



north vancouver Distributed Learning School

--Direct Your Learning Online

North Vancouver School District SCHOOL PLAN for 2015-2016

School: North Vancouver Distributed Learning School (NVDLS)
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School/Community Context:

The North Vancouver Distributed Learning School (NVDLS) offers a variety of dynamic and interactive academic and elective online courses for students in Grades 10, 11 and 12. ***The vision of NVDLS is to create a strong partnership between mainstream secondary schools and to provide students with flexible and personalized pathways to complete graduation requirements.*** For the 2015-2016 school year, 39 courses will be offered in a variety of subject areas, leading to either a Dogwood Diploma or an Adult Dogwood Diploma. *French 11* and *Drama 12: Film and Television* will be added to the course offerings for 2015-2016. Other courses that are being considered for development include Sciences Natural 10, Spanish 11, Sciences Humaines 11, and Advanced Placement courses.

The DL school continues to enhance communication and learning opportunities for all online students through our "DL Centre" model, which allows students to have face-to-face interaction with their online teachers and provides a classroom/computer lab for tutorials and test/exam invigilation. This "blended" model continues to grow both at our District DL Centre located at Mountainside Secondary, and with all six of our mainstream secondary schools currently incorporating DL Centres at their sites. Staffing increases of both full time and embedded teachers continue to provide more blocks of DL Centre support time, with the ultimate goal of all DL Centres being opened all day as well as after school. The increased partnership and supports that DL Centres provide for students continues enhance student engagement and completion.

Other blended online learning opportunities at NVDLS:

- Planning 10 DL at Seycove: Cohort model with face-to-face learning activities incorporated
- PE 10, Planning 10 DL through the Sutherland Explorers Program: students enrol in

- either PE 10 or Planning 10 DL to free up blocks to participate in outdoor education experiences
- Experiential Outdoor Environmental Leadership 10 DL: blended course in partnership with the Outdoor School at Cheakamus Centre- students complete half of the course on-line and the other half as student counsellors at Outdoor School
 - Transition Planning 12 at Carson: Cohort model with face-to-face learning activities incorporated

The North Vancouver Distributed Learning School has a diversity of learners including non-graduated youth, non-graduated adults, graduated adults who are upgrading, English Language Learners, and special education students with IEPs. We continue to service more and more students with social/emotional/ behaviour issues who need an alternate pathway to graduation, or are enrolled in DL with blended support from our secondary school Choices programs or LAC. The majority of students registered in NVDLS are cross-enrolled from mainstream secondary schools in the North Vancouver School District, with a growing population from other secondary schools on the North Shore, including private, independent, and public as well as a small population of students from other school districts in the province. NVDLS is a member of the BC Learning Network, a consortium of DL schools that work together to upgrade and develop course materials and share best practices. The courses are held in an open source Learning Management System, "Moodle", and hosted by an online service provider, "Knowplace". NVDLS is currently working on transferring our courses to our own, District hosted, Moodle site with a goal to be fully operational in this site by July 1, 2016. Hosting our own site will give us more control over timelines for Moodle upgrades and allow us to customize our LMS to meet our both out students and teacher's needs.

Youth students enrolled at NVDLS are typically only taking one or two courses in coordination with their mainstream bricks and mortar school schedule. Some are taking courses to free up their face-to-face timetable for additional electives, some are involved in elite athletic programs or academies, some prefer the flexibility of online, some are trying to work on courses in advance of the next grade level, and some learn better in a self-paced, technology-rich environment. The adult DL population is typically enrolled in two or more courses, with the goal being graduation, or to upgrade marks in order to be eligible for specific post-secondary programs. These adult learners are most often working and balancing home-life obligations, which makes the flexible DL model suitable for their learning needs. We currently do not have a K-9 full DL program, but we do have access to Grade 8 and 9 DL courses (English, Science, Socials, Math), and some LAC and Choices teachers have utilized this curriculum to support some of our learners. We have also had several gifted learners at the elementary level use the Grade 9 DL Math course to supplement their program. Expansion into K-9 DL is an opportunity to provide flexible pathways for more students/families and will be explored throughout the 2015-2016 school year.

