

Vancouver School Board

SCHOOL PLAN

2011-2012



It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

South Hill Education Centre

April 2011

MISSION STATEMENT

Adult Education Mission Statement

Our adult system's mission is to develop and maintain an integrated and responsive system of adult education centres that provide accessible, effective, and sustainable learning opportunities in a welcoming, professional, adult environment.

School Mission Statement

At South Hill Education Centre, our mission is to provide high-quality, accessible and effective academic programs to our students in a friendly and supportive adult environment.

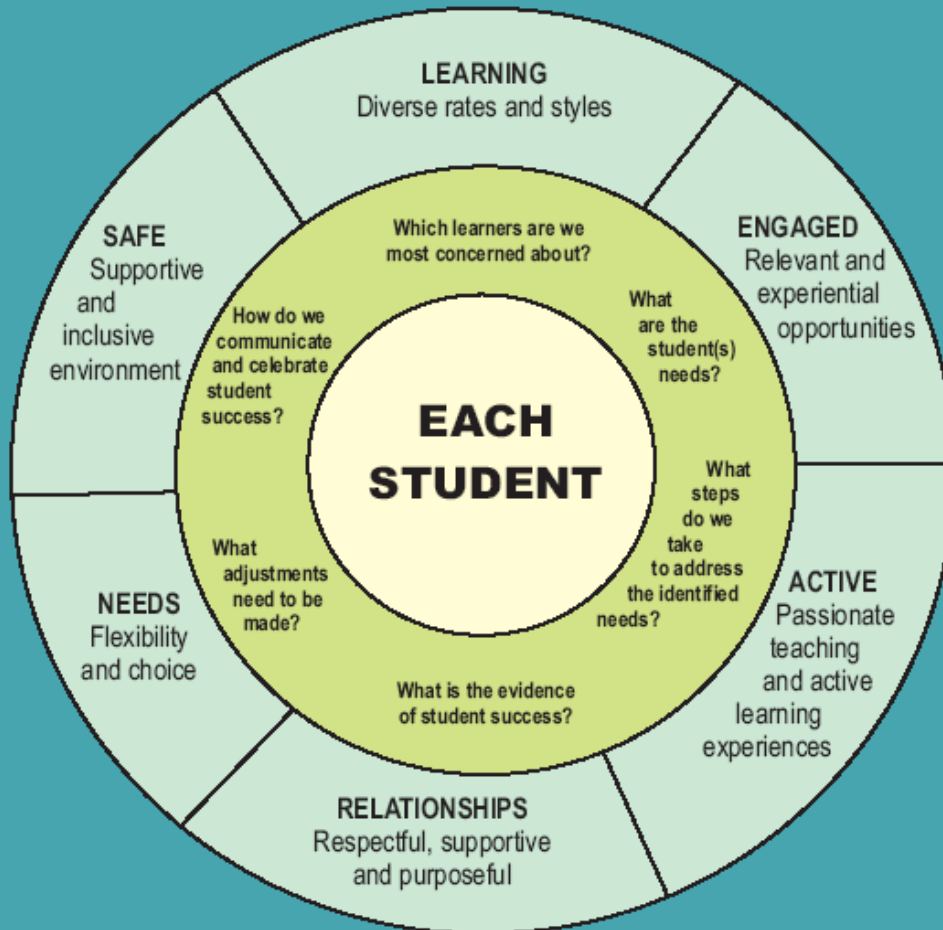
We believe that all members of our school community deserve to be treated with dignity and respect and that diversity among our students and staff should be welcomed and valued. Our aim is to help students develop as responsible citizens and graduate with the knowledge, skills and attitudes necessary to fulfill their potential as lifelong learners.

SCHOOL GOAL(S)

Goal 1: GOAL #1

- To increase retention rates in English Foundations 6 courses and English academic credit courses in English at Gr. 10 and 11.

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

District Context – Adult Centres

The Continuing Education Division of the Vancouver School Board currently operates six adult education centres and multiple outreach programs in Vancouver that provide students with educational opportunities from the literacy level to secondary school completion.

These centres offer a variety of programs that include one-to-one volunteer tutoring; instructor-led classes at the Foundations (literacy to Grade 10 entry) and the Grade 10, 11 and 12 levels; and individualized learning programs at all levels.

