**Island ConnectED**

**Year: 2023-2024**

**Principal:** **Justin Mark**

**Our School Story**

**What are the unique, positive characteristics that we celebrate in our school/community?**

K-12 District Online Learning School serving students within NLPS

The ability to support students that require a flexible educational model in some cases to support their athletic or professional pursuits.  (actors, athletes, students with medical challenges, students pursuing career technical center programs.

**What are the important demographics of our school and community?**

K-12 school with targeted programs for K-7, 8-9, 10-12 full time and dual enrolled and graduated and non-graduated adults.

Supporting students with diverse learning needs (including anxiety, neuro-diversity, gifted designations) who seek the flexibility of  online curriculum delivery which enables them to learn at anytime at any place

To increase K-12 academic engagement within our learning community.

Goal 1) To increase K-12 academic engagement within our learning community.

Goal 2) To foster an inclusive, welcoming and positive school community.

**Our** **School** **Goals**

**Our** **School** **Celebration Story NLPS Board Goals**

**K-7 Student**

In 2022/23 school year, a student with anxiety joined our school after struggling for many years. Island ConnectEd is able to offer more flexibility and control over the pace of course materials to build success. The student developed missing skills through home learning opportunities. The student was able to explore their passion for 3D printing and floor hockey participating in our onsite clubs. As he met friends and became comfortable in the course, he branched out and joined a new club and began attending for full lessons as his confidence grew.

**8-9 Student**

The ability to be in a smaller and structured environment like the 8/9 program, allowed them to find their voice and confidence. When they first started at ICE, they hid from everyone and were not able to speak with anyone that wasn’t their family. But they still were coming to the building. Over time, the relationships built on trust and kindness allowed them to blossom into a fully connected students who was able to advocate for their own needs and graduate. They are now attending university.

**10-12 Student**

Student who struggled attending bricks and mortar school due to others perception of gender identity and bullying came to us for one year before returning to school. Allowed them to gain confidence and see others who have been through similar situations. Also allowed them to complete their PE credit in a safe non-gendered space and with the added benefit of the embedded room, made the transition back to bricks and mortar a successful one.

**Adult**

A father and son were able to graduate in the same year. The son inspirated his dad to return to school and complete his adult dogwood. Because of our unique school setup, both father and son could be comfortable working in the building on their own schoolwork without judgement. The flexibility of our courses allows for adults to complete their courses around their work schedule which is different than other adult based education programs that have an in-person component. Dual Enrolled Many students come to the embedded rooms to pick a course they can’t get in their timetable. This student came to take CLE 10. At first, they struggled with the course materials and the self-paced nature of the course. But through their Computer tutor (CT) and teacher’s guidance was able to find success. Now they have taken a number of courses through their Online learning support room and are on track to do dual credit in their grade 12 year.

**Choose a goal**

**NLPS Board Objective(s)**

Safe, caring, and healthy learning and working environment that is
inclusive of the diversity of our entire learning community

**Collaborative Inquiry Goal**

 **PLAN**

 K-12 Full Timers - Families and students are looking for a different way of learning. It’s an incredibly diverse community of learners. Through parent conferencing, we know that many of our learners have issues with anxiety or learning challenges and are not able to attend full time schooling. We have others that are gifted looking for increased challenge, elite athletes requiring flexibility, families choosing to be more involved in their child’s education and others who choose us due to religious and cultural reasons. This matters as we support the goal that every child deserves to be in a safe, inclusive, and supportive learning environment and feel part of a community. Our focus for K-12 is creating onsite activities and events to increase student community and connection to 2 or more teachers in the school .

Dual Enrolled/Embedded Grade 10-12

Students select to take one or more online courses for various reasons The CTs cultivate relationships and connections between students and off-site teachers. CT and Teachers track progress of students and reach out to students and families when necessary. CTs work closely with students, parents, teachers, and counselors to ensure student success.

 **ACT**

 As a staff we have looked at the clubs that we have created for K-9 as well as sent a survey home to parents asking what we can do differently. We are working towards creating more options for students that fuel passions and build a sense of community.