The North Vancouver Distributed Learning School operates as a continuous entry/self-paced model of course delivery for most of our courses, with some cohort models being implemented at our mainstream secondary schools. As such, the student/parent population is transient. Due to the flexible nature of program completion and the fact that many of our students are cross enrolled, the NVDLS has partnered with the PAC of Mountainside Secondary School where the main DL School is housed.

Demographics (2014-2015 school year):

NVDLS is a continuous entry school and as such the data is constantly changing. The data below is current as of May 7, 2015 and is taken from both BCeSIS and Moodle. BCeSIS data reports only activated students (completed 5-10% of the course) that have been claimed for funding in the September, February and May 1701 collections. The Moodle Learning Management System includes new enrolments and students who have not yet activated.

Total number of students October 2014, February 2014 and May 2015 1701/BCeSIS data:

- 1, 688 students enrolled, active and eligible for funding in 1,792 courses
- Male=786 Female=902
- Total FTE in BCeSIS: 224

Total number of students, Moodle data as of May 2015:

- 2,405 students enrolled in 2,560 courses
- Total FTE in Moodle: 320

Specific Break Down of BCeSIS Data:

Grade	9	10	11	12	Adult
English	20	635	196	485	158
Fr. Imm.	9	112	22	27	N/a

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
Teachers = 10.86 Admin = .5	2.5%	13.8%	2.3%	1%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To increase student engagement in online learning experiences through enhanced curriculum, instruction and assessment practices

Objective 1.1

To improve the quality and relevance of the curriculum provided in online courses

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of professional development activities, specifically focused on curriculum development, attended by DL staff or presented by DL staff	12	15	20

Evidence: (Qualitative)

<p>Qualitative Baseline: (2013-2014)</p> <ul style="list-style-type: none">- All teachers will redevelop the curriculum in a minimum of one of their online courses to create more engaging learning environments for students- All teachers will become more familiar with the Ministry’s Curriculum Frameworks in anticipation of the roll out of the Grade 10-12 documents-
<p>Qualitative Target: (2014-2015)</p> <ul style="list-style-type: none">- All teachers will continue to re-develop the curriculum in a minimum one of their online courses to create more engaging learning environments for students- All teachers will become more familiar with the Ministry’s Curriculum Frameworks and the Graduation Plan proposals in anticipation of the roll out of the Grade 10-12 new curriculum documents
<p>Qualitative Actual: (2014-2015)</p> <ul style="list-style-type: none">- All teachers worked consistently in more than one course to make improvements to foster curriculum engagement: Some examples include: Math teachers creating projects for their courses, many teachers included the “Core Competencies” as frameworks for assignments, and French Immersion teachers converted Planification 10 DL to an e-portfolio course- Teachers actively participated in Curriculum Implementation Day and continued to further their knowledge of the Curriculum Frameworks and Graduation Plan proposals

Trend Data Analysis: (indicators of progress over time)

- DL teachers have attended a variety of curriculum development opportunities including:
 - DL PSA Pro-Day in Burnaby during Provincial Pro-Day in October
 - Staff collaboration sessions specific to curriculum/course updates
 - Provincial Digital Learning Conference (2 days in April), attended by 16 DL staff members
 - Two school based Pro-D days focusing on course development: more project based activities
 - Attendance at online sessions via Blackboard Collaborate, through, BCLN, CEET, Moodle.org and LearnNow BC focusing on curriculum change and enhancements in the online world
 - Work with David LeBlanc from Burnaby School District on course upgrades
 - Active participation in the BCLN online teacher forums to discuss course content improvements in alignment with performance standards
- Teacher collaboration regarding curriculum (e.g. all subject area teachers meeting and working together on common course improvements, and adding more inquiry and project based activities to enhance student choice and engagement)
- Teacher focus on re-vamping one of their DL courses: most teachers worked on more than one. There was an increase in the use of interactive online tools and growth toward including the Core Competencies in both assignments and assessment

Opportunities for Further Development:

Good progress has been made in the area of curriculum development. With the Ministry’s recent launching of the new curriculum framework for K-9 and the anticipation of new curriculum framework for Grades 10-12 as well as a new Graduation Plan, curriculum in the DL world will soon be changing. With the Ministry’s focus on “Big Ideas”, Core Competencies, and fewer Learning Standards, there is an opportunity for DL teachers to customize course content to make it more relevant, authentic and engaging for students. The goal of curriculum change and development will be ongoing into the 2015-2016 school year.

