

PARTNERS IN EDUCATION (PIE) SCHOOL IMPROVEMENT PLAN 2016-17

School /Community Demographics and Context

The PIE program began in September 2003 with a student population of 23 students. In 2016-2017 it is anticipated that the program will serve between 230 to 250 FTE students fairly evenly distributed from Kindergarten to grade 12. This growth rate is largely explained by PIE program growth in areas outside Powell River, particularly the Courtenay-Comox region.

The program was started in 2003 to meet the needs of a small group of Powell River students, whose parents had elected, for a variety of reasons, to involve their children in a number of divergent home school programs throughout the province. The parent group felt that a Powell River based distributed learning program might be able to meet student needs more effectively than some of the Distance Education programs in which they had been enrolled. Although it had not been a program goal to expand beyond Powell River, at the end of our first year we were invited to a meeting in Courtenay by a group of home schooling parents to consider the possibility of providing distributed learning services to some students in the Island community as well. We agreed to accept a number of Island students at that time and our student population there has steadily grown over time. We have not actively sought to expand our program in or beyond the two centres but continue to experience a modest rate of growth, largely through word of mouth. To meet the needs of the expanding Island population we have taken on teachers from the Comox Valley area and currently have four teachers in Powell River and seven on the Island.

Partners in Education (PIE) School Improvement Goals 2016-2017:

Academic Goals

To improve student achievement in writing

Rationale

When students are working in an isolated situation typical for most of the home school program it is difficult to gauge progress in terms of the standards for writing skills that are expected at each grade level. Although we do not have independent hard data, other than FSA results at the grade 4 and 7 levels and our provincial exam marks in English, the teacher assessments indicate that our students can be achieving at a higher level. It is felt that immediate feedback is key to helping student quality of work improvements. It is our belief that improvements in student writing skills will result in positive dividends in all areas of academic achievement. For this year we will continue to emphasize the 6 + 1 Writing Traits.

Strategies/Structures

2016-2017

- Provide 6+1 Writing workshops during Interaction Days
- Provide 6+1 writing resources in our study sets

To improve student achievement in math

Rationale

Although we do not have independent hard data, other than FSA results at the grade 4 and 7 levels and our provincial exam marks in math, the teacher assessments indicate that our students can be achieving at a higher level. It is felt that immediate feedback and opportunities to practice skills learned will result in improved self-confidence, higher achievement, and a more successful transition from elementary math to high school math and beyond. For this year, we will continue to encourage students to use IXL math for practice and immediate feedback.

Strategies/Structures

2016-2017

- Create a document that informs all students and parents about how to use IXL Math, and how it meets the provincial learning standards
- Create a video tutorial for how to use IXL Math
- Continue to educate parents and students in the use and benefits of IXL Math, and actively encourage the use of IXL Math for K-12 students

Program Improvement Goals

To provide increasingly relevant online and print-based instructional materials

Rationale

Our goal is to provide the best resources for the students in our program. To that end, teachers are constantly giving and receiving feedback in regard to the print and online resources we provide and/or recommend to the families in the program. In addition, as new resources are encountered, teachers continue to review those already in use in comparison to any new resource and make changes, if necessary.

Strategies/Structures

2016-2017

- Review and revise *Recommended Resources* document for parent and teacher reference
- Continuously edit online courses for clarity and relevance
- Continue to develop and refine course outlines for online courses
- Create a grade-specific repository of online resources