



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.



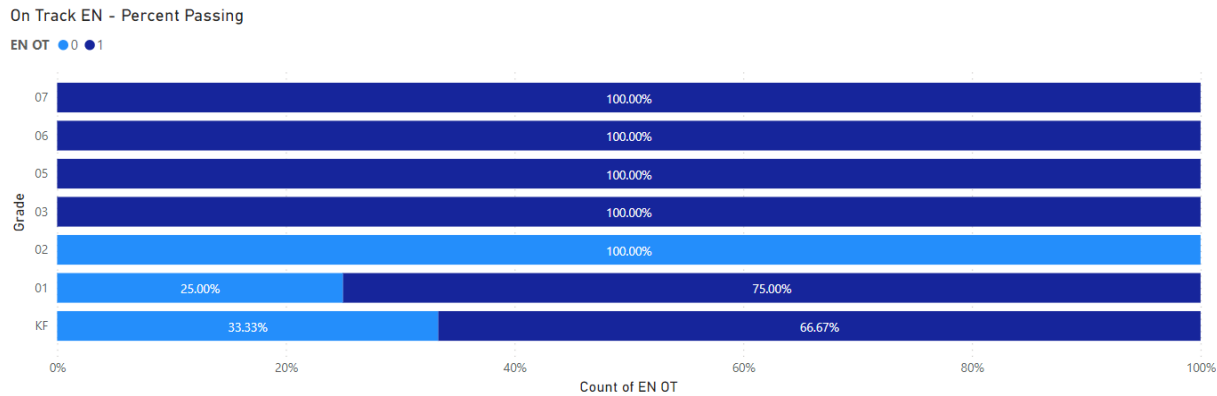
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

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

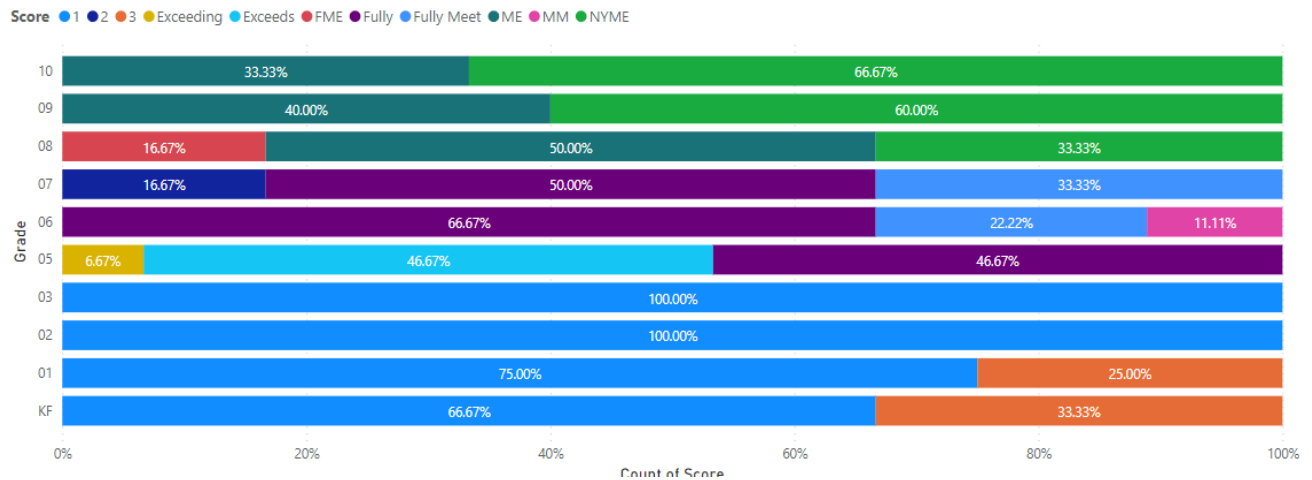
2022-2023 Results:

- Percentage of students meeting or exceeding literacy expectations:



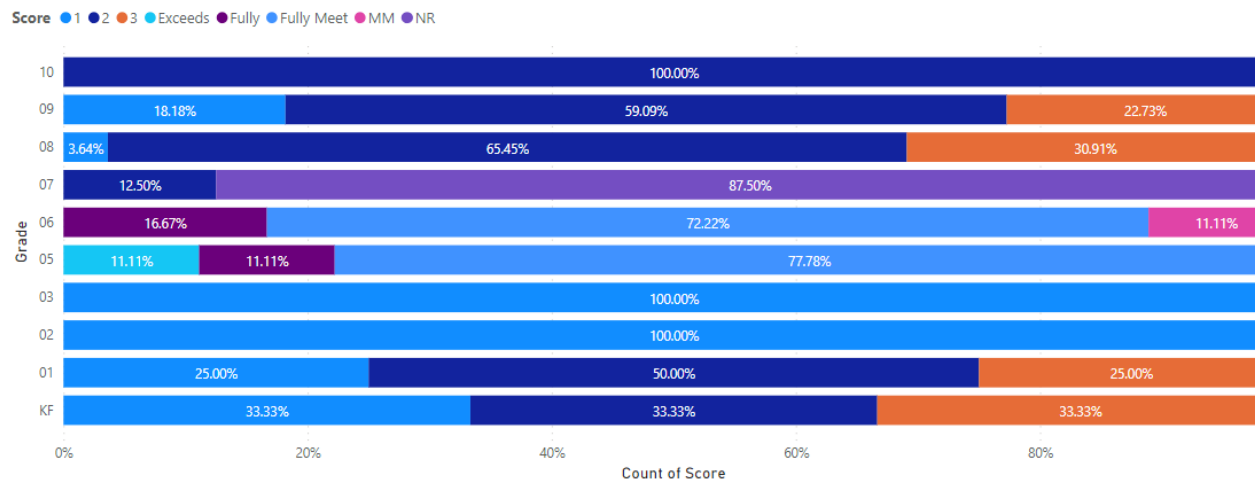
- Spring 2023 SWW results (grades K-10):

District Assessment Scores



- Spring 2023 DART results (grades K-10):

District Assessment Scores



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

Reflection:

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.

- K-3: All but two K-1 students were on target for this goal. One student did not attend school enough to meet this goal and the other student has only been with us for one month.
- Grades 2-3: All students in this cohort made significant progress in in their reading and writing ability, however they are not yet at grade level
- G-4-7: This goal was mainly met. The lag would be for those students who were absent for many classes.

Grades 2-7: Improve student's ability to respond to and ask deeper thinking questions about texts

- K-3 Kindergarten met expectations, Grade 1 mostly met expectation, Grade 2 student did not yet meet expectation, improved in this area but is not yet meeting.
- G4-7- This goal was mainly met. Due to the small class size, we were often able to use their suggestions or ideas to help drive instruction.

Grades K-1: Recognize letters, letter sounds, and beginning sight words at a grade appropriate level

- K-1 Only two students did not meet this goal. One student rarely speaks and does not attend regularly so he is difficult to assess. The other students has only been with us for one month.

Grades K-1: Represent their own stories in play and pictures. Begin to recognize story features like beginning, middle and end

- K-1 All students were able to meet and demonstrate their abilities using Small Parts, a story process.

Grades 8-10: Increase metacognitive abilities to identify and choose appropriate strategies to support reading and responding to texts across academic areas.

- This goal was partially met. In particular, students improved in their ability to identify key words to help them to find key ideas. They also grew in their ability to scan text the information they were seeking. Much reading was devoted to their Social Studies and Science courses which helped them to better respond to text across academic areas.

Strategies & Structures:

Actions for Enhancing Students Learning and Experiences

- Direct Instruction in and practice of self-reflection to identify strategies chosen, effectiveness and progress in one's own learning.
 - K-3 The process used was called Daily 5 and CAFE. These two processes helped to meet this goal for all students.
 - G4-7 This goal was well met. One example of how this goal was met was through their spiral journal where they set goals and weaknesses, set goals for themselves and later described what it would look like if they were successful.

- Utilizing IXL with the senior class to allow for differentiation and flexibility
 - IXL was mostly effective in supporting the areas of the curriculum that dealt with the mechanics of language such as grammar, vocabulary and syntax. In these areas it was successful, and the goal met.

- Intentional small group instruction of reading and writing strategies
 - K-3 This goal was fully met. All students worked within skill-based groups for reading and writing instruction.
 - G4-7 Because this was such a small class, small group instruction was already in place. However, there was a lot of 1:1 instruction due to the small class size.