Objective 1.2

Improve instructional strategies through increased interactivity and use of effective online tools in courses

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of interactive tools/activities in each course	5	10	10+ (varies in each course)
Number of Moodle training workshops provided to DL teachers (some teachers more than others, e.g. Tech support teachers)	3	5	3-10
Number of courses/programs offering blended DL experiences	6	10	6

Evidence: (Qualitative)

<p>Qualitative Baseline: (2013-2014)</p> <ul style="list-style-type: none">- Increase in teacher ability to add interactive features- Two sessions on the creation and implementation of the “button” navigation system (looks like apps on smart phones: very engaging for students), full implementation in all courses- Teachers shared other features they are using in their courses during staff collaboration sessions
<p>Qualitative Target: (2014-2015)</p> <ul style="list-style-type: none">- Additional interactive feature needs identified through the staff collaboration process and based on student need- Full implementation of this feature in all courses throughout the 2014-2015 school year- Continued training opportunities for all DL teachers at various levels through the DL Tech Support teacher and DL Department Head- Time set aside at each staff meeting to share any new tech tools or features that teachers are incorporating
<p>Qualitative Actual: (2014-2015)</p> <ul style="list-style-type: none">- Many new interactive features incorporated in all courses. The use of e-portfolios, Dropbox, and a variety of apps like Show Me, Go Animate, Powtoon have been incorporated in all courses- DL Department Head and DL Tech Support teacher visited each of the 6 satellite DL centres to support teachers with the use of interactive features- Every staff meeting had a standing agenda item of “Tech Support” to share tools and features

Trend Data Analysis: (indicators of progress over time)

<ul style="list-style-type: none">• With the steady expansion of DL and the yearly increase of staffing, our DL teachers are at various levels of comfort and expertise using the instructional techniques/tools available through Moodle and online• Instructional focuses this year have been on the following:<ul style="list-style-type: none">○ Increased use of web tools: Show Me, Go Animate, Powtoon, Linoit, Padlet, etc.○ Increased use of virtual classrooms through Blackboard Collaborate○ Increased use of “Sign Up Genius” for test writing at the satellite DL Centres○ Increased use of blogs, glogs, e-portfolios, website creation○ Creation of course videos to assist students with course expectations and curriculum support○ Increased use of Moodle messaging to interact with students and teachers○ Early training of teachers in preparation of the shift from our Knowplace hosted system to a NVSD 44 hosted system• Enhancing our blended model of support through various face to face instructional opportunities (Outdoor School Course, Chemistry Labs, Guest Speakers, Sutherland Explorers)

Opportunities for Further Development:

Good progress has been made to improve instructional strategies throughout the 2014-2015 school year. Continued use of staff collaboration and professional development to provide further Moodle training is essential to allow teachers to effectively include more interactive strategies for students. Attendance at the 2015 Digital Learning Conference generated more ideas around the increase of blended learning opportunities with more interactive technology and the in completion rates using the blended model. Continued work to all get all staff up to the same level of technology expertise with a variety of internet tools is a goal, as well as providing many opportunities for all teachers to explore new interactive features and share with their colleagues.

Objective 1.3

Improve assessment practices by incorporating a balance of formative and summative assessments based on relevant and authentic performance tasks

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of courses using the enhanced gradebook features (formative and summative assessments identified, weightings, curricular comments)	20	36	36
Number of relevant performance tasks/projects in each course	5+	6+	5+ (varies per course)

Evidence: (Qualitative)

<p>Qualitative Baseline: (2013-2014)</p> <ul style="list-style-type: none">- Many courses now incorporating formative and summative assessments and clearly communicating this to students <p>Complete overhaul of the Moodle gradebook to reflect formative and summative assessment, weightings and meaningful curricular comments: about half of the courses have this change in place</p>
<p>Qualitative Target: (2014-2015)</p> <ul style="list-style-type: none">- All courses incorporate a balance of formative and summative assessments- Students and parents clearly understand course assessment as indicated by the gradebook and report cards- All Moodle gradebooks in all courses indicate formative and summative assessment, weightings, completion dates, and meaningful curricular comments

