



# School Plan 2020-2021



# Literacy

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

## Inquiry

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

## Actions

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 five years.

## Dialogue

This year's data is finally showing improved participation rates. Thanks to K-9 teachers and case managers for their efforts to make this a mandatory part of start up activities and to include results and strategies in the dialogue as student learning plans are developed.

2020-2021 data is our first significant benchmark it is clear that, we have room for improvement as we strive towards the goal of having all students reading at or above grade level.

2020-2021 Comprehension		Above	Proficient	Emergent	At or Above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
21	1	24	33	43	57
21	2	28.5	28.5	43	57
22	3	50	5	45	55
24	4	42	4	54	46
43	5	60	0	40	60
40	6	67.5	7.5	25	75
74	7	66	11	23	77
80	8	66	10	24	76
79	9	52	28	20	80

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	
1	K					Switched to phonemic awareness
8	1		100	0	100	Note: 9 students took this assessment. 8 Did not complete the Comprehension Section
8	2	75	25		100	Note: 13 students took this assessment. 5 Did not complete the Comprehension Section
17	3	25	37.5	37.5	62.5	Note: 11 students took this assessment. 3 Did not complete the Comprehension Section
20	4	41	0	59	41	Note: 21 students took this assessment. 4 Did not complete the Comprehension Section
31	5	65	5	30	70	
31	6	77	0	23	77	Note: 32 students took this assessment. 1 Did not complete the Comprehension Section
43	7	71	10	19	81	
53	8	51	16	33	67	
	9	58	21	21	79	

2018-2019 Comprehension		Above	Proficient	Emergent	At or above	Notes:
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level	
	K					Switched to phonemic awareness
9	1	60	10	30	70	Note: 18 students took assessment. 9 Did not complete the Comprehension Section
9	2	78	11	11	89	Note: 13 Students took assessment. 4 Did not complete the Comprehension Section
26	3	50	19.2	30.8	69.2	Note: 28 Students took assessment. 2 Did not complete the Comprehension Section
23	4	65.2	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	8	36	64	
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	

2017-2018 Comprehension		Above	Proficient	Emergent	At or above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
4	K	25	75	0	100
14	1	7.1	7.1	85.7	14.2
13	2	30.9	23.1	46.2	54
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
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

2016-2017 Comprehension		Above	Proficient	Emergent	At or above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
3	K	33.3	66.7	0	100
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
30	4	66.7	6.7	26.7	73.4
28	5	75	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	16.7	33.3	66.7

## The Journey

### Elementary

Data and recommendations collected from the DORA assessment is used to develop individual learning plans. Parents are provided with DORA Action reports that give specific strategies that target the needs of struggling readers.

Literacy support programs such as LEXIA Core 5, HearBuilders, RAZ Kids and Reading Eggs are used to target reading skills and strategies that struggling readers need to build.

Various Vclasses are offered to engage readers; Primary Aboriginal Stories, Reader's Theater, Intermediate Novel Study and others.

### Middle Years

Courses are continually revised support development of literacy skills. Some ways that this has happened include:

- Use of a variety of texts (Videos, surveys, infographics, poems, social media posts, website articles, academic articles, personal narratives).
- Students can select texts that are meaningful for them in different forms.
- Students make personal meaning through text through:
  - Predicting, summarizing, questioning, inferring, responding creatively and critically and connecting to themselves, other texts and the world.
- Videos use Closed Captioning.
- Students are provided with a variety of ways to practice communicating.

Students who have been identified as needing extra support in their reading are provided with access to technologies and instruction to support their skill development ( i.e.. LEXIA, Assistive technology such as Google Read and Write). Parents are provided with the DORA action reports to assist in ways in which to develop skills.