Students attending our adult education centres have a variety of backgrounds and diverse learning needs - each centre may serve a student population that includes:

- Grade 10/11/12 completion students with average or above-average academic ability who are not able to complete graduation in a regular high school setting for reasons of scheduling or social pressures
- students whose formal education has been interrupted by life challenges and migration
- students with low English language skills
- students returning to school after experiencing gaps in their learning
- students with diagnosed or undiagnosed special learning needs
- students who feel unsafe and/or anxious in regular school settings

This diversity of student backgrounds and learning needs is a prominent feature of our adult education system and contributes to the rich and unique learning environment found in every one of our centres.

REFLECTIONS ON 2010-2011 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Background:

In 2007/2008, the Ministry of Education began work on a series of standard Literacy Foundations courses designed to help adult basic education students develop skills leading to Grade 10, 11 and 12 courses and eventually, to high school graduation. Prior to this, school district adult education programs developed their own curricula for students studying at lower levels of literacy.

The Ministry decision to introduce a standard set of learning outcomes and curriculum across the Province represented a fundamental change and challenge for our work with students. This new Foundations program gives us further opportunity to articulate courses/programs across our adult system, and because of the importance of this new program to student learning in all centres, during this implementation stage we have been working on a series of systemic common goals.

For 2009/2010, our goal was to enhance the quality of student learning by implementing standard literacy curriculum and assessment tools across our adult system, always asking the question “What is it that a student needs to know, understand and be able to do at each level to be successful in the next level?”

In the summer of 2010, the Ministry formally adopted the Literacy Foundations curriculum allowing us to proceed with final implementation of the program. This prompted us to review and refine our common goal for 2010/2011 which is to ensure the quality of student learning is maintained and supported throughout the final implementation stage of the literacy curriculum. We identified three objectives in support of our goal. We needed to ensure that the implementation of the new Foundations is consistent throughout the district, that the program meets students’ identified learning needs and that we continue to develop new learning opportunities for our students.

Ensuring Consistency in Implementation

Working with members of BCSDCEDA, under the direction of the district principal, principals offered feedback and recommendations on the initial delivery of the Foundations curricula. In the fall of 2010, instructors of English Foundations classes throughout the district were given opportunity to provide feedback on initial implementation and provide these to their school principal. In the fall and early winter of 2010/2011 an invitation went out to Lower Mainland instructors to participate in a two-day Assessment Working group focusing on developing common rubrics and assessment strategies for the English Foundations program. Two Vancouver instructors were selected for participation

and along with the district principal, provided input and feedback.

Meeting Learning Needs, Assessing Student Progress and Success

Because students enter our centres at various points throughout the year, they are not part of a cohort group. This makes it challenging to present meaningful data about student progress. Due to the mobile, fluid nature of our student population, and the flexible nature of our course offerings, we have found that student tracking is best accomplished through a variety of sampling data.

Last year, we looked at the results of approximately 1200 students enrolled in English Foundations 4, 5 or 6 (summer term; September quarter/semester and November quarter) and found that that between 55-70% of students who enrolled in a Level 4, 5 or 6 English Foundations course were able to successfully complete the course. These completion statistics are actually much higher than the national average. Data on adult education student persistence and completion shows that the course completion rate for adult students is usually somewhere between 30 and 40%.

For this year we decided that assessing student progress and success as it relates to the implementation and delivery of the Literacy Foundations curricula can best be accomplished by tracking the success of students as they transition from the Foundations curricula into academic Gr. 10 courses. Once more, we continue to ask ourselves “Are these students well prepared and equipped to be successful in the next stage of their learning?”

This year we examined the results of approximately 1,950 students from across the district who registered in English Foundations 6 and/or in English 10. From there we wanted to compare the general success in both courses to the successful completion rates for those specific students who completed English Foundations 6 and then went on to register in English 10. This would provide an indicator as to how well our Literacy Foundations Program is preparing our students for academic study. Because our Self-paced term and our February semester term remain ongoing at the time of writing, students registered in Self-paced English Foundations 6 or English 10 in these terms were not included in our data.