Qualitative Actual: (2014-2015)

- Assessment practices continue to improve, with all courses including a balance of formative and summative assessments, weightings and curricular comments
- More work to be done around parent communication about the gradebook and report cards
- All report cards follow a prescribed format: indication of number of assignments completed in the course so far, a curricular comment specific to the individual student's understanding and mastery of the curriculum, and a statement indicating guidelines and expectations around completion

Trend Data Analysis: (indicators of progress over time)

- With the new Ministry curriculum being launched in the next several years, assessment will continue to evolve to match the new curriculum outcomes. More opportunities to use assessment of prior learning and for real world activities will be part of the mandate in DL
- The incorporation of more project based assessments based on student choice and interest in all courses continues
- With the success of the Planning 10 e-portfolio course: relevant and authentic tasks to help students create an effective digital presence and assist in career planning, the e-portfolio version of Planification 10 has been completed. Other teachers are exploring the possibilities of portfolio based assignments and assessment in other courses (e.g. Biology 12)
- Reduction of strictly content-based quizzes and tests and working to incorporate critical thinking skills in authentic tasks

Opportunities for Further Development:

Assessment will continue to be a major component in the NVDLS School Plan. Focusing on the use of formative assessment online, the creation of relevant summative tasks and incorporating self and peer assessment is valuable and will increase student engagement in their online course work. With the upcoming changes to curriculum and the Graduation Plan, changes to assessment practices will also have to take place. A greater focus on assessing the integration of the Core Competencies and Learning Standards across several curricular areas as opposed to specific content in one unique subject will need to be explored.

Review of School Goals – Previous Year(s)

Previous School Plan Goal 2: To increase support for DL students' social/emotional learning

Objective 2.1

Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff in order to effectively adapt course work to meet student needs

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Percentage of designated students who connect with the DL staff during the registration process to put supports and adaptations in place	50%	100%	100%
Number of DL Centres open a minimum of 4 of 8 blocks	4	7	4

Evidence: (Qualitative)

<p>Qualitative Baseline: (2013-2014)</p> <ul style="list-style-type: none"> - More communication between mainstream and DL for SEL and LD students - Counsellors and often Choices teachers will flag students and let us know if a student is designated - Easier to request and received IEP from mainstream schools - Better able to provide specific adaptations - Increase in parent contact with new Transition Counsellor position - Increase in counselling supports available in DL for R and H student who are home school DL through Transition Counsellor
<p>Qualitative Target: (2014-2015)</p> <ul style="list-style-type: none"> - All designated students and their parents will meet with the Academic Advisor/Transition Counsellor to plan for the appropriate adaptations - Transition Counsellor to contact home school to gather information to assist in adaptations, share adaptations with DL teachers and support as needed - Transition Counsellor to follow up monthly with designated students/families to monitor progress - Transition Counsellor to offer counselling supports for R and H DL home school students as needed and refer to outside supports if necessary - Transition Counsellor to Case manage and update IEPs for DL home school students

Qualitative Actual: (2014-2015)

- The Transition Counsellor and the DL Academic Advisor have worked in partnership to meet the qualitative targets listed above. With this partnership, designated students are not only receiving this intensity of support, they are also being more successful, or they are being flagged for a referral to Mountainside Secondary School through the District Resource Team process. Designated students now have a fully supported plan and consistent follow up
- An area that has not reached full growth is the number of DL Centres open 8 blocks per day. A plan to address this needs to include increasing DL staffing and partnering with mainstream secondary Principals to provide staffing support through the use of a DL support block. Further exploration of this will occur in 2015-2016

Trend Data Analysis: (indicators of progress over time)