# Social Emotional Learning

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

## Actions

- Create courses and homerooms that authentically reflect and honour the diversity of learners
- Identify and continue to implement strategies that promote student to teacher connections
- Continue to offer activities that increase students sense of belonging to the EBUS Community
- Create EBUS-made ***Exit Surveys*** for students and parents
- Continue to scan courses and improve accessibility, and diversity
- Evaluate fit of Our School Survey

## Dialogue

Our SOGI team presented to staff and collaborated with departments to lead an initiative to create a safe and welcoming learning environment for all students and more specifically to make our courses / online activities and extra-curricular offerings more inclusive by scanning courses for: Gender neutral language; Examples / assignments with cultural diversity; Opportunities for students to demonstrate their learning in a variety of ways; Executive functioning strategies; strategies that help students to be a part of the course.

We have just completed our first student *Our School Survey*. While we have not had time to meaningfully explore the data we have a few concerns including:

- Participation rates (currently less than 20%)
- Survey does not address k-6
- Survey is not customizable for the online learning school experience

Our Primary staff is offering a 'successful learning traits' series of live virtual classes attended by students from all primary grades. The classes have been well received with a regular following (attendance averages 15-20 students) who are engaging with the topics.

Across the elementary the **Big Life Journal resource** has been made available via homerooms as a guide to assist families in the exploration of SEL topics.

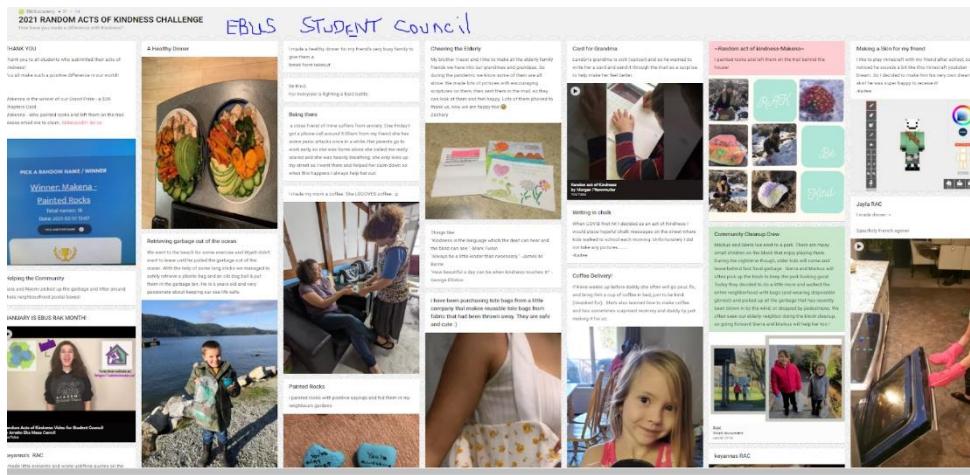
The Middle Years team launched MY Voice last year and is has been a success and is really developing a strong sense of community among the 7,8 and 9's. In 20-21 the team is offering clubs from cooking to robotics to chess and also undertook their first 'Identity Fair', both initiatives have been very well received by students and parents and are definitely making a difference.

Administration has scheduled monthly Assemblies, some school wide other by grade groups, where students gather virtually alongside parents and staff, participation has been higher than expected with over 100 attending the Remembrance Day Assembly.

EBUS student Council is back and leading our student body, old and young, organizing inclusive activities and promoting important themes and messages relevant for our whole community... truly making a difference. The student council activity for January was to promote kindness with a Random Act of Kindness (RAK) challenge. During the month of December, the student council documented their own RAK's to model ideas

and then in January they encouraged the student body to add their own examples of kindness to a Padlet wall for the entire school body to view. [Student Council video promoting RAK Challenge](#)

## The Journey



(Parent Comment) *I just about wept when I read your comments on her last assignment (history of feminism since the Famous 5) - they were beautiful and heartfelt and supportive. Thank you :)*

*I just wanted to share in a huge win / yay moment today. xxxxxxx spoke in her v class today. Her and heather her ea working with her on Thursday afternoons plan to do the class each week and hopefully build xxxxxxxx confidence to speak or engage more. But this was huge as last v class was all tears because I suggested she speak an answer. Anyways that's all I wanted to share the victory today!*

