



School Name: Alexis Creek Elementary/Junior Secondary



Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care and students with disabilities or diverse abilities.



Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

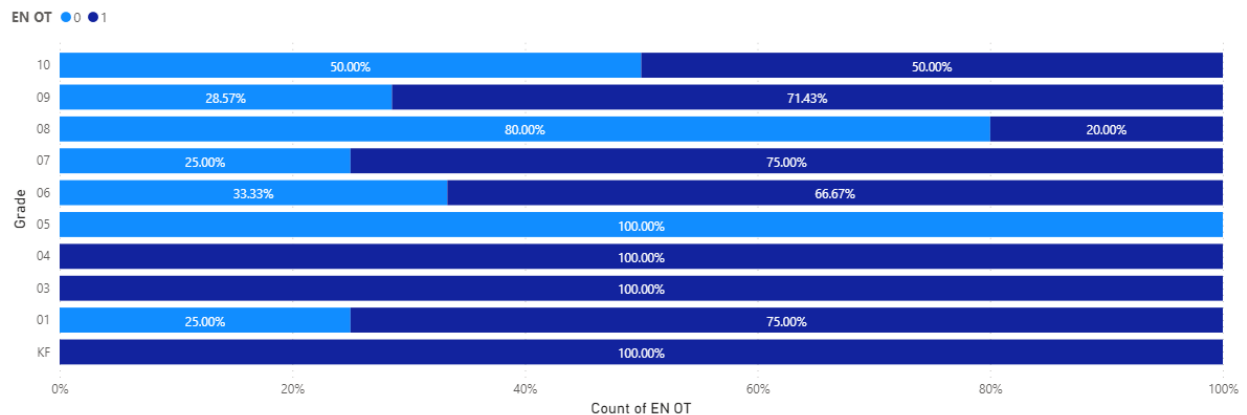
Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2020-2021 Results:

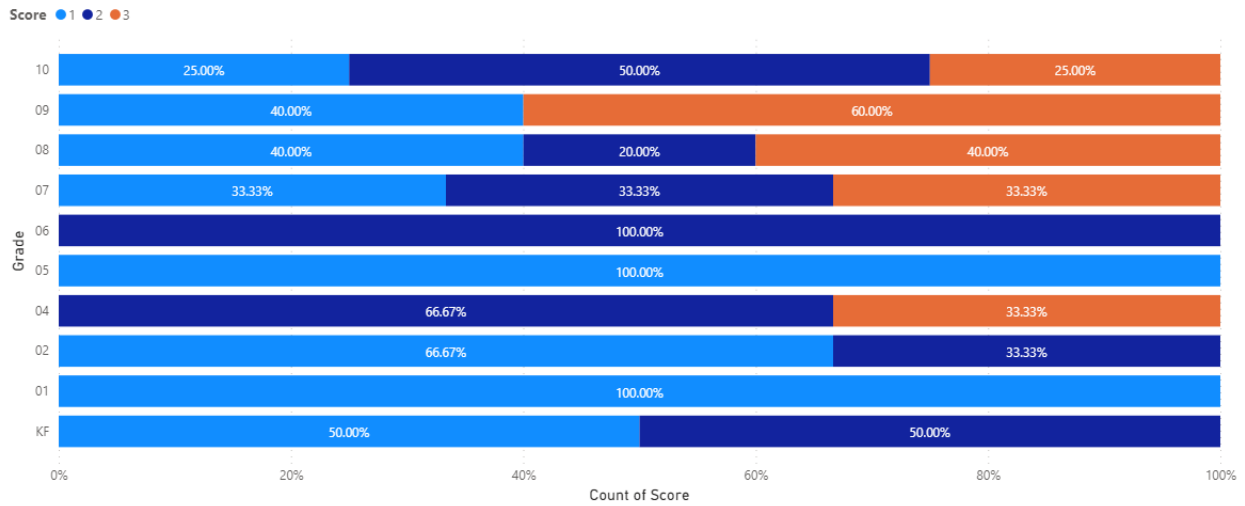
- Percentage of students meeting or exceeding literacy expectations:

