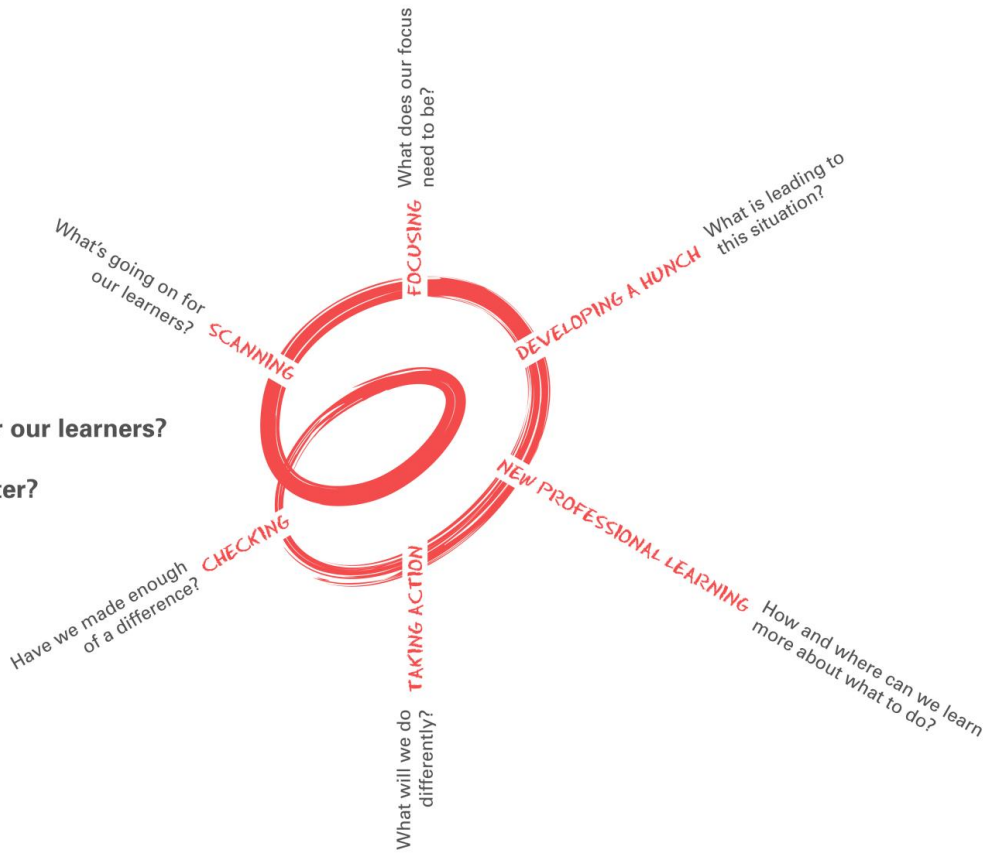


**SCHOOL GROWTH PLAN – INQUIRY MODEL**  
**Collaborative Education Alternative Program (CEAP)**



**What's going on for our learners?  
How do we know?  
Why does this matter?**



**SCHOOL DISTRICT No.69 (QUALICUM)**

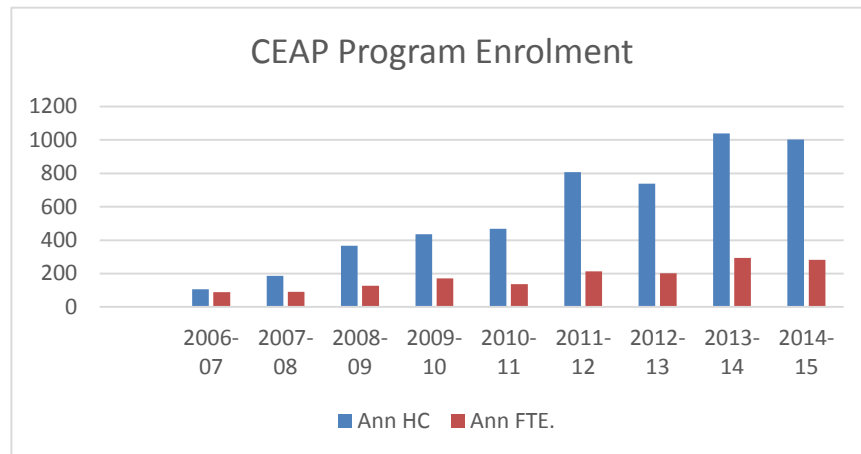
\*Based on the work of Judy Halbert and Linda Kaiser