*"Thank you so much for your emails re: xxxxxxx and xxxxxxx's SPED adaptations. Your Creative Writing 10 class was a turning point for xxxxxxx. It opened him up to new ways of expressing himself and gave him so much more confidence. I still can't quite believe that my kid who couldn't face reading or writing is now telling me that poetry is the best way to express complex ideas. "*

*Thank you so much for your honesty and understanding! I am very touched and feel supported and motivated enough to continue this course wholeheartedly. I really appreciate the option of doing the test on my own, thank you for trusting me. I'd be ready to try taking it again tomorrow if that works for you.*

*Talking with parents/students, they are thankful and impressed with the Middle Years teachers. (especially our new families). With the new clubs you have started, they find their child are more social that they have seen in a while. Talking to others about their common interests is a new step for them that the parents didn't expect.*

*I was relieved to know that I could participate in a Remembrance Day ceremony since my great grandfather was in the RAF and did morse code.*

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*I also wasn't sure if whistler was going to do something with how bad Covid is here, so it was lovely to be a part of an Ebus assembly. You guys did a great job!*

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*Hi, Can I just say best thing this year is finding you. Thank you so much for not giving up on me when I was at my busiest. xxxx is really liking his group and one on one time. He is finally putting some missing puzzle pieces together and feeling right at home there. What a gift!*

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*To start, thank you for the kind words on his 6 word memoir project. He sent it to me for feedback and I worried as he laid himself bare in that project but I think it was good for him to write about his struggles. He has anxiety and as he said it is hard to just function some days. I learned more about him from that project than I knew before..... Anyway, I am sorry this is long but I do appreciate your time and the creativity you infuse into your courses.*

*Thank you for being so enthusiastic to get to know me and being one of those teachers that makes an active effort to actually communicate with their students and try to make them feel as comfortable as possible. I appreciate your generosity though our time together and conversations have been brief.*

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*thank you for checking in i wasn't expecting that, it means a lot.*

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*im doing well definitely better, im changing and its taken a bit more than i hoped but im getting there. im preparing now to take the first check in quiz.*

# Student Engagement

**Goal: Maintain completion rate of students Including withdrawals to 80%.**

## Actions

- Analyze data to determine completion rate by department / course
- Identify effective practices / features of courses with high completion rates
- Use collaboration to evaluate strategies and adopt best practices
- Increase usage of exit surveys to determine reasons for withdrawal

## Dialogue

With the learning and collective experience of EBUS Secondary teachers our online courses are continuing to be among the best offered in this province. We have focused on presenting curricula in engaging ways but at the same time know that 'how' it is offered online is equally as important. Paying attention to communication (with students, parents and home schools), developing new ways to check on students learning and well being, and being reflective and responsive with student feedback is making a difference.

We believe that each step of the student experience, from searching for an online school to registration to completion affects student success. As our front office staff continue to learn, and to implement improved processes they too have played a significant role in improving student completion.

September 2020 data shows significant increases in completion rates over Sept 2019 and we believe this increase is strongly correlated to our actions. Work continues school wide to make our courses (Moodle activities) and school in general more accessible, inclusive and personalized.

Teachers remain focussed on:

- Making personal connections with students and being more than just a computer screen.
- Providing formative assessment that encourages 2 way relevant communication
- Creating Learning spaces and courses that are:
- Engaging and honour students individualized learning paths
- Honour First Peoples Principles of Learning
- Inclusive and representative of all students and their cultures

Year	A	B	C	W/D	Completion %	Completion % Incl w/d
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
2019-2020 Sept 1	4920	667	3532	565	70	83
2019-2020 Sept 30	4920	667	3761	619	74	88

## Anecdotes

*It has been a while but I wanted to thank you both for the two years of chemistry instruction and the understanding that you both had in regards to the little problem of mine (dyslexia). I also wanted to bring you up to date informing you that the two years were definitely not wasted. I have been accepted at BCIT for the distance two year program titled Mineral Assayer which is a government certified and evaluated program requiring a government exam, not a college exam as a final for the certificate. I am excited to start October 26 this year. Again, many thanks to the both of you for affording me this opportunity.*