On Track EN - Percent Passing



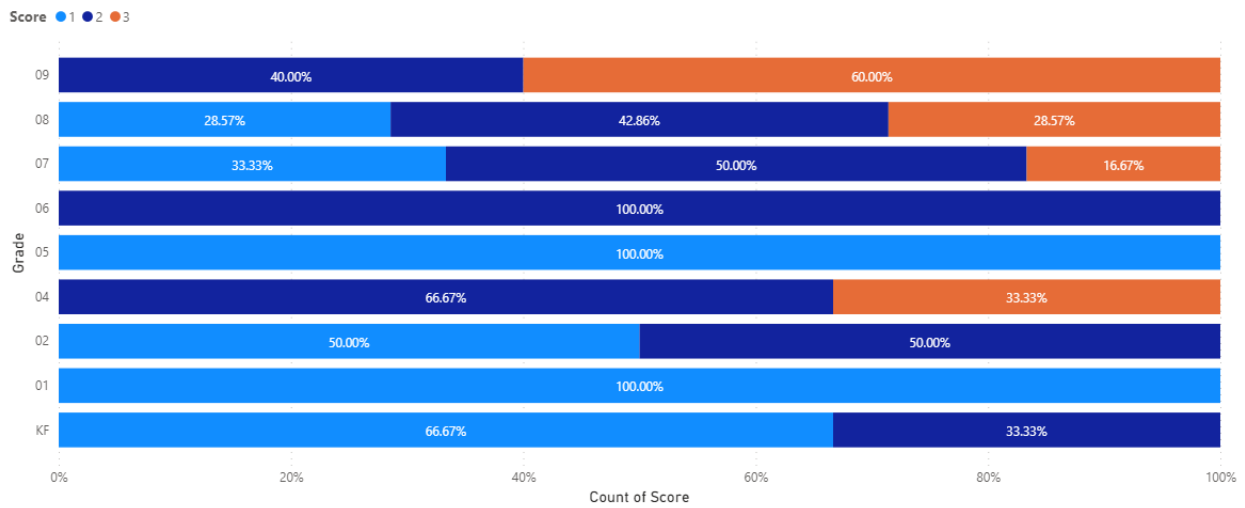
- Fall 2021 SWW results (grades K-10):

District Assessment Scores



- Fall 2021 DART results (grades K-9):

District Assessment Scores



2021-2022 Goals and Focus Areas:

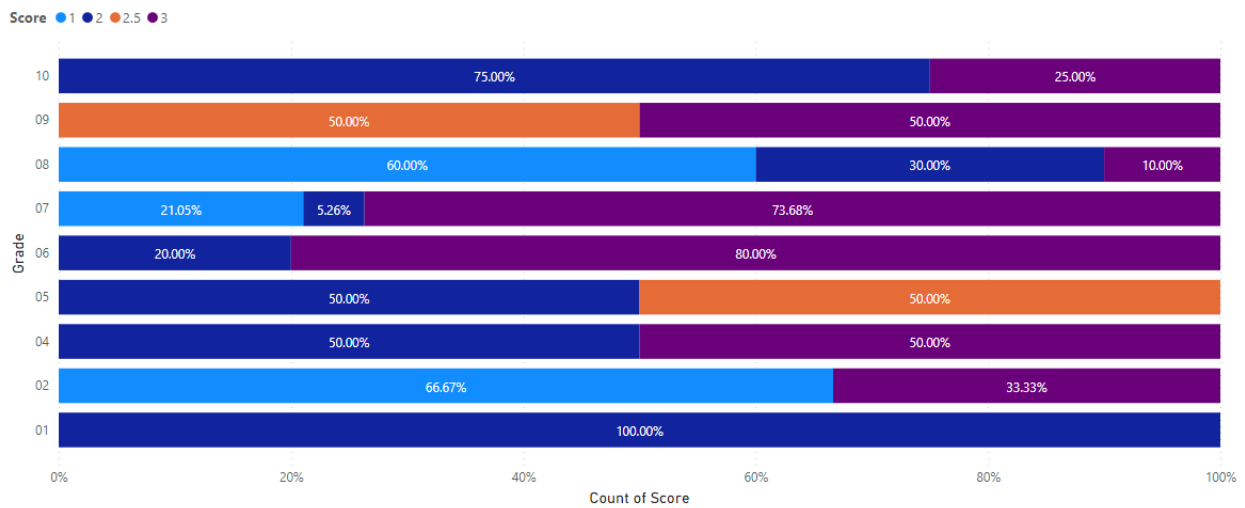
- Grade 2-7: Improve writing skills and output for all students--writing stories with more detail and complete thoughts; writing for an audience; supporting thinking with examples.
- Grades: 2-7: Improve students' ability to respond to and ask deeper thinking questions about texts
- Grades K-1: Recognize letters, letter sounds, and beginning sight words at a grade appropriate level.
- Grades K-1: Represent their own stories in play and pictures. Begin to recognize story features like beginning, middle and end.
- Grades 8-10: Increase metacognitive abilities to identify and choose appropriate strategies to support reading and responding to texts across academic areas.

