

EBUS Academy School Plan 2019 - 2020

EBUS is an inclusive online public school that follows the BC curriculum and provides students from K to Adult with relevant, individualized and engaging learning experiences.

OUR VISION:

TO BE THE DISTRIBUTED LEARNING PROVIDER OF CHOICE FOR K-12 AND ADULT LEARNERS IN B.C.

School Wide initiatives

Literacy - Engagement - SEL

Department Level initiatives

Aboriginal Education - Elementary - Electives

Middle Years - Special Education



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

School Wide Initiatives

Literacy

Can we improve student reading comprehension by using the recommendations from the DORA (Diagnostic Online Reading Assessment) to guide student learning?

Student Engagement (Grades 10-12)

To improve the completion rate for students who are considered 'Active'

Social Emotional Learning

To ensure that all EBUS programming provides a safe inclusive learning environment.

- [Navigation](#)
- [Home](#)
- [School Wide Initiatives](#)
- [Literacy](#)
- [Engagement](#)
- [SEL](#)
- [Department Initiatives](#)



EBUS Academy School Plan 2019 - 2020

Literacy

Inquiry question:

- Can we improve student reading comprehension by using the recommendations from the DORA (Diagnostic Online Reading Assessment) to guide student learning plans?

Goal: To have all students' reading comprehension at or above grade level

2019 - 2020

- Elementary and Middle Years Departments will dig deeper into the data and look at cohorts, grade levels, and individual students to set goals and analyze the impact of the strategies used for these students over the past four years.

2016 - 2017

- Implementation year. Staff and families were introduced to the assessment and we had 382 students participate K-9.

2017 - 2018

- At the time of this report, not all classes had completed the DORA. Due to difficult start up our data may not be complete for this year but the big picture still significant and useful to our teams as they work to target areas that require attention and intervention.

2018-2019

- We have switched to a different assessment for our Kindergarten assessment - using the DORA Phonemic Awareness assessment. Grade 1-9 continue to use the DORA Online Assessment. Our Elementary and Middle Years team will be using this data to inform their practice this year. In addition, we have planned for professional development specifically around literacy. Last we sent our Elementary team to literacy focused conferences and this year and our Middle Years team is attending. Teachers will be using this knowledge, alongside the rich reports that are produced in DORA, to improve literacy.

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

[Navigation](#)
[Home](#)
[School Wide Initiatives](#)
[Literacy](#)
[Engagement](#)
[SEL](#)
[Department Initiatives](#)

2016-2017		Above	Proficient	Emergent	At or above
Comprehension					
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
3	K	33.3	66.7	0.0	100.0
23	1	43.5	21.7	34.8	65.2
31	2	61.3	19.4	19.4	80.7
38	3	71.1	7.9	21.1	79.0
30	4	66.7	6.7	26.7	73.4
28	5	75.0	7.1	17.9	82.1
32	6	65.6	12.5	21.9	78.1
44	7	70.5	13.6	15.9	84.1
69	8	43.5	37.7	18.8	81.2
84	9	50.0	16.7	33.3	66.7

2017-2018		Above	Proficient	Emergent	At or above
Comprehension					
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
4	K	25	75	0	100.0
14	1	7.1	7.1	85.7	14.2
13	2	30.9	23.1	46.2	54.0
12	3	50	41.7	8.3	91.7
17	4	82.4	11.8	5.9	94.2
10	5	70	10	20	80.0
12	6	66.7	16.7	16.7	83.4
11	7	63.6	9.1	27.3	72.7
36	8	63.9	19.4	16.7	83.3
54	9	63	11.1	25.9	74.1



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

[Navigation](#)
[Home](#)
[School Wide Initiatives](#)
[Literacy](#)
[Engagement](#)
[SEL](#)
[Department Initiatives](#)

