible transitions to the structure and operation of the school. This report was submitted to Dr. Terry Sullivan and shared with the Board.

In August of 2014, a request was made to the new principal of @KOOL to examine the recommendations of the report, form a committee and design a process to find the best possible structure for supporting SD #73 students. The committee met regularly, created a time-line, determined what data and information would best help shape recommendations and began their work in earnest, culminating in the report attached.

Using the expertise of Carla Granberg, the committee requested specific data to help guide our view of what should be examined and where student success results currently are. Data was gathered from past results, looking at completion rates by course, geographic area (ie. North Shore, South Shore and rural areas) and school. The committee also visited schools in BC, that were considered amongst the most promising and emerging practices. Members of the committee also attended the INACOL conference to hear directly from schools worldwide about current practices and norms that have yielded positive results. The data was used to flesh out how the recommendations could be a best fit for SD #73 students.

The comments attached were gathered by focusing on only promising practices for SD #73 students, not those who are cross enrolled with @KOOL from other districts. These recommendations also did not focus on Planning 10 students as Planning 10 is a required course with a high completion rate due to the balance of school support and @KOOL communication.

The information and views following were carefully discussed and vetted but are recommendations based on a variety of inputs.

#1. Embed teachers in District Schools

Teachers in SD #73 could begin to have a combination of face to face teaching along with some online blocks. Currently in Planning 10 this model has made for effective practice with teachers who understand the need for communication and regular feedback for students. The teaching load has to be manageable if the suggestion of regular contact and feedback is to be accomplished. The distinction of an @KOOL teacher and a bricks and mortar teacher would become blurred as we move to this model. Teachers could have a combination of online blocks and direct teaching blocks in a bricks and mortar school. (ie. A teacher at Westsyde would have 4 blocks of live Westsyde students and 3 blocks of @KOOL students).

Teacher of DL may have a blended role, however it is recommended that there continue to be a number of teachers who work exclusively online. These could include innovators who are in charge of course development and provide technical support and feedback to their online colleagues. The current promising practices in North Vancouver, Richmond and via

Randy Labonte, Executive Director of ECanLearn (a National Online Learning Association) suggest that this is the most effective model.

The head count of students/teacher in the Lower Mainland schools visited varied from 30-60 students per course with a stated success/completion rate of 85% or higher. A workable headcount of students to teachers needs to be maintained in order to support face to face connecting on a regular basis as experienced as the models examined. It is believed, all students on a teachers roster need to be actively engaged in their studies.

#2. Relocate Elementary Program to an Elementary School

The current system is very successful with a near 100% completion rate.

The current teacher has expressed a desire to have the program located in a school with the possibility of more social connections, access to sports, art, field trips etc. This could only be an enhancement to an already successful program. The expertise and viewpoint of the teacher is being highly regarded in this recommendation.

Program design and the strengths of the teacher are what drive student success in this program.

#3. Relocate Junior Sec Program to TREC

Current middle school aged students come to @KOOL for a variety of reasons, including anxiety, bullying issues, health issues or peer conflicts. Moving the program to TREC could allow for more behavioural supports. Our recommendation is to create a wrap around plan where these students are part of our overall model of service provision. These need to include TREC, @KOOL, Home and Hospital and other SD 73 services.

#4. Examine Methods to create more personalized instruction for out of District students

This refers to students who are out of SD 73 and that is not within the scope or purview of what we have been asked to examine.

#5. Create a Learning Commons Space in each Sec. School to Support DL

Every school should have a learning commons and every class should be a learning commons. There should be common vocabulary and understanding about what a Learning Commons is and what resources should be available to students. This will need to be shaped by our District leaders.

In moving to a blended teaching model, it may be better to create the model of operation in a few select sites; one on the South Shore, one on the North Shore and one Rural site to support implementation and address issues as they arise. It is much more effective from a support and communication level to provide resources to a few initial sites rather than trying to embed the model in all schools at once.

#6. Post positions that include both DL and regular classroom instruction

Assignments should be posted with a balance of DL blocks and face to face teaching blocks. This would allow the best of both worlds in order to provide the greatest benefit for our students.

Specific skills and abilities would need to be in the postings to ensure that teachers have the technical skills to do the job as well as a clear understanding of what the parameters of the blended role are.

#7. Restructure DL to emphasize personal contact between teacher and student whenever possible

We agree and this is discussed in #4 and #5.

Successful models examined have regular and scheduled contact between student and teachers to ensure that progress is being made and that any roadblocks or challenges are being overcome.

#8. Retain Northhills Mall site for Adult Learners

This would be supported and the original rationale of why this was created needs to be brought back to the forefront as the focus. Flexible hours, including evenings to support adult learners and create flexibility for the population dealt with and program support needs to be in place.

#9. Planning 10 Recommendations

This was beyond the scope and purview of our examination.

#10. DL Counsellor to support Grad Program

Face to face interactions are essential to success in a DL course. Our examination of current successful practices all had a component of regular interaction, follow up and engagement to ensure student success and that they were on track for successful completion. Current school counsellors will need to work in closer conjunction with @KOOL to support their cross enrolled students. There is acknowledgement that training and support may be needed in order to facilitate this.

SD #73 needs to begin this journey now and continue to strive for improvement with as many engaged partners as possible to be a model of successful school completion for our students.