- Strategies and Structures:
- Actions for Enhancing Student Learning and Experience
 - Intentional small group instruction of reading and writing strategies.
 - Direct instruction in and practice of self-reflection to identify strategies chosen, effectiveness, and progress in one’s own learning
- Actions for Enhancing Staff Capacity & Learning
 - Collaboration between grade groups with co-teaching opportunities.
 - Collaboration around assessing and looking at data from DART and SWW

JUNE 2022 UPDATE:

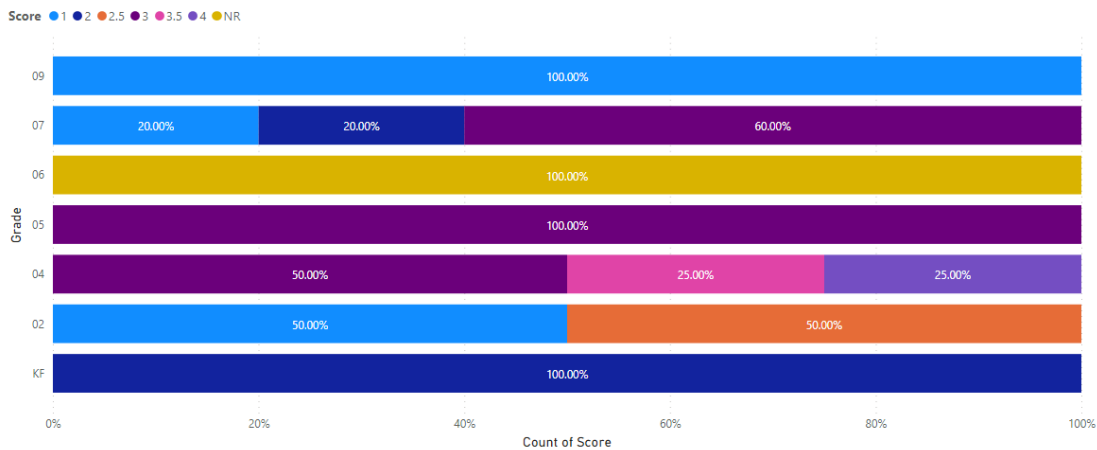
- Spring 2022 SWW results (grades K-10):

District Assessment Scores



- Spring 2022 DART results (grades K-9):

District Assessment Scores



Reflection:

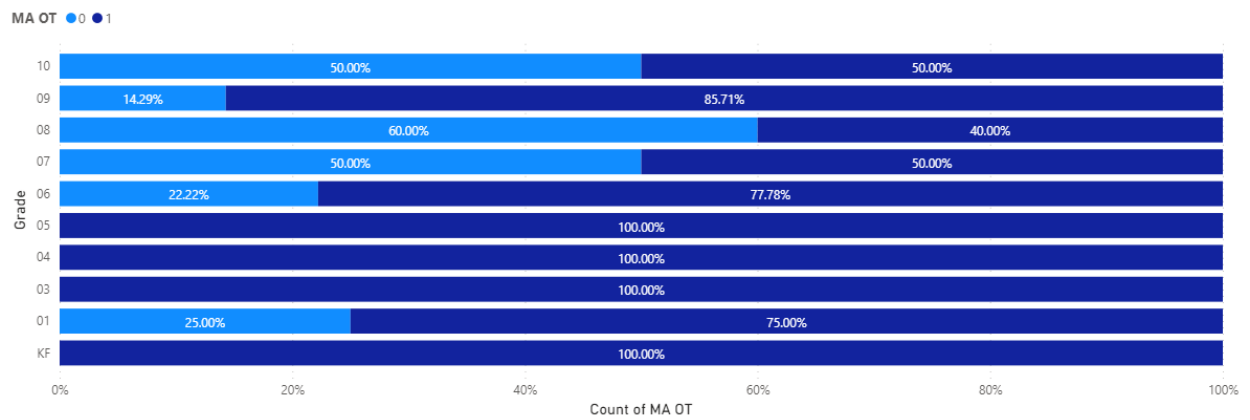
- SWW data indicates significantly more students scoring 2 or better on their assessment than when compared with data from the fall.
- DART data also indicates improvement with fewer students scoring a 1 and most students showing an increase of 1 proficiency level.
- Staff felt focus areas improved attention to growth for the school. However, group reflection indicates we can continue to work on metacognition and supporting student reflection on their own learning, strategies used, and next steps.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2020-2021 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



2021-2022 Goals and Focus Areas:

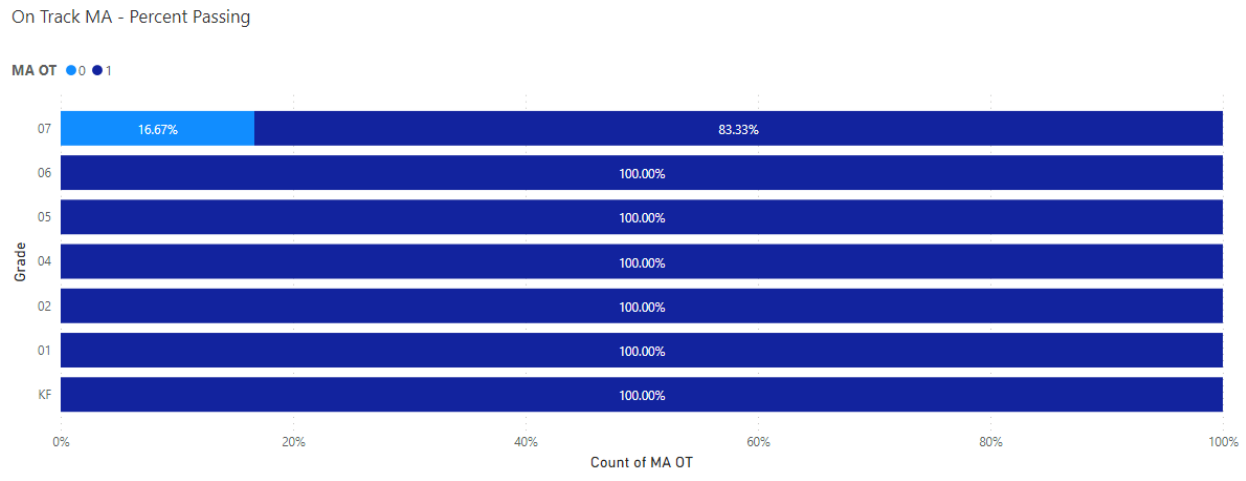
- K-10 Tackling math aversion through engaging, collaborative tasks
- K-10 Increasing math fluency at a grade appropriate level