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*A note of thanks for being xxxxxxx first homeschool teacher that gave timely feedback, provided encouraging words and supported this incredible journey of home learning. I wanted to pass along a moment of gratitude for the experience last year to help her accomplish her personal gymnastics goals and keep up with her academic work. THANK YOU!*

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*EBUS was a total game changer for me. I found the course platform to be stable and easy to use and the teachers were very helpful and responsive.*

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*Everyone else I interacted with, advisors and admins were also just wonderful and helpful. I think EBUS should be the model other districts look to when offering online courses. Thanks again for all your assistance, advice, and kind words.*

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*Thank you for everything, getting xxx(xxxxxxx) organized. We're grateful there was a spot for xxx, the process was smooth, and the system seems very comprehensible. Impressive. :)*

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# EBUS Departments

## Aboriginal Education

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

### Action

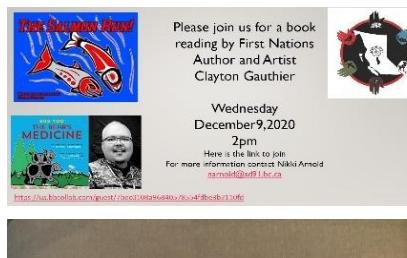
- Organize a minimum of three cultural learning opportunities across the Province working directly with local First Nations community members
- Offer virtual classes to support literacy at elementary, middle years and secondary grades selecting books by First Nations authors
- Increase awareness Independent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

### The Journey

Attendance at our cultural presentations and hands on V-classes has been excellent.

Students are engaged, interacting with presenters, and creating some amazing items.

- Paddle Painting
- Beading
- Soap Carving
- Painting
- Story / Book Reading
- Carrier Language & Culture
- Talking Circles
- Moose Antler Keychains



# Elementary Department

## GOALS:

- ❖ Provide a variety of learning opportunities for students to engage in activities and lessons focusing on Social Emotional Learning (SEL)

### Action

- Create/curate resources in Moodle
- Link to Diversity and other resources throughout Moodle Homerooms, classrooms, courses
- Continue Equity Scans, with a partner, of their homerooms focused on incorporating more diversity.
- Parent surveys to gather feedback on current v-class offerings
- Increase student engagement/connection with EBUS and build better relationships between families and teacher
- Reporting/SIM data
- Checklist, track engagement/participation
- Track engagement with Moodle courses/resources

- ❖ Increase number and variety of Vclass offerings to promote student participation and engagement with EBUS

### Action

- Look at participation and frequency of attendance in Vclasses
- Broaden scope of interests, topics covered
- Look at reporting/SIM data on participation in EBUS online community
- Google form for students to fill out tracking attendance and participation

## The Journey

# SPED Department

## Action

By the end of June 2021, each case manager will continue to work on building professional capacity in competency-based IEPs.

As a department, we will create universal design template/resources to help ensure coursework is accessible to ALL students.

## The Journey

### **2019-20 Goal: Each case manager will implement one competency-based student IEP**

Everyone achieved this and then some - some did all IEP's that way and this year, we are all doing competency based for all IEPs

- positive feedback from parents
- parents liked the change to student centered goals
- all were happy to move away from SMART goals to more realistic language ie not show 3 out of 5 times...
- find it easier to write competency-based IEPs
- hope to solicit more student involvement in future, especially middle years and up, but must bear in mind changing demographics and that full IEP students may not be able to participate fully - student agency
- like idea of sitting down with students to help complete the student forms, this could even form an IEP goal for them
- hoping over time, as students become more familiar with this IEP process that they will become more active participants
- consider having long-term service providers complete some of the feedback forms
- would like to discuss at a future date how others (case managers) complete their competency-based IEPs

## The Journey

- Case managers hope to solicit more student involvement in future, especially middle years and up, but must bear in mind changing demographics and that full IEP students may not be able to participate fully.
- We are hoping over time, as students become more familiar with this IEP process that they will become more active participants.
- Case managers have received positive feedback from parents.
- parents liked the change to student centered goals
- all were happy to move away from SMART goals to more realistic language i.e. not show 3 out of 5 times.
- Parents like idea of sitting down with students to help complete the student forms, this could even form an IEP goal for them.