**SCHOOL DISTRICT No.69 (QUALICUM)**  
**School Growth Plan – Inquiry**  
**Collaborative Education Alternative Program**  
**September 2015 – June 2016**

**School Context**

*Enrollment History*



Ann HC – Annual Headcount

Ann FTE – Annual Full Time Enrolled Students

*General 2014 – 15 Program Highlights*

- Continuity of personnel in CEAP clerical roles, after school closure and reconfiguration of grade structure and schools in SD69
- Continued increased enrollment K to 7, and expansion of classroom-based learning activities and community-based field trips
- Internal and Ministry of Education DL Quality Review of CEAP and its programs
- Introduction of pilot Aquatics Leadership Program
- ROAMS and VISSPP continue with increased enrollment, including students re-registering for a second-year program.

*Programs and Student Enrollment*

The variety of courses and programs offered by CEAP ensures that the District’s Strategic Plan Goal to provide flexible and personalized structures to students is met.

CEAP Elementary - K to 7	Enrollment	61
We are a blended learning program that offers both online and traditional resource-based support for home learners, with optional, scheduled classroom activities. Teachers collaborate with parents and students to work within BC Ministry of Education frameworks to create a learning plan that is meaningful and relevant to the family and the learner. Weekly learning activities are scheduled in our classroom, along with organized field trips to locations in our community.		

<b>CEAP Secondary Full-time 8 – 12 DL</b>	<b>Enrollment</b>	<b>83</b>
<p>TIDES 8 – 11 and CEAP 8 – 12 DL is our most flexible program for secondary learners. Enrollment into this program can range from 1 course to a full program with CEAP DL. Students can combine their enrollment in CEAP DL with enrollment in other education programs, or they can be exclusively enrolled at CEAP, completing their learning at a distance from the school. Examples of cross-enrollment include students taking certain online courses with CEAP, and then attending a high school for electives and other courses. Any CEAP DL students can attend our learning center, for instruction, support or quiet work-space, according to our schedule. TIDES and CEAP DL will be combined into a single program for 2015-16</p>		
<b>CEAP Secondary Cross-enrolled 10 to 12</b> (from KSS and BSS - Includes Academic & Careers)	<b>Enrollment</b>	<b>534</b>
<p>A wide variety of Grade 8 to 12 courses in all science and humanities domains are offered by CEAP, to ensure that the students have a choice as to how they complete their graduation requirements. CEAP has the ability to work in a collaborative environment with the two secondary schools, thereby ensuring that the students are able to create a personalized learning program to complete their graduation requirements.</p>		
<b>District Career Programs – Work Experience (WEX), Secondary School Apprenticeship (SSA) &amp; Head Start (Dual-Credit)</b>		
<p>The District’s various career oriented programs and courses are overseen through CEAP. Courses choices include Planning 10, WEX, SSA, and Graduation Transitions. Our “Head Start” program is a dual credit program, in association with partnering post-secondary institutions, allowing students an opportunity to begin their post-secondary education while still a high school student. Students can enroll in 1 year trades technical training or other certification programs at Vancouver island University or North Island College or choose to take university courses leading to a degree. Career Centers in both high schools offer additional services to students such as organizing field trips, arranging certification training such as Occupational First Aid or FoodSafe as well as working with administrators to explore emerging career oriented opportunities for all students. Careers teachers organize their approach to their roles in ways that conform to guidelines and policies for Distributed Learning (DL) in areas such as active requirements, communication and reporting guidelines for DL.</p>		
<b>District Program - ROAMS (Rivers, Ocean and Mountains School)</b>	<b>Enrollment</b>	<b>20</b>
<p>Rivers, Oceans and Mountains School (ROAMS) is a program designed for grade 11 and 12 students who are interested in the outdoors and adventure recreation. ROAMS offers students the opportunity to develop skills that will lead to a career in outdoor/adventure tourism. The students will receive their Occupational First Aid 1 and Transportation Certification, Bronze Medallion and Bronze Cross. Students may also receive their CPR, Marine Restricted Radio Operator VHF, Food Safe, Occupational First Aid III, Level 1 Avalanche Skills Training, Ski Snowboard Instructor, Swift-water Rescue Technician, and Marine Emergency Duty 3 certification as well as Surf, Kayak and Raft Guide Training. The student may ultimately receive credit for WEX 12A/12B, Leadership 11/12, PE11/12, and Adventure Ed 11, 12 plus dual credits through North Island College’s Adventure Guiding Module 2.</p>		
<b>District Program - VISSP (Vancouver Island Student Ski Patrol Program)</b>	<b>Enrollment</b>	<b>12</b>
<p>The Vancouver Island Ski/Snowboard Patrol Program (VISSP) is also for grade 11 and 12 students and is a joint project between the Qualicum School District, Mount Washington Ski Patrol, Mt Cain Society, and North Island College. The students can ultimately receive up to 36 high school course credits and 12 post secondary institution (PSI) course credits. The PSI credits transfer directly to the North Island College Adventure Guiding Program. Through this program the students will receive their Occupational First Aid Level 3, CPR ‘C’, Ski Patrol training, ski/snowboard lessons, guest patroller sessions at Mt. Cain, Whistler/Blackcomb/Revelstoke and Manning Park, full patroller sessions at Mt. Washington, backcountry and avalanche skills training, high angle rope rescue training, snowmobile operator training. VHF Restricted Operator Certificate, Worldhost, Foodsafe and Serving It Right Certifications are also offered.</p>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Independent Directed Studies (IDS) – Students involved in self-directed learning, in many academic, Fine or Applied Arts domains and career programs, creating their own for-credit courses.</li> <li>• Aquatic Leadership Program (ALP) Pilot – Semester 2, 2014/2015, conducted in collaboration with the Ravensong Aquatic Centre and Nanaimo Recreation to provide Lifeguard training to students.</li> <li>• Dance Focus Electives program is for students in grades 10 – 12, who are enrolled in community-based dance programs in Qualicum and Parksville, giving students access to graduation credits through dance.</li> <li>• Outreach-Homebound program is for those students who will be away for an extended period due to illness, injury or other qualified reasons.</li> </ul>		

**Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What’s going on for them?)**

- Many students are thriving, due to the many flexible options for education, K to 12, provided through CEAP, encompassing both distance and in-school learning experiences.
- Some at-risk students continue to look to our program, many of whom do not fit the typical profile for a successful, independently motivated DL student.
- Some secondary learners typically do not exhibit high degrees of independence and motivation to move forward, efficiently through online courses, on prescribed timelines.
- Communication remains a challenge – with one another, as staff, and with students who are at a distance from teachers.

**Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)**

<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Ensure stable <b>succession</b> of leadership</li> <li>• Secure the services of qualified Teachers on Call for our environment</li> <li>• Dependable Technology and support for DL teachers and students</li> <li>• Investigate new applications and platforms, including Google Classroom</li> <li>• Find ways to gather feedback about student learning experiences from students and parents</li> <li>• Collaboration, professional learning, communication and staff cohesion as a group of educators</li> <li>• Getting our story out, to ensure that everyone knows what CEAP has to offer</li> </ul>
<p><b>CEAP Elementary - K to 7</b></p> <ul style="list-style-type: none"> <li>• Coordinate internal program operations (Learning Plans, Financial allocations, Learning Support referrals, communication, etc.)</li> <li>• Investigate new models for student progress reporting, more suitable to the DL learning environment</li> <li>• Continue to develop internal collaboration</li> </ul>
<p><b>CEAP Secondary Full-time 8 – 12 DL</b></p> <ul style="list-style-type: none"> <li>• Explore options to provide “soft-Alt” support to secondary students in the DL program area of KSS</li> <li>• Develop a teacher role to manage program intake, student advisement services and transition discussions</li> <li>• Review our use of classroom space at KSS, in line with purpose and roles</li> <li>• Review provisions for support to learners in our learning centers</li> <li>• Focus on effective student tracking, communication assessment practices</li> </ul>
<p><b>CEAP Secondary Cross-enrolled 10 to 12 (from KSS and BSS)</b></p> <ul style="list-style-type: none"> <li>• Define role of DL program in secondary programs, with clear criteria for inclusion of students into this model</li> <li>• Provide greater levels of student advisement and learning support to students enrolled in DL courses in local high schools, to increase completion and success rates</li> <li>• Continue to develop effective student tracking and communication practices, system-wide</li> </ul>
<p><b>District Career Programs – WEX, SSA &amp; Dual-Credit</b></p> <ul style="list-style-type: none"> <li>• Develop a district scope and sequence for Career Education</li> <li>• Better support students in Head Start towards completing core academic courses</li> <li>• Improve advisement for Career Program students</li> </ul>
<p><b>District Programs - ROAMS &amp; VISSP</b></p> <ul style="list-style-type: none"> <li>• Continue to develop relationships and connections with post-secondary and industry for dual-credit and work placement/training opportunities</li> </ul>