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Collaborative tasks embedded in regular, daily instruction
 - Opportunities for self-reflection of problem-solving process built into daily numeracy tasks
- Actions for Enhancing Staff Capacity & Learning
 - Time at staff meetings to discuss student assessment, progress, and ideas.
 - Primary/Intermediate staff to attend C. Fullerton workshops throughout year
 - Intermediate and Secondary staff to attend P. Liljedahl workshops throughout year.
 - Secondary: Purchase of *Thinking Classrooms* by P. Liljedahl with reading and practice check-in time built into staff meetings for discussion and idea sharing
 - Primary/Intermediate: Utilizing C. Fullerton resources and *Mindset Mathematics* series by J. Boaler with reading and practice check-in time built into staff meetings for discussion and idea sharing

June 2022 Update:

- Percentage of students meeting or exceeding numeracy expectations:



Reflection:

- We have seen success at increasing the number of students who are on track for numeracy expectations at their grade level.
- Staff felt that professional development offered through Carole Fullerton workshops were helpful in building their instructional capacity and meeting the two goals of reducing math aversion and increasing math fluency.

- Multi-age, multi-ability groups were used across the K-7 classrooms this year, including mentorship roles for older students of varying abilities in cooperative or collaborative learning scenarios.

Human and Social Development

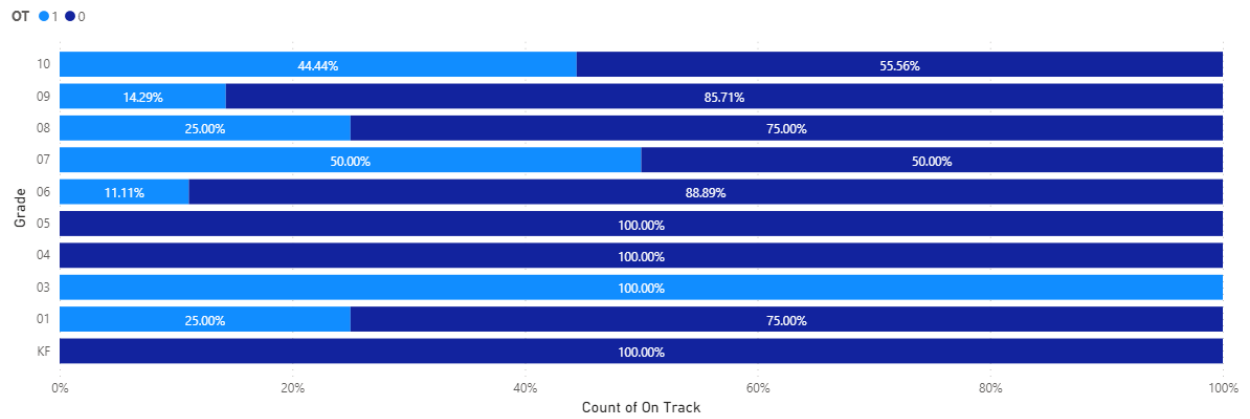
Educational Outcome 3: Students will feel welcome, safe and connected to their school

3.1 Attendance

2020-2021 Results:

- Percentage of students attending 80% or greater end of June 2020:

Percent On Track (Attending 80% or Greater)