# Electives Department

## Action

By June 2021, 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.

- Suggested vocabulary to avoid putting pressure on anxious students but giving some direction to those who need to have an idea of the time to complete the task: as a guide for task completion..., approximate time spent could be..., could take up to...minutes to complete but everyone works at different paces.

By June 2021, 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 to meet their interest/hobby in a supported educational setting to encourage their personal growth.

- “You can present your assignment in almost any format you choose. (Here is your chance to get creative)! It could be a [YouTube](#) video, an [Adobe Spark](#), a [Sutori](#) presentation, a [Pecha Kucha](#), a [Coggle](#), a [Powtoon](#), a [Canva](#) visual, a Google Slide or even a Word Document.”

By June 2021, 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.

- *Pair up, agree on a time to meet to cross check each other's course(s) to ensure that the SOGI/images diversity of goal. In January, following Dept Meeting, please come prepared to share your progress with your partner.*

## From the Field

Executive functioning strategies being incorporated to help students organize and to reduce anxiety.

Time

This lesson and quiz should take you approximately 30 minutes to complete.

Providing choice to students helping them individualize their learning pathway and to show their learning in ways that best suit their learning styles.

[Brayden Sebesta-Food Studies 12](#)-YouTube video

**Section 22: Child Care: A Global Perspective**

You're going to checkout some of the child ca

Return to

available in other parts of the world to see how they compare to Canada's.

Click here to read A Global Perspective on Childcare options.

Section Assignment: [A Global Perspective](#).

As you've seen in the previous sections,



the experience of giving birth is both universal and unique all at once. Here is a video (about 11 mins.) that shares valuable information from the Tsimshian, Tahltan, Haisla, Gitxsan and Nisga'a people on their cultural practices and how these impact their health-care needs.

**Self Reflection Assignment:** As you're watching the video, answer the following questions: (you can just type your answers in the SUBMISSION BOX below). **10 mks.**



# Humanities

**GOAL:** To increase student engagement and student success with course completion.

- 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

## 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

## The Journey

Currently:

- Collaboration on Eng 10, working to further decolonizes or Indigenize
- Collaboratively working to further decolonizes or indigenize Several other courses
- Student Vote (great turnout and engagement)
- Bookings (so far a great tool that has encouraged some excellent learning opportunities and clear engagement booster)
- Poetry In Voice (upcoming)
- Newsletter
- Authenticated assignments to draw in the parents (engaging parents and they seem to be buying in)
- Promote conversations with students, parents and teacher reading/ viewing list. (engaging parents, and they seem to be buying in)

Past and ongoing

- **Developed a common substantive feedback library** (has provided consistent feedback and a clear message for each instance and an invitation to discuss further. Engagement booster)
- **Check ins and surveys** (this has been utilized much more this year 20/21 and allows me to check my practice and respond to student concerns. Engagement booster)
- Working as a **collaboration** team to make the English 12 course accessible to all learners. Using a SPED lens and Universal Design for Learning lens. (in progress and has increased the quality of work and student buy-in)
- Encourage the use of **V-classes** for writing workshops or extra help (this has become how bookings is mostly used for me and is an engagement booster)
- Use Padlet to engage learners with 'wall of poems', 'current events boards.' (linking these Padlets to my progress reports and welcome emails helps to get parents in the know. Also is a time saver for the teacher)

From the Field...

*We changed the first Eng 12 exam to be more accessible. I had an IEP student contact me several times to prepare for the exam, and he shared that he is of Iranian background and that the novel "Persepolis" really spoke to him and that now all of the things his grandmother talked about made sense. He mentioned that he learned so much about his culture and that so many things have begun to make sense. He went on to crush the test; his engagement was literally palpable.*

*I have had a student using Bookings to meet with me to just learn how to write better. She was already scoring exceptionally high on her essays but took the time to meet with me to take her writing to the next level. She expressed how easy it was to connect with me using bookings and allowed her to schedule a time that was convenient for her.*

# Middle Years Department

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

### Action

- To create a Middle Years community Moodle space for students to connect and engage with each other and staff by June 26<sup>th</sup>, 2021 (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

### The Journey

#### Currently

- All students in grades 7-9 are enrolled in MY Voice
- About ½ of students participated in the Identity Fair (sharing work and/or providing peer feedback).
- Students are active in our 'Graffiti Wall' sharing and commenting on their passions
- Students are active in a variety of clubs we are offering
- Students are active in 'Live Voice' (Vclasses and student-led live sessions)

#### From the Field

- 88 Students Submitted to the Identity Fair (26 people gave peer feedback even though they did not submit to the fair)
- 228 Peer Feedback forms submitted during the Identity Fair
- Grade 7/8s were responsible for 53% of the peer feedback given. Grade 9s were responsible for 47%

I really liked how you added so much detail about yourself. My older sister is kind of like that, too.

I also really like your courage for telling us about yourself. In the Word document, you said its quite hard. I find it inspiring.

You should be proud of how well you can express yourself with such detail. It is very informative and heartbreakingly beautiful.

I am glad that you hold a lot of love for your family despite the hardship; you all supported each other. I am a big brother myself, and I understand how older siblings can be annoying at times, but we will always be there for our brothers/sisters.

Maybe next time you could provide more context into why you were so sad. It sounds like you had a difficult time.

I really liked that you added so many visual representations of your life! Your dog is so cute!

When you added the collage of digital art at the beginning, I am not sure if you created it or if its just a picture off of the internet, but I think it is super cool!

One thing you could work on are adding is a little bit more of a description when your talking about big subjects, such as being a Jehovah's Witness. I would love to learn more about your religion.

I really like the way you have very good taste in music, 'cause rap is lit bro.

I think you might want to try listening to NLE Choppa, specifically the song "Camelot"

# Math / Science

## Goals:

- ❖ Increase the number of science projects being presented at Science Fair
- ❖ increasing participation in the Science Talk Series to include a broader cross section of students. (Cross enrolled students may not be taking science courses with us but may be interested in taking advantage of this opportunity or Full time enrolled EBUS students may not be taking science at the moment)

## Action

- Building a thinking classroom in WPM 11 (collaborative work being done across two sections and a Book Study group is meeting every 2 weeks)
- Fixing videos no longer supported by Flash
- Development of 'Specialized Science' course

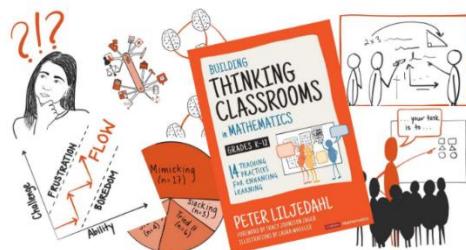
## The Journey

We continue to reflect on improve our course offerings and ways that we connect with students and parents. We reviewed our Study Forge courses and are addressing the school wide approach to working thorough these courses.

We have also been creating competency projects and assessments for our moodle courses.

Collaboration with UNBC continues and plans for Science talks are ongoing with a thought to expand the offerings to include areas outside of the traditional math / science areas.

The work with Thinking Classrooms is based on the book : Thinking Classrooms in Mathematics by Peter Liljedahl. The hope is that we can find ways to encourage 'Thinking' in our on-line classrooms. A pilot project is under way win our Workplace Math 11 course.



## From the Field

xxxxxx has had an amazing year. I think he found his niche in the sciences. Last year he did computer sciences which he received 90% computer 10, 91% for computer 11 udemy 2d design, 96% in AP computer science and now has a 3d printer ;printing 3d face shields which he cannot keep up to the demand of people buying them from him. This, all because you believed in xxxxxx and gave him the chance to feel success. For that there is a star in heaven with your name on it.