- The Transition Counsellor, the DL Academic Advisor and DL SEA have worked very hard to quickly identify students who have a designation and an IEP
- Copies of the IEPs are being shared with DL teachers to support adaptations
- R and H students are given many adaptations to assist with anxiety, depression, social phobia and overt behaviours: longer time for tests, tests divided into several sections and to be completed over several days, alternate setting for tests (away from the DL Centre), and invigilation at home by DL staff if necessary
- DL Home School R and H students are contacted every 2 weeks by the Transition counsellor to check in with them regarding course progress and their social/emotional needs
- DL Home School students with any other designation are contacted every 2 weeks by the Academic Advisor to check in with them regarding course progress and to help them set guidelines for completion
- A DL Screening Questionnaire supports counsellors and administrators to determine if DL is the best fit for specific students and in particular those with IEPs. SEL students' learning needs may be better served in other ways
- Continued partnerships with Choices and LAC teachers to assist with adaptations for DL courses being used with all designated students
- The Transition Counsellor has been highly effective. This counsellor has worked on updating IEPs for DL home school students, connecting with students and parents to help them determine completion schedules, and offering clinical counselling supports as needed, onsite at the District DL Centre at Mountainside
- The expectation that students may only take two DL courses at a time has been effective for many designated students

Opportunities for Further Development:

With the increase of designated students coming into DL, we need to continue to strengthen partnerships with mainstream schools and potentially community partners to support these students appropriately and share key information to ensure their success online. The Transition Counsellor, Academic Advisor, the DL Educational Assistant, and the DL teachers create a wrap around plan for students with special needs and they are able to effectively track and support all designated students. At times this team has determined that a designated student is not a good fit for DL and has referred them to the District Resource Team for potential placement at Mountainside. The addition of an LAC teacher may soon be a need for NVDLS.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, with reference to the North Vancouver School District's 10 Year Operating Plan, and the District's Four Pillars of Education, the following continuing goals are set out in the North Vancouver Distributed Learning School (NVDLS) School Plan for 2015-2016:

- 1. To continue to improve student engagement in online courses through enhanced curriculum, instruction, and assessment practices**
- 2. To continue to work in partnership with mainstream secondary schools to support the academic and social/emotional learning needs of designated students taking DL courses**

School Goal One:

To continue to improve student engagement in online courses through enhanced curriculum, instruction, and assessment practices

Goal Rationale:

Students need to be engaged in their learning environment. Improvements of current courses and future development of locally created courses will meet student needs by providing more user-friendly and engaging learning experiences that utilize interactive online tools. Quality courses that integrate the new Ministry curriculum emphasis on Core Competencies and Learning Standards, that are challenging, engaging, relevant, and easy to navigate will assist students to remain active in their courses. The increase of blended learning opportunities will help to support personalized and flexible learning. This goal will be ongoing, and will continue to be an integral part of the NVDLS vision.

Objective 1.1:

To improve the quality and relevance of the curriculum provided in online courses

Strategies/Structures/Resources:

- Streamline current courses, using the backward design model, by carefully aligning content to current Ministry IRPs and to the new curriculum framework when it becomes available
- Focus on the “big ideas” and Core Competencies in course content and re-structure courses based on universal understandings
- Investigate ways to integrate outcomes from several courses to create curricular connections for students
- Use current and relevant resources/examples in online lessons and activities
- Become more adept in making specific curricular adaptations for designated students
- Continue to engage in professional development activities in curriculum development at the District level, through NVDLS staff collaboration and through the yearly Digital Learning Conference to support teachers
- Continue to support collaborative curriculum renewal and course development through release time and ongoing staff development
- Collaborate with other DL schools and online associations (BC Learning Network) to share courses and course materials that engage students
- Creation of new DL curriculum/courses to meet student needs. Potential for: Language courses, AP, IB, Applied Arts and Tech courses, Literacy Foundations courses for Adults, Academy course, blended learning opportunities for grades 9-12

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of professional development activities, specifically focused on curriculum development, attended by DL staff or presented by DL staff	20	20 +	
Number of new courses developed by DL teachers each year	1 (2014-2015)	3	

Evidence: (Qualitative)

<p>Qualitative Baseline: (2014-2015)</p> <ul style="list-style-type: none">- All teachers worked consistently in more than one course to make improvements to foster curriculum engagement: Some examples include: Math teachers creating projects for their courses, many teachers included the "Core Competencies" as frameworks for assignments, and French Immersion teachers converted Planification 10 DL to an e-portfolio course.
<p>Qualitative Target: (2015-2016)</p> <ul style="list-style-type: none">- Continued improvements to all courses based on the new curriculum. Cross curricular opportunities wherever possible- Increase of projects in courses- Increase of new course development to support student learning needs
<p>Qualitative Actual: (2015-2016)</p> <ul style="list-style-type: none">-