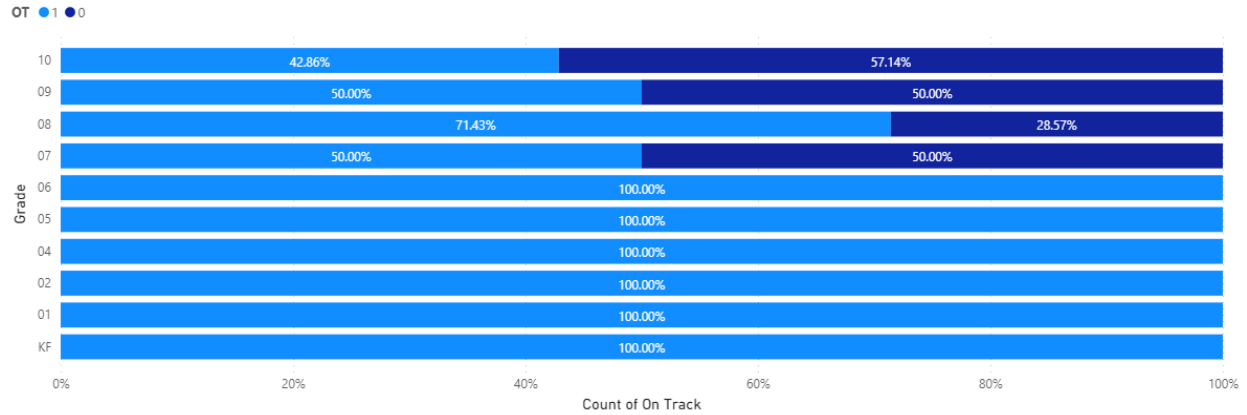


Percent On Track (Attending 80% or Greater)



Current 2021-2022 Results (As of Oct 25th, 2021):

Percent On Track (Attending 80% or Greater)



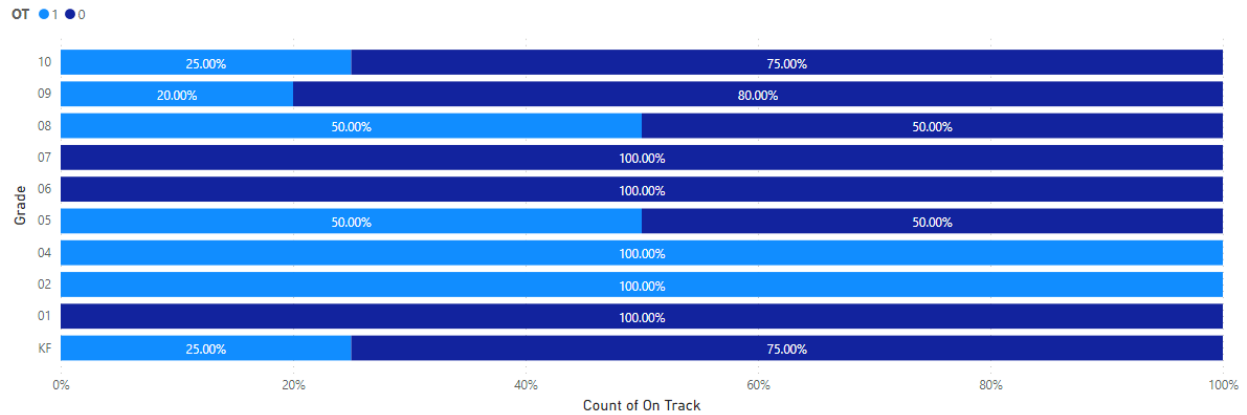
- Percentage of students attending 80% or greater end of June 2020:

2021-2022 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021

June 2022 update:

Percent On Track (Attending 80% or Greater)



Reflection:

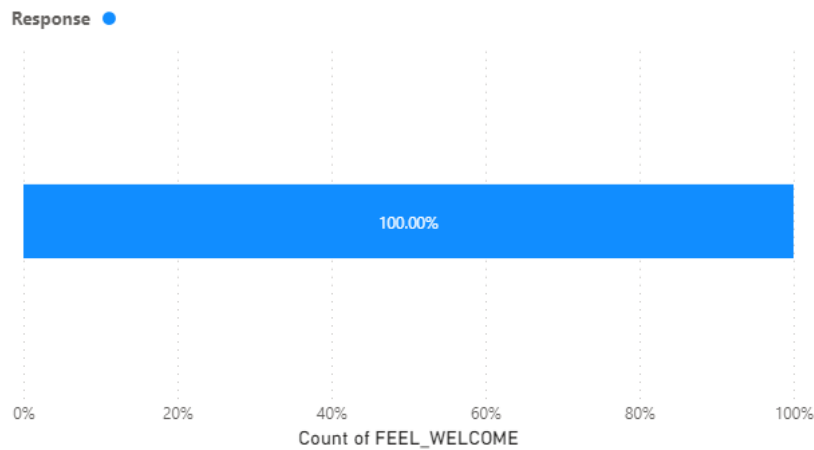
- Attendance continues to be an area in need of continued work. We have seen improvements from the 2020-2021 school year, but still see grade groups where significant numbers of student are not yet on track. Continued effort to make connection with home by classroom teachers to support student attendance will be needed in the next year.