We have found that for English Foundations 6 approximately 61% of students who attempted the course successfully completed; in English 10 59% successfully completed. Of those students who successfully completed Foundations 6 and then went on to attempt completion of English 10, 55% successfully completed. As with last year, these completion rates remain well above the national average; however, the lower rate of completion for students moving from Foundations 6 to English 10 is cause for further investigation. We will need to more closely examine these students' results and determine if the lower completion rate rises out of statistical error, indicates an area for growth, or is the result of some other as yet unknown factor.

Developing new opportunities

In the summer of 2010, the Ministry granted approval for the delivery of English Foundations Companion Courses. These courses provide a new opportunity for struggling adult learners to gain further support as they progress through the English Foundations curricula. Upon approval, principals and Learning Centre staff worked together to develop and implement the new courses and were able to begin offering them through our self-paced Learning Centres in our fall term. We will continue to develop the Companion Courses over the coming year.

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL #1

- To increase retention rates in English Foundations 6 courses and English academic credit courses in English at Gr. 10 and 11.

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

Over the past year, our adult centres have implemented the new Foundations program. In support of our goal, over the 2011/2012 academic year we will focus on the following areas:

Intake and Initial Assessment - We will continue to review and refine our assessment practices and procedures. Principals will review intake, registration, education plan development, and Code of Conduct and ensure that the documentation and completion of these aspects of initial assessment and intake are standardized across the district. By focusing on initial assessment we aim to improve retention by ensuring that students are placed in the most appropriate class.

We will continue to develop course resources and materials for use with the Foundations program. In particular we will focus on the development of materials for and promotion of the Foundations Companion Courses. Principals will ensure that resources will be made available to instructors working in all centres. In particular, the development and distribution of common rubrics for Companion Courses and English Foundations 6 will be shared across the district. By focusing on common assessment tools, we ensure students leaving the Foundations program are better prepared for success with their academic studies.

What will be our assessments and evidence of student success?

To monitor student success, we will:

- use student course enrollment and completion data for the English Foundations 6 and English 10 and 11 courses to conduct a “snapshot review” across our adult system.
- collect rates of successful completion for students transitioning from English Foundations 6 to English Foundations 10 and comparing it to this year’s data of this population.
- collect rates of successful completion for students transitioning from English 10 to English 11.
- conduct a system-wide “snapshot” review of student placement results and compare these to course completion data in November and February of the 2011/2012 academic year.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

As we collect data, we will use the systems and structures (working groups, teams of administrators/advisors) already in place to make necessary adjustments.

How will we communicate and celebrate student success?

Celebrating student success occurs throughout our system in formalized ways such as through our graduation ceremony in May and the awarding of both VESTA and VEPVPA adult scholarships.

On a less formal basis, centres gather collections of student work for sharing with staff, students and community members. There is an annual grad art show as well as other shows featuring student art in gallery settings. At individual centres, student celebrations and awards ceremonies take place throughout the year.

At the district level, the principals and vice principal, teaching staff and advisors participate in a variety of forums. These include VEPVPA, PASA and district committees such as the Multiculturalism and Anti-racism committee and District Literacy committee. Our participation highlights the programs we offer to adult learners and ensures their successes are understood throughout our district.

How will we engage all members of the school community to ensure sustainability of student success?

Student engagement is best fostered in the adult system by offering programs that reflect the diverse needs of our student population. Our centre locations and program offerings are designed to minimize barriers to success and to maximize opportunities for access. Students can choose to complete courses through a variety of formats that meet their needs and preferences. These include structured and self-paced courses, including courses that are primarily web-based. Students with lower level academic skills can begin at the Foundations level, move on to Grade 10, 11 and 12 courses and eventually complete high school graduation.

At each centre, students are supported in their learning by teaching, advising and support staff, and we will continue to offer opportunities for staff to work together to enhance the courses and programs we offer to students. We continue to monitor and review our programs and practices to make certain that our programs serve student needs.

Click here and type in the Name of your School

Submitted by School Planning Council

	(name)	(Signature)
Principal	Christine Gilmour-Lammerse	_____
Teacher	Melanie Hofer	_____
Parent	Not applicable	
Student	Jade Zhou	_____
Date	June 3, 2011	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	