Actions for Enhancing Staff Capacity & Learning

Collaboration between grade groups with co-teaching opportunities

- This was done informally.

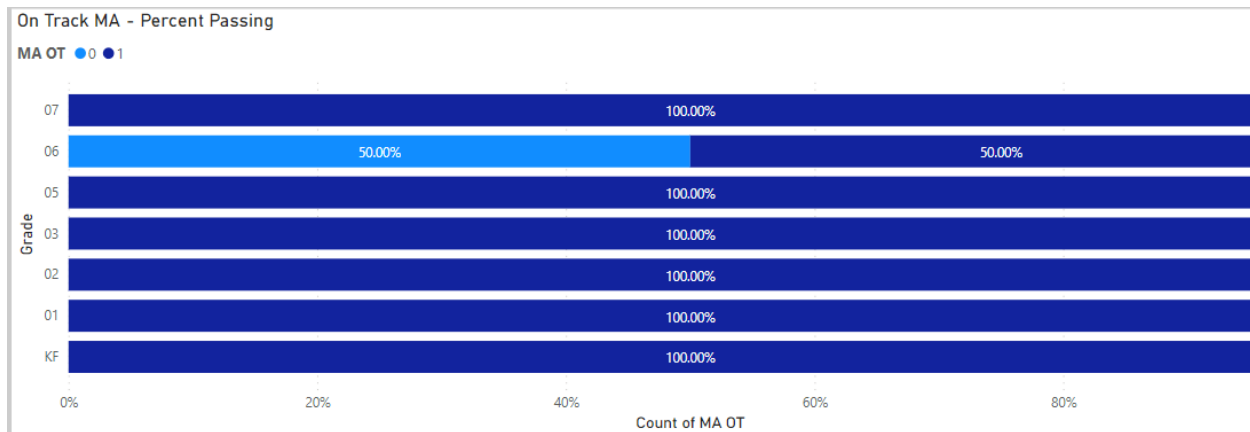
Collaboration around assessing and looking at data from DART and SWW

- We did not meet this goal.

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

2022-2023 Results:

- Percentage of students meeting or exceeding numeracy expectations:



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

Reflection:

Goals and Focus Areas:

Tackling math aversion through engaging, collaborative tasks

- K-3- This goal was well met through fun, engaging and collaborative tasks. A lot of the math was taught through play, games, hands on learning and place-based learning.
- G 4-7 Students often worked together to problem solve. As well, there was a lot of hands-on learning and all concepts were covered in the curriculum.

- G 8-10 IXL greatly helped with math aversion with many students as the tasks were designed to allow the students to be successful which greatly helped build their confidence. Many students would work hard during the entire math class.

K-10 Increasing math fluency at a grade appropriate level

- K-3- This goal was met for most students. The only students who were not able to meet this goal were the students who did not attend enough classes.
- G 4-7 This goal was met. Jump Math was used and was supplemented with Fullerton's approaches
- G 8-10 Many students greatly improved their math fluency. All students worked at grade level even though they were lacking many basic skills. However, by working at grade level they helped to build these skills and felt proud that they could complete grade level appropriate material.

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

-Collaborative tasks embedded in regular, daily instruction

- K-3-This goal was met through activities such as the Play Store puzzles that were used for learning how to count.
- G4-7- This may not have been done on a daily basis. It was not daily but was done.
- G 8-10 This task was only partly met with the senior class.

Opportunities for self-reflection of problem-solving process built into daily numeracy tasks

- K-3- This goal was met for those students who attended regularly. It was achieved through Carole Fullerton type lessons and reflections.
- G-7 A weekly reflection was built into instruction.
- G8-10 IXL greatly helped in this area as students received immediate feedback as to how they were progressing and when they got an incorrect answer, the system immediately explained where the problem was and how to solve it.

Actions for Enhancing Staff Capacity & Learning

Time at staff meetings to discuss student assessment, progress, and ideas.

- This goal was not met. Staff meetings were more used to disseminate information and to alert staff of upcoming events. However, the idea for staff meetings to be more like a Professional Learning Community is highly valued. We just didn't get there yet.