3.2 Connection to School

2020-2021 Results

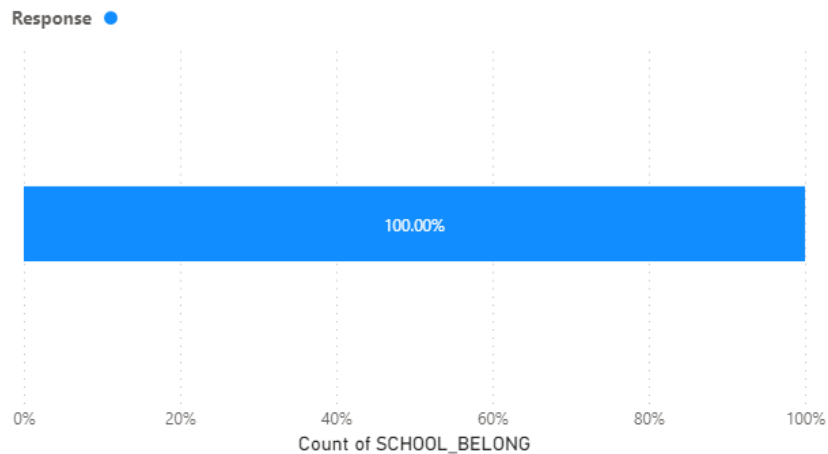
- Percentage of students in grades 4, 7, and 10 who report feeling welcome in their school during 2020-2021

Students Feeling Welcome



- Percentage of students in grades 4, 7, and 10 who report having a sense of belonging in their school during 2020-2021

Students With A Sense of Belonging



Goals and Focus Areas

- 100% of students feeling welcome and reporting a sense of belonging at school by June 2021