- Develop in-district Outdoor Education programs to create continuity and scope and sequence K to 12, with specific emphasis on
    - Elementary (K to 7) programs
    - Jr. high (8 – 9) programs
    - Capacity and succession: replacement/additional teachers
    - Clerical support coordination
- 

**Inquiry Question: (Our driving question will be)**

Will the following actions increase student success (social, emotional and academic)?

- Provide tech support for and foster collaboration between DL teachers;
  - Build additional advisement and support for a diverse group of full-time DL students;
  - Increase effectiveness of advisement and support to cross-enrolled secondary students; and
  - Maintain support for development of other programs under the CEAP umbrella
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**Hunch: (What is leading to this situation for our learners)**

- CEAP is an important alternative learning service provided by SD69. Periodic reviews of role, in relation to other learning services in the district, can provide a renewed sense of purpose.
  - Although we wish to allow most students to have choice to experience alternative learning through DL, we acknowledge that success for some will be limited. Careful and selective advisement, along with appropriate learning support will increase success rates.
  - Indicators suggest that students who have ongoing, one-to-one relationships with a school advisor experience greater levels of success at school. Improved regular communication and meetings between students, advisors and teachers will improve our success rates.
- 

**New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners)**

- Technology – Collaborative work to develop fluency in the use of Technology Tools, such as Google Classroom, Moodle, etc.
  - Advisement and Student Support – Collaborative effort to determine the model to best support students in an advisory capacity
  - Workshops or book study on topics such as supporting students with emotional needs, resiliency and self-regulation
-

**Taking Action: (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)**

<p>General</p> <ul style="list-style-type: none"> <li>• Work with district partners to secure the services of qualified Teachers Teaching on Call for our environment.</li> <li>• Continue to request and collaborate on Tech Support for DL teachers and students.</li> <li>• Investigate new applications and platforms, including Google Classroom.</li> <li>• Increase participation in Satisfaction Survey to obtain statistically valid sample sizes</li> <li>• Conduct qualitative analysis of comments received on satisfaction surveys</li> </ul>
<p>CEAP Elementary - K to 7</p> <ul style="list-style-type: none"> <li>• Look at a new model for student reporting, in order to provide richer information, more structured towards our approach to learning.</li> <li>• Continue to develop more clearly defined roles within the program for teachers and clerical support services.</li> </ul>
<p>CEAP Secondary Full-time 8 – 12 DL</p> <ul style="list-style-type: none"> <li>• Work to increase success rates, with a focus on providing a program of inclusive learning, social and emotional support to learners in our learning centers.</li> <li>• Develop a pilot “soft-alternate” program setting for select students, within our program area at KSS.</li> <li>• Develop a new secondary teacher role, associated with intake and advisement, to conduct student intake, initial learning plan creation, coordinate and provide student learning support, including advisement on funding for individual activities. In addition, this role will provide leadership to the site based team, to meet weekly to review students.</li> <li>• Develop a new plan for the use of learning spaces in the CEAP-KSS site.</li> <li>• Develop cross-school (CEAP/KSS/BSS) site-based teams, meeting regularly to discuss transitions of students in and out of the CEAP secondary programs.</li> <li>• Develop an advisement system, with regular check-ins, connecting teachers with all students listed with CEAP as their home-school.</li> </ul>
<p>CEAP Secondary Cross-enrolled 10 to 12 (from KSS and BSS)</p> <ul style="list-style-type: none"> <li>• Investigate ways to provide greater levels of learning support, student advisement and learning support to students enrolled in DL courses in local high schools, in order to increase success rates in the courses identified in this plan.</li> <li>• Work with high school partners to establish more clear criteria for placement of students into DL courses.</li> <li>• Continue with timely communication between partners (teacher, counselors, parents and administration) in tracking DL students’ progress, with an end of providing timely intervention, when needed.</li> </ul>
<p>District Career Programs – WEX, SSA &amp; Dual-Credit</p> <ul style="list-style-type: none"> <li>• Develop a district scope and sequence for Career Education.</li> <li>• Develop a way for Career Teachers to integrate learning outcomes from specific career program activities to count towards core course completion, in courses such as Communications 11/12.</li> </ul>