Objective 1.2:

Improve instructional strategies through increased interactivity and use of effective online tools in courses

Strategies/Structures:

- Increase the number of online technology tools incorporated in the courses: Blackboard Collaborate webcasts, wikis, blogs, website creation, glogs, Google maps, social media, Skype, I-Movie, ShowMe, SignUp Genius, Padlet, Go Animate etc. to make the courses more interactive and engaging
- Fully utilize the Moodle Learning Management System (LMS) tools in the courses (chat, discussion, forums, online assessments, use of meta-courses, gradebook, selective groups and full access groups, Moodle messaging, progress indicator, audio etc.)
- Explore the use of project-based learning in online courses, both individual projects and collaborative activities with other students
- Provide increased teacher support and training in the use of Moodle to improve the tech skills necessary to incorporate more interactive features
- Increase the number of "blended" learning opportunities in courses and programs, building on our current successes with the following: Cohort and blended model of Planning 10 at Seycove, PE 10 and Planning 10 DL blended with Sutherland Explorers, Blended Transition Planning 12 at Carson, partnership with the

Cheakamus Centre (Outdoor School) to offer a blended Experiential Outdoor Environmental Leadership 10 and PE 12 and Chemistry lab requirements

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of interactive tools/activities in each course	10+ (varies per course)	10+ (all courses)	
Number of Moodle training/tech workshops provided to DL teachers	3-10	10+	
Number of courses/programs offering blended DL experiences	6	10	

Evidence: (Qualitative)

<p><i>Qualitative Baseline:</i> (2014-2015)</p> <ul style="list-style-type: none"> - Many new interactive features incorporated in all courses. The use of e-portfolios, Dropbox, and a variety of apps like Show Me, Go Animate, Powtoon have been incorporated in all courses - DL Department Head and DL Tech Support teacher visited each of the 6 satellite DL centres to support teachers with the use of interactive features <p>Every staff meeting had a standing agenda item of "Tech Support" to share tools and features.</p>
<p><i>Qualitative Target:</i> (2015-2016)</p> <ul style="list-style-type: none"> - Continued use of interactive features with specific emphasis on Screen Casting to animate and personalize courses, and Remind to be able to contact students via text message - Increased expectations for students to use online tools to enhance their learning; show what they know and incorporate these features in assignments/projects and post in the course for other students to use: students as learners <i>and</i> educators
<p><i>Qualitative Actual:</i> (2015-2016)</p> <p>-</p>

Objective 1.3:

Improve assessment practices by incorporating a balance of formative and summative assessments based on relevant and authentic performance tasks

Strategies/Structures:

- Use a balance of formative and summative assessment in order to allow students to practice and learn skills with effective teacher feedback before the marks are given
- Move away from traditional assessment methods: quizzes and tests to relevant and authentic ("real") performance tasks with clear criteria for success
- Incorporate formative checkpoints in the courses to check for understanding-allow

students to focus on learning process and revisit tasks several time before a final mark is given

- Mark assignments in a timely fashion so that students will be encouraged to continue working steadily in the course
- Use rubrics for assessment: students should receive rubric before beginning the assignment
- Utilize strategies from the new District Assessment Document (launched in January 2014), attend District and school-based professional development focusing on assessment (Design Series)
- Use the UBD model to start with the end in mind: craft assessment before instruction for the required curriculum
- Provide several assessment options for students with different learning styles to show what they know

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of courses using the enhanced gradebook features (formative and summative assessments identified, weightings, curricular comments)	36	38	
Number of relevant performance tasks/projects in each course	5+ (varies per course)	6+	

