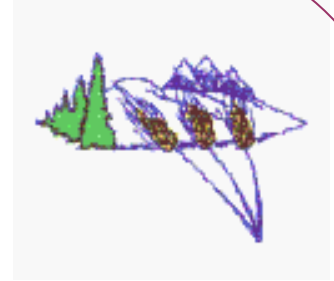




Electronic Education

School District #59 Peace River South
10512 – 13 Street, Dawson Creek, BC V1G 3W6
(250) 782-8522 <http://electriced.sd59.bc.ca>



School Plan
2009-10

Electronic Education

The School Planning Council:

_____ Suzanne Watts, Teacher Representative

_____ Maureen Simard, Parent Representative

_____ Joyce Benson, Parent Representative

_____ Student Representative

_____ Mike Readman, Principal

_____ Wayne Ezeard, Liaison Trustee

Overview of the 2009/10 School Plan

School Profile:

Electric Education is a Distributed Learning program that provides curriculum and teacher support to parents and students who are looking for alternative ways to complete their education. The school provides hard copy and online curriculum for Kindergarten through Grade 12. The current FTE is 88 school age students and 2 adult students.

The majority of the students enrolled in the program are middle and high school age students. There is a relatively even split between male and female students in the upper grades. The majority of elementary age students are males. All fulltime students are required to attend on site a minimum of one day a week.

At its conception, Electric Ed. was to provide Home Learner parents with an option within the public school system. It still maintains a family oriented parent and student population. However, as more parents and agencies became aware of the program, there has been an increase in the number of students with behaviour and academic problems who have difficulty functioning in a regular school setting. This is becoming an increasing concern, and we must find ways to support these students. These concerns are starting to be addressed through an enrolment procedure, which includes a school based team meeting (student, parent, teacher and principal) an assessment of the student and the parent's ability to support the student in the program, and the ability of the program to support the student. Engaging technologies such as Elluminate will further address and enhance the learning of Home Learner students as well.

The largest segment of our school population (head count) is made up of students cross-enrolled at the three high schools in the district, TRSS, CSS, and SPSS. Our ability to maintain contact with these students continues to be a challenge

School Mission: To equip all students with the skills, attitudes, and tools to become productive members of society.

School Vision: The primary purpose of Electric Education is the education of its' students. It is important that parents and staff work in partnership to help students excel academically, in a safe, family friendly learning environment.

School Goals/Objectives:

Goal 1: Increase the number of students actively engaging and successfully completing courses.

Summary of the Process

The Consultative Process

The data collection, goals, and targets are tailored to the unique nature of the student population. This means that we are collecting data that looks at individual and group results, and setting targets that are realistic and meaningful for this student population.

After discussions with the staff, students, and parents, the goals were revised in May 2009. Draft goals are to be reviewed by the PAC/SPC, staff, the liason trustee, and students and adopted in June 2009.

Staff and SPC/PAC meetings are planned throughout the remainder of the 2009/10 school year to monitor and revise the goals and data collection.

Consultation with the Broader Community

How did the School or SPC consult with the parents or the broader community?

- Discussed with parents at SPC/PAC meetings
- Discussed with parents in the school when they pop in

Support for the School Plan

The School Planning Council
Input and shared decision making

The School Staff
Input and shared decision making

The District
Awareness of the decrease in enrolment for DL
Support for goals that are program specific

Goal 1: Increase the number of students successfully completing courses.

Established May 2009

Rationale:

We want to be able to do everything in our power to give students the opportunity to successfully start and complete the courses. We also want to encourage students to challenge themselves by setting a goal, which addresses course completion. We will be compelled to focus on developing new strategies and structures that will give students every opportunity to successfully complete the courses they start. At the same time, we hope to identify our existing strategies and structures which best support course completion in order to best support them.

Questions we had for 2008-09

How many students who take a full course load successfully complete it?
How many students who take a lesser course load successfully complete it?
How many students who take overload courses successfully complete?
How does our timetable affect course completion?
How do off-campus students compare to EE students?

What factors do students indicate affect course completion?
What factors do parents indicate affect course completion?
How do we best determine a reasonable course load?

Baseline Data collection

Student surveys
Parent surveys
Course completion numbers for each semester

Other data that was considered:

Number of courses started
Length of time taken for specific courses
EE vs. off campus students
Grade levels

In 2008-09 we answered some of the questions asked previously (from above):

How many students who take a full course load successfully complete it?