- Scheduling of students into core-course completion days at a local school, with careers teacher present to provide support.

District Programs - ROAMS & VISSPP

- Have all ROAM/VISSPP students register in dual credit courses through a post-secondary institute they are most likely to attend. Choices include NIC, VIU, and TRU.
- Have all students complete several hundred hours of meaningful work placements.
- Establish a district outdoor education committee that meets regularly to discuss how we can develop sequential and consistent practice and programming across the district.
- Create and offer Adventure Education 8 and Adventure Education 9 course electives to KSS/BSS students. Allocate staffing to teach these new electives.
- Meet with clerical personnel to discuss and develop efficient ways of tracking program budgets.

**Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)**

All of the means below contain data (statistical and/or qualitative) that we regularly collect and look at in order to measure the effectiveness of our growth plan actions:

Foundational Skills Assessments	<ul style="list-style-type: none"> <li>• Levels tracking though PM benchmarks, DMA, DART and other assessments</li> </ul>
Satisfaction Survey Results	<ul style="list-style-type: none"> <li>• Responses to specific questions provide statistical and qualitative information</li> </ul>
Students and Parent Reflections	<ul style="list-style-type: none"> <li>• Portfolio Reviews, capstone projects and opportunities for dialogue, planning and reflection abound at CEAP – Qualitative review of this</li> <li>• Comments submitted through online Ministry Satisfaction Surveys provide evidence of how we have affected student learning, social and emotional growth</li> </ul>
Secondary Course Completion & Success Rates	<ul style="list-style-type: none"> <li>• Student Achievement Data Exchange (SADE) Secondary Course Completion &amp; Success Rates provide statistical information about rates in specific courses</li> </ul>
Exit Survey, Grad Transitions Interviews	<ul style="list-style-type: none"> <li>• Qualitative analysis of responses that provide measures of program effectiveness and levels that correspond with our focus areas</li> </ul>

The 2014-15 plan includes ways to improve the scope, statistical and qualitative reliability of the information we collect to validate the actions of our growth plan.

**Connection to the District Strategic Plan:**

We believe that the focus areas of our school growth plan align with the strategic priorities of the current Qualicum District Strategic Plan:

1. Increasing the engagement of our learners by providing more personalized educational experiences
2. Responding to the diverse social/emotional needs of our learners in ways that increase their chances of success
3. Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners
4. Integrating technology effectively in order to broaden and deepen learning for all students

Find the District plan here: [www.sd69.bc.ca](http://www.sd69.bc.ca) (See "District Planning & Directions")

**Communication Strategies: (How will you communicate your inquiry and your results to the school community?)**

- Communication with parents using school and community newsletters, email lists;
- Conversations with PAC; and
- Continued use of CEAP web site and Facebook page to include information, pictures, student work and professional learning links for staff, students and the community.

**Parental/Community Involvement: (How will you work together as a school community to do this work?)**

- Liaison with PAC, partner schools and community partners
- Continued dialogue with post-secondary partners and service providers

**Approval of School Plan**

**Signatures of School Planning Council:**

Parent: Barbara Lowden

Teacher: Lesley Rowan

Parent: Beth Hurst

Principal: Jeffrey Temple

Parent: Jaimie Wickham

Date approved by SPC: [Click here to enter a date.](#)

**Board Approval:**

Superintendent: \_\_\_\_\_

Board Chair: \_\_\_\_\_

Date approved by the Board of Education: [Click here to enter a date.](#)

*Credit goes to the Delta School District for sharing their Template*