Evidence: *(Qualitative)*

<p>Qualitative Baseline: (2013-2014)</p> <ul style="list-style-type: none"> - Assessment practices continue to improve, with all courses including a balance of formative and summative assessments, weightings and curricular comments - More work to be done around parent communication about the gradebook and report cards <p>All report cards follow a prescribed format: indication of number of assignments completed in the course so far, a curricular comment specific to the individual student's understanding and mastery of the curriculum, and a statement indicating guidelines and expectations around completion.</p>
<p>Qualitative Target: (2015-2016)</p> <ul style="list-style-type: none"> - Continued work on the gradebook functions and parent communication of assessment - Exploration of how MyEd BC can be used to enhance or link to Moodle gradebook - Exploration around the MyEd Report Card template and how it can be used effectively for DL (e.g. continuous entry features, report cards produced as needed, final marks available based on individual student completion etc.) - Exploration of assessment and reporting through the DL Student Management System, being developed through the BC Learning Network
<p>Qualitative Actual: (2015-2016)</p> <p>-</p>

School Goal Two:

To continue to work in partnership with mainstream secondary schools to support the academic and social/emotional learning needs of designated students taking DL courses.

Goal Rationale:

Social emotional learning is one of the four pillars of the North Vancouver School District's plan for student success. Students who struggle with self-regulation, self-esteem, resiliency, appropriate social interactions or who struggle with anxiety or depression often have challenges attending regularly and engaging appropriately in their face-to-face mainstream classes. This lack of attendance and engagement can lead to academic difficulties. Increasingly, the North Vancouver Distributed Learning School is enrolling more students who may struggle with social emotional learning. DL is often a good fit for these students, as it provides them with a safe environment (easy to take academic risks online), more one on one interaction for specific issues, a self-paced approach to learning to reduce anxiety and stress, and the ability to work at home or at alternate site as needed. Often, many of these students also have academic gaps or learning disabilities. By working collaboratively with mainstream secondary schools to share IEP goals/adaptations and communicate frequently, these students can feel a sense of belonging and achieve success in their online learning.

Objective 2.1:

Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff in order to effectively adapt course work to meet student needs

Strategies/Structures/Resources:

- Provide DL face-to-face orientation sessions in each mainstream secondary school outlining completion expectations, goal setting and timelines and to connect with designated students
- Encourage closer connections between the DL Academic Advisor, the Transition Counsellor, the DL Education Assistant, the DL teachers and mainstream counsellors/teachers to share IEP goals/strategies and adaptations
- Connect with the Choices and LAC program teachers at each mainstream secondary school and the alternate secondary school to provide academic and SEL support for cross-enrolled students
- Use face-to-face meetings, telephone calls, e-mail, Moodle messaging, wikis, blogs, social networking, Blackboard Collaborate sessions, and in-course chat rooms to enhance communication between teacher and students
- Encourage students to access the DL Centres to promote face-to-face interaction and teacher support to assist in chunking work, and setting goals, timelines and dates for course completion in accordance with IEP goals
- Create an interactive and social learning environment between students through the use of social networking tools both in the course and on the Internet provide frequent communication with students via online tools to help them set goals/ deadlines, and provide them necessary encouragement to consistently keep working in the course

- Improve parent contact by providing guest access to the Moodle site linking to a parent information page, increase School Connects messages, encourage attendance at the DL Open House and involve parents in goal setting and timeline management for their LD/SEL students
- Continue to provide more “blended” opportunities to enhance learning and create connectedness
- Continue to expand the staffing and operating hours of all DL Centres (at Mountainside and all mainstream secondary schools)

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of designated students who connect with the DL staff during the registration process to put supports and adaptations in place	100%	100%	
Number of DL Centres open a minimum of 4 of 8 blocks	4	8	

Evidence: *(Qualitative)*

<p>Qualitative Baseline: (2014-2015)</p> <ul style="list-style-type: none"> - The Transition Counsellor and the DL Academic Advisor have worked in partnership to meet the qualitative targets listed above. With this partnership, designated students are not only receiving this intensity of support, they are also being more successful, or they are being flagged for a referral to Mountainside Secondary School through the District Resource Team process. Designated students now have a fully supported plan and consistent follow up. - An area that has not reached full growth is the number of DL Centres open 8 blocks per day. A plan to address this needs to include increasing DL staffing and partnering with mainstream secondary Principals to provide staffing support through the use of a DL support block. Further exploration of this will occur in 2015-2016
<p>Qualitative Target: (2015-2016)</p> <ul style="list-style-type: none"> - Continue to support all designated students to the target level above - Aggressive approach to staffing more DL Centres at 4 blocks or more (at minimum mainstream school DL Centres are open on every Day 1 or every Day 2) - Look at the potential of a shared staffing approach with the mainstream secondary schools to assign 1.0 FTE staffing to all satellite DL Centres. Explore use of Support Block funding, and make the block a “requested course”. Students who do not attend and engage will be removed (excellent completion results in other school Districts and enhances the blended approach)
<p>Qualitative Actual: (2015-2016)</p> <ul style="list-style-type: none"> -

Connections:

Connections to the District Achievement Plan:

Providing for the Diverse Needs of Students

By providing an alternative means of completing courses required for Graduation, we are servicing individuals who, due to specific circumstances, are looking for more flexible opportunities to complete their high school courses in conjunction with the traditional, mainstream school environment. This includes students with academic, physical, emotional, or behavioural issues, students who learn more effectively in a flexible, independent, and self-paced environment and students who are involved in specialized programs such as Peak Performers and Academies. We provide opportunities for students to learn any time and any place, we accommodate for diverse schedules, and meet the needs of both youth and adults who are working while completing school.

Promoting Literacy Skills

All online learning supports literacy skills through opportunities to access the read/write capabilities of the web and produce work for an authentic online audience. By providing DL courses in English 10, 11, and 12, youth, adults, and ELL students are able to work more specifically on the reading and writing skills that are essential in order to meet the Ministry outcomes in Language Arts. The self-paced approach allows for time to review material and re-submit an assignment after feedback has been given. The promotion of these literacy skills for both youth and adults directly relates to the District Literacy Plan.

Meeting the Needs of Aboriginal Students

Although the NVDLS provides courses to all students, it has a strong partnership with Mountainside Secondary, the Choices Programs in mainstream secondary schools, and the Eslah7an youth program. These flexible programs support some of our aboriginal learners, and provide a variety of options to students including face-to-face learning opportunities, self-paced paper courses, project-based learning as well as blended DL opportunities.

Creating Safe and Caring Schools:

The NVDLS is aware of the issues regarding online safety. Students are given information regarding the acceptable use of the Internet, the importance of submitting authentic work (avoiding plagiarism), and the appropriate use of in-course chat rooms, discussion forums, Moodle messaging, email and social networking. All NVDLS students sign the District "Acceptable Use of Technology" agreement during the registration process and must adhere to the policies regarding the appropriate use of personal devices and guest wireless while working in the DL Centres. They are also expected to follow the DL School Code of Conduct and adhere to the DL School Course Engagement Policy. Students attending any of our face-to-face DL Centres are under both the DL Code of Conduct and the specific mainstream secondary school's Code of Conduct. The document referenced above are all available on the DL website, on the Moodle homepage and in each specific DL course in Moodle.

Alignment with the BC Education Plan and 10-Year Strategic Plan:

BC Education Plan	NVSD Operating/Strategic Plans	North Vancouver Distributed Learning School
<i>Every student will achieve their full potential and contribute to the well-being of our province</i>	<i>We provide world class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow</i>	<i>To create a strong partnership between secondary schools and the NVDSL in order to provide students with flexible and personalized pathways to complete graduation requirements</i>
Personalized Learning	Encourage the growth of collaborative, adaptive and personalized learning environments	Improve student engagement through the personalized pathways available through self-paced, continuous entry DL courses
Quality Teaching and Learning	Expand the availability of best instructional practices and enriched curriculum	Improve student learning opportunities through interactive and engaging curriculum and online instruction methods
Flexibility and Choice	Develop innovative and sustainable programs	Provide flexibility and choice through a variety of online and blended online course offerings and the development of new courses based on student needs
Learning Empowered by Technology	Nurture an inspiring work environment	Use a wide variety of Web Tools/applications and the interactive and engaging features of the Moodle Learning Management System to enhance learning experiences

Consultation Process of the North Vancouver Distributed Learning School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved North Vancouver Distributed Learning School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2015

	Name	Signature
Chairperson (Principal)	Maureen McRae-Stanger	<i>Original Documents Signed by SPC Members</i>
Teacher	Naresh Chand	
Teacher	Billy Lauzon	
Parent	Betty Ann Pryzdial	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015