Primary/Intermediate staff to attend C. Fullerton workshops throughout year

- Diana, Helen and Mark all attended a C. Fullerton workshop this year

Intermediate and Secondary staff to attend P. Liljedahl workshops throughout year.

- This goal was not met

Secondary: Purchase of *Thinking Classrooms* by P. Liljedahl with reading and practice check-in time built into staff meetings for discussion and idea sharing

- This goal was not met

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

- This goal was not met

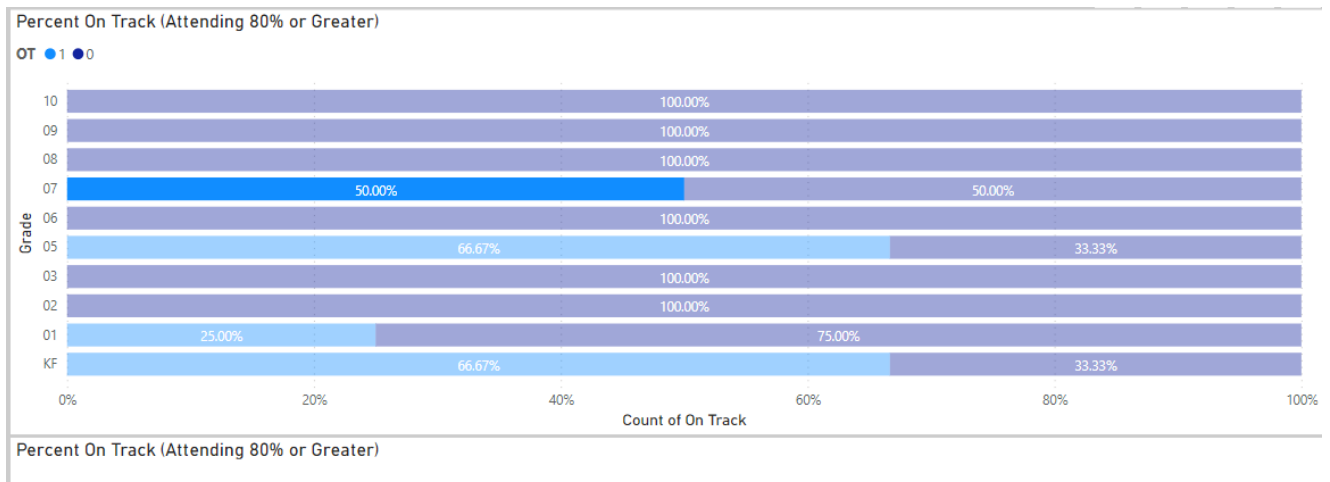
Human and Social Development

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

2022-2023 Goals and Focus Areas:

Goals and Focus Areas

- 100% of students feeling welcome and reporting a sense of belonging at school by June 2023



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.

Reflection:

Goals and Focus Areas

100% of students feeling welcome and reporting a sense of belonging at school by June 2023

- Although we did not collect data in this area, all teachers feel comfortable stating that we met this goal.

Strategies and Structures

Actions for Enhancing Student Learning and Experience

-SBTMs to address any ongoing attendance concerns

- Joy Gammie was used as a resource to help us to address these 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.

- Although we did not collect data in this area, all staff feel that this goal was fully met.
- We feel that this goal was well met. Many of the students felt very comfortable with their teachers, However, Annette Frank was also used as a valuable resource when students just needed some 1:1 time to talk with a caring adult.

Actions for Enhancing Staff Capacity & Learning

-Opportunity for staff to engage with Monique Gray Smith's Ripple Effect of Resilience

- This goal was not met

-Support and collaborative tone setting at SBTM to foster sense of collective responsibility for student success.

- We felt that this goal was well met through the SBTM's we had this year.

3.3 Careers and Core Competencies

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

- This goal was not met

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

- This goal was not met

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

- This goal was mostly met as all students attending LCSS next year were assisted with their course planning by their current teacher. As well, students attended a school visit where they reported that their peer tour, their meeting with the counselor and their classroom visit were very helpful in helping them to feel prepared and comfortable for attending school next year.

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

- This was mainly accomplished through a number of successful field trips including:
 - Attending Cultural week at Naghtaneqed school
 - Attending International