2018-2019						
Comprehension		Above	Proficient	Emergent	At or above	
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level	
	K					Notes: Switched to phonemic awareness
9	1	60.0	10.0	30.0	70.0	Note: 18 students took assessment. 9 Did not complete the Comprehension Section
9	2	78.0	11.0	11.0	89.0	Note: 13 Students took assessment. 4 Did not complete the Comprehension Section
26	3	50.0	19.2	30.8	69.2	Note: 28 Students took assessment. 2 Did not complete the Comprehension Section
23	4	65.2	0.0	34.8	65.2	
28	5	70.4	3.7	25.9	74.1	Note: 30 Students took assessment. 2 Did not complete the Comprehension Section
25	6	56.0	8.0	36.0	64.0	
57.1	7	57.1	14.3	28.6	71.4	
55	8	47.2	7.3	45.5	54.5	
65	9	64.6	10.8	24.6	75.4	
2019-2020						
Comprehension	Grade	Above	Proficient	Emergent	At or above	Notes:
Students Participating		1+ year	At or close to grade level	1+ years below	Grade Level	
	K					Switched to phonemic awareness
1	1		100.0	0.0	100.0	Note: 9 students took this assessment. 8 Did not complete the Comprehension Section
8	2	75.0	25.0		100.0	Note: 13 students took this assessment. 5 Did not complete the Comprehension Section
8	3	25.0	37.5	37.5	62.5	Note: 11 students took this assessment. 3 Did not complete the Comprehension Section
17	4	41.0	0.0	59.0	41.0	Note: 21 students took this assessment. 4 Did not complete the Comprehension Section
20	5	65.0	5.0	30.0	70.0	
31	6	77.0	0.0	23.0	77.0	Note: 32 students took this assessment. 1 Did not complete the Comprehension Section
31	7	71.0	10.0	19.0	81.0	
43	8	51.0	16.0	33.0	67.0	
53	9	58.0	21.0	21.0	79.0	

* We have a large number of designated students at each grade level. We need to honour their IEP goals, and this data does not honour this. They may not be reading at their chronological grade level, but they may be approaching or meeting the goals of their IEP

Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)

STUDENT ENGAGEMENT

Observations:

After reflecting on our data over 3 years we have added a category of completions that includes withdrawals as completions. This is to help move the dialogue forwards and we will be drilling deeper into the W/D numbers moving forwards. We not did get very far with this last year due to the complexities with gathering this data.

Our goal remains focused on increasing 'successful' completions.

Specific Goal:

Increase completion rate of students Including W's to 80%.

Action Plan:

- Analyze data to determine completion rate by department / course
- Identify effective practices / features of courses with high completion rates
- Use collaboration time to develop inquiry questions based on engagement
- Develop exit survey to determine reasons for withdrawal

EBUS Academy School Plan 2019 - 2020

Student Engagement Data

A - # of course instances with a start date (Actual Start Date) between May 1 and March 1

B - Number of course instances that did not become active

C - Number of starts that completed by September 1 or September 30

C/A-B = Completion rate for Active students who started between May 1 and March 1 (incl W's)

C-W/A-B= Completion rate not including W's

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)

<u>Year</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>W/D</u>	<u>Completion %</u>	<u>Completion % Incl w/d</u>
2016-2017 Sept 1	4197	167	2319	680	58	74
2016-2017 Sept 30	4197	167	2448	727	61	79
2017-2018 Sept 1	4459	345	2349	504	57	69
2017-2018 Sept 30	4459	345	2506	598	61	75
2018-2019 Sept 1	4292	206	2892	589	56	71
2018-2019 Sept 30	4292	206	3119	645	61	76



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EBUS Academy School Plan 2019 - 2020

Social Emotional Learning

To ensure that all EBUS programming provides a safe inclusive learning environment

- Create courses and homerooms that authentically reflect and honour the diversity of learners
- Ensure that each student has a connection to an adult at EBUS
- To have all students feel a sense of belonging to the EBUS Community

Action Plan:

- Baseline survey:
 - Currently exploring
 - The Learning Bar's "Our School Survey"
 - Middle Years Development Instrument
- Explore EASE Anxiety Reduction Program
- Staff to scan courses
 - Gender neutral language
 - Examples / assignments with cultural diversity
 - Choices on how to show learning
 - Executive functioning strategies
 - Strategies for building community
 - Help students to be a part of the course

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

Department Initiatives

Aboriginal Education

Special Education

Elementary

Electives

Humanities

Middle Years

Science

- Navigation
- Home
- School Wide Initiatives
- Literacy
- Engagement
- SEL
- Department Initiatives



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

AB ED

Focus: Strengthening connectedness and relationships as well as supporting students in accessing traditional learning opportunities.