Our new learning is coming from the data we receive from parents, from students telling us what they would like and from staff discussions and brainstorm sessions on what more we can do to meet the needs of students.

In embedded rooms, ensure that all students have access to the required technology. Strengthen connection between embedded rooms and the main ICE site.

 **OBSERVE**

Each week we monitor the level of attendance and engagement in the clubs. Over the past year we have observed an increase in attendance and have received very positive parent feedback. Clubs have supported multi-age groups of students the opportunity to make connections around interest and passions as well as building strong relationships with teachers that are not in their regular cohort. This has resulted in providing students at least 2 adults in the building that they feel supported by, while building our community and connection with one another. These multi-grade groups have helped foster a safe and caring community.

In the online rooms at the secondary school sites, we have a high number of students who return to take a second (or third) course once they have successfully completed their first course.

 **REFLECT**

We share this information with new parents interested in Island ConnectEd as an example of how we can support families in our program. We will continue to work on improving clubs, doing a new scan in the middle of the year and at the end to gain new information and focus our clubs on the student population for that year.

Next steps for the embedded students is to continue to address their unique needs through communication to CT and with teachers.

**NLPS Board Goals**

**Choose a goal**

**NLPS Board Objective(s)**

Continuous Improvement of Instruction and Assessment

**Collaborative Inquiry Goal**

 **PLAN**

Full time students:

We recognize that students choose online learning for a variety of reasons such as social emotional reasons, and flexibility (control over place, pace, and time of their course work). Students often come to us because they are looking for something “different’. We learn this through the learning plan meetings. Through those meetings we can create individual paths to success.

We have identified that our grade 10-12 full-time students are, overall, a vulnerable group that struggle with engagement and course completion.

Dual Enrolled Needs Students who are attending brick-and-mortar secondary schools will often take an Island ConnectEd course because the course they need may be full or not available. They also may be looking to complete the course in a more flexible/independent style of learning. We have identified that the student participation and connection with the computer tutor in the online room is essential to student success in coursework and completion rates.

 **ACT**

Continue to improve courses based on best practices. Through Pro-D opportunities, Online conference, and connections through district learning opportunities. Teachers are developing new courses and re-purposing old courses to meet students’ needs.

Concentrating efforts on high quality course materials that are locally developed and/or use modes of presentation that meet students’ needs.

Addition of 2 new in person courses – peer tutoring and leadership supporting gr.12 gradation success

Creation of a grade 10-12 onsite day with academic supports and social/physical activities to foster engagement and community. Grade 10-12 student orientation week

 **OBSERVE**

 We have observed that students who participate in our community events and take advantage of our onsite learning opportunities are finding more success in online courses. Students with strong independent learning skills such as highly motivated, focused, good time-management, and have a supportive home learning environment are typically more successful.

 Each full-time student has an individualized plan and goal so it’s often about how we are defining success for them at the start and then how they meet their goals. For some students, it’s about taking the first small step that leads to success. The first course they complete online often leads to additional courses completed. Some of our students may have not engaged in academics for many years and are returning to complete an adult grad plan.

The evidence is our completion rates, number of students meeting their goals, anecdotal evidence (student stories, emails, and updates about their lives after they graduate or leave ICE)

Grade 10-11-12 tracker; Indigenous student tracker; Red, yellow, green data sheet

 **REFLECT**

Each staff meeting, we have student stories. We share reflections and insights in Grade 10-12 team meetings. PLC focuses on student success and collaboration to develop and tweak best practices for course creation.

Our next steps are being flexible to meet the needs of students through curriculum changes. We need to continue to examine the impact of covid measures on student learning and how to best support students in online courses through that lens.

**School Data Where and how to find this data coming soon!**

**Elementary Report Card History:**

**School Tracking Document based on quarterly MyEd BC Data pulls of grade 10-12**

**Breakdown by grade, course, teacher, school, and registration time**

**School learning plans**

**K-12 Red/Yellow/Green progress checks.**

**School Survey Results**

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