Most full time students complete a full or partial course load.

How many students who take a lesser course load successfully complete it?

Cross-enrolled students doing single courses have the most difficulty.

How many students who take overload courses successfully complete?

N/A

How does our timetable affect course completion?

Students who are able to attend at least one day per week are the most successful.

How do off-campus students compare to EE students?

Completion rates for off-campus students are significantly lower than for full-time EE students.

What factors do students indicate affect course completion?

Contact with the teacher and teacher support.

What factors do parents indicate affect course completion?

Contact with the teacher and teacher support.

How do we best determine a reasonable course load?

This is different for each and every student.

Baseline Data collection

Student surveys

DL Satisfaction Survey results to be published a later date.

Parent surveys

DL Satisfaction Survey results to be published a later date.

Course completion numbers

Enrollment (# of Courses 8-12)		% out of Enrollment	% out of Active
Activation			
Withdrawn			
Complete			

Reading Comprehension Data

N/A

Number of courses started

Data not yet available.

Length of time taken for specific courses

Data not yet available.

EE vs. off campus students

Data not yet available.

Grade levels

Data not yet available.

We will continue to seek improvement in course delivery and student-to-teacher interaction using the Distributed Learning Standards as our guide

Initiatives in 2007-08:

In September of 2007 we introduced the “Embedded Teacher” concept at Tumbler Ridge Secondary School. What this entailed was having an Electronic Education teacher on-site at the school. The plan was that EE funded one block of teacher time at the school. The teacher was responsible for teaching approximately 40 students (at a distance). Most of those students ended up being TRSS students, while others were mainly from Electronic Education, and a few from the two other high schools in the District.

The rationale for this was that student success can be linked directly to meaningful contact with the teacher. Having an EE teacher on-site in Tumbler Ridge gave us a presence there and a person that students could talk to directly. It was a win-win scenario for both EE and TRSS, as students were more successful in all of their courses.

Key indicators of success for this initiative were:

- Increased enrollment in EE courses by students at TRSS
- Improved completion rates for TRSS students
- Ongoing willingness of TRSS to host an embedded teacher

New initiatives in 2008-09:

New for 2008-09 was the SPSS Storefront. Twice per week an EE teacher set up at South Peace Secondary School. This was to be an opportunity for students to check in and ask questions, or to write tests. The EE teacher was also to be able to call students down to the Storefront if needed.

Key indicators of success for this initiative were:

- Increased enrollment in EE courses by students at SPSS
- Improved completion rates for all students

This particular concept did not prove to be successful. Students were not taking advantage of the opportunity to connect with the EE teachers during the time slots that they were available.

However, recognizing the success of the embedded teacher at TRSS and seeing how meaningful contact with our full-time EE students has resulted in success, we placed an embedded teacher at SPSS in Dawson Creek. The plan was that EE funded one block of teacher time at the school. The teacher was responsible for teaching approximately 70 students (at a distance). Most of those students ended up being SPSS students, while

others were mainly from Electronic Education, and a few from the two other high schools in the District.

The rationale for this, like the embedded teacher at TRSS, was that student success can be linked directly to meaningful contact with the teacher. Having an EE teacher on-site at SPSS at all times gave us a presence there and a person that students could talk to directly on a more consistent basis than our “storefront” allowed. It was a win-win scenario for both EE and SPSS, as students were more successful in all of their courses.

Key indicators of success for this initiative were:

- Increased enrollment in EE courses by students at SPSS
- Improved completion rates for SPSS students
- Ongoing willingness of SPSS to host an embedded teacher

Data not yet available.

The New Challenges for 2009-10

The big challenge for Electronic Education this coming year will be adjusting to the physical move from the O’Brien Education Centre to the location at the back of the shop building at Central Middle School. The challenge of improving visibility and access will be tackled by all staff throughout the year.

Outcome #1:

We will be re-branding the school to better reflect the overall program and the diversity of our students. We will have that completed by the start of the 2009-10 school year. (South Peace Distributed Learning School).

Outcome #2:

We will be advertising the grand opening of the “new” location and “enhanced” program in newspapers and on radio.

Outcome #2:

A new website will be developed to reflect the changes in the program.