Goals:

- Organize a minimum of three cultural learning opportunities across the Province
 - working directly with local First Nations community members
- Offer virtual classes to support literacy at elementary, middle years and secondary grades
 - selecting books by First Nations authors
- Develop a template for Independent Directed Studies courses -grades 10-12
 - focus to be on pursuing traditional cultural learning

SPED Department

Goal:

By the end of June 2020, each case manager will implement one competency-based student IEP

[Navigation](#)
[Home](#)
[School Wide Initiatives](#)
[Literacy](#)
[Engagement](#)
[SEL](#)
[Department Initiatives](#)



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

Elementary Department

Focus: Elementary teachers are continuing the use of SNAP (Student Numeracy Assessment & Practice) resources to support students in K-6 in building number sense skills in math. The EBUS Elementary department has worked on implementing and supporting the use of the SNAP tool with parents and students over the past three years.

Goal:

- Continue to develop and improve Number Sense Skill Development

Action:

- 2019-20: Teachers will support parents in using the SNAP tool as regular part of their child's math program and will explore ways to further support the use of SNAP extension activities and virtual lessons focused on number sense.
- 2018-19: Teachers implemented two numeracy snapshots with all K-6 learners using the SNAP tool. Teachers modelled the use of the SNAP with parents and students through virtual lessons and recorded tutorials.
- 2017-18: Teachers collaborated with SD91 district numeracy resource teacher to develop parent resources and strategies for supporting the use of the SNAP tool at home.

Goal 2 :

- June 2020 Graded Classrooms in Moodle will be updated:

Action:

- resources and links checked and evaluated
- reorganized to be more user-friendly for families
- showcasing projects through our Moodle Aboriginal Education homeroom

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)

EBUS Academy School Plan 2019 - 2020

Electives Department

- By June 2020, all electives courses will have clearly marked times attached to all assignments to allow all students to plan for timely completion of activities and course completion.
- By June 2020, all electives courses will have a variety of tools available in their courses to allow students to express themselves according to their creative abilities such as offering choice and accommodations.
- By June 2020, all electives courses will have a variety of opportunities (choice of assignments) for students to pursue their interest/hobby in a supported educational setting to encourage their personal growth.
- By June 2020, all electives courses will have presence of a variety of diverse populations, cultures, age, gender, abilities, in the form of images, videos, and content to promote inclusion and acceptance.

Humanities

Focus: As a department we discussed the learning goals we hold for our students and were curious how engaged our students were in both the school community and the course work itself. We are hoping to increase student engagement and student success with course completion.

Action:

- Implement new systems, processes and technology to increase student engagement in our courses.
- work in small teams to identify areas where we can implement these new systems, processes and technology

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability

EBUS Academy School Plan 2019 - 2020

Middle Years Department

Focus: Build a Sense of Community Among All Middle Years Learners and Staff

Goals:

- To create a Middle Years community Moodle space for students to connect and engage with each other and staff by June 26th, 2020
 - accessible in September 2020.
 - This space will include the following:
 - community sharing out opportunities (i.e. Identity Fair)
 - community ‘hang out’ opportunities
 - middle years V-Class opportunities
- To organize and offer a Middle Years Field trip located in Prince George Area before June 2020.
 - continue explore options for a Lower Mainland meet and greet field trip this year which would include up to three Middle Years staff.

Science

Goals:

- Solicit feedback in each of our courses and make responsive changes to assessments and assignments June 30, 2020
- Review all new SF courses and all new courses. Make changes/corrections/improvements as needed Nov 30, 2019
- Building competency based projects and assessments into each course June 30, 2020

[Navigation](#)

[Home](#)

[School Wide Initiatives](#)

[Literacy](#)

[Engagement](#)

[SEL](#)

[Department Initiatives](#)



Flexibility, Quality, Lifelong Learning, Support, Teamwork, Collaboration, Integrity, Respect, Accountability