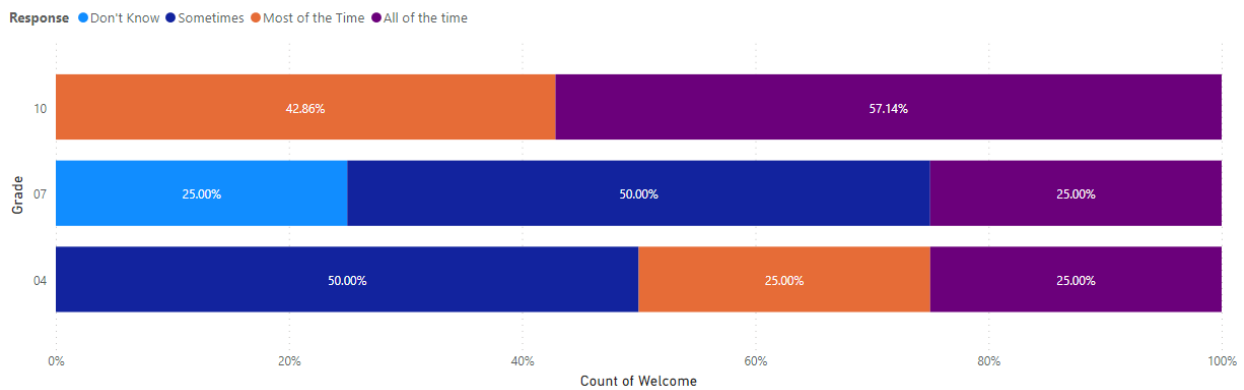
Strategies and Structures

- Actions for Enhancing Student Learning and Experience

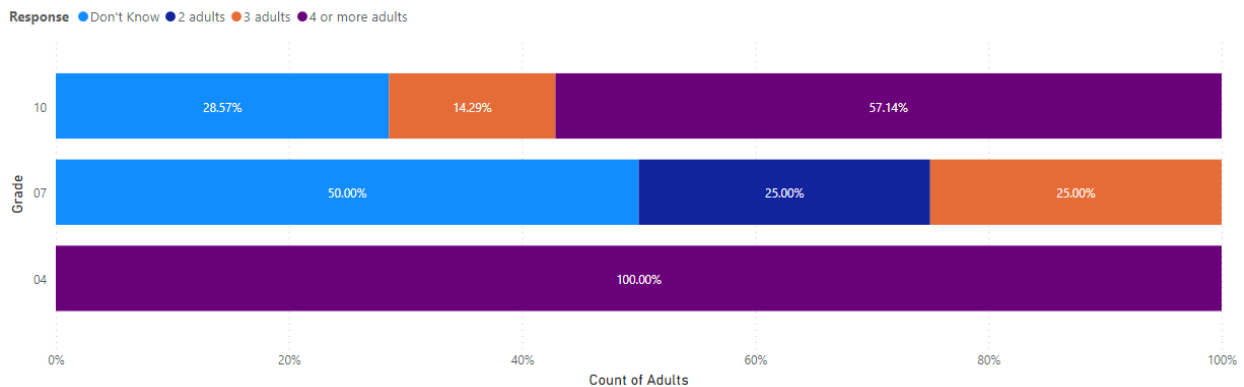
- SBTMs to address any ongoing attendance concerns
- Ensuring every child has someone they report as a trusted adult at the school through check-ins and then follow up with students who report none or few.
- Actions for Enhancing Staff Capacity & Learning
 - Opportunity for staff to engage with Monique Gray Smith’s Ripple Effect of Resilience
 - Support and collaborative tone setting at SBTM to foster sense of collective responsibility for student success.

June 2022 update:

Feeling Welcome At School



Adults Who Care



Reflection:

- Data on feeling welcome at school shows that while most students feel welcome at the school at least some of the time, there is room for growth so that all students feel welcome all of the time. The numbers for each grade group are small enough, significant work could be done to further canvas students in the fall and work on their response over time.
- Data on caring adults demonstrates that many students identify 2 or more caring adults in the school. There is 1 student in grade 10 and 2 in grade 7 that identified “Don’t Know” as a response. As grade cohorts on small in the school, it would be a useful strategy to work with staff to identify students throughout the school year that are in need of connection with an adult. Surveys through Microsoft forms that echo the

student learning survey questions taken by students throughout the year (perhaps 3 times) may provide staff with enough data to plan interventions for identified students or grade cohorts.

3.3 Careers and Core Competencies

Continued support from Alana Myers for trades in the classroom opportunities (Intermediate)

Opportunities for community placements for job shadowing for secondary students (welding, ranching, mechanic, etc)

Assisting secondary students with course planning and grade 10 students with transitions planning : school visits to LCSS; grad portfolio; discussion of dual credit track programs

Other Focus Area

Collective responsibility for student success

Place Based Learning: Take Me Outside for Learning Challenge; Ongoing opportunities to take students out in community or invite community members in to share local and cultural knowledge and activities

School Team Meeting Schedule:

November: Review DART, SWW (School Wide Write), Vernon Screener, Report Card and Island Numeracy Assessment data. Revisit focus areas of school plan. Determine where our students are at along with where we need to go.

February: Where are we? What is working? What is not working? Revisit focus of school plan. Review FSA data along with report card marks and other assessments. Celebrate success and recalibrate strategies as required.

March-April: Review term two report data as a staff. Plan Spring assessments. What is working? What is not? Revisit focus areas of school plan. Celebrate successes.

May: Complete district assessments such as DART, School Wide Write, Vernon Screener and Island Numeracy Assessment. Compare Spring data with Autumn data. Review student learning survey result and plan response. Celebrate successes.

June: Review all data along with final reports for the 20-21 School Year. Get the ball rolling on our 2021-22 School Plan. What can we build upon? What can we grow?

Glossary:

ELA – English Language Arts

EPRA / DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.

SPLS – School Plan for Learner Success

SWW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every Fall and Spring.

“Thinking Classrooms” (Peter Liljedahl) – A “Thinking Classroom” is a classroom or space that is inhabited by thinking individuals, who collectively learn together and constructing knowledge and understanding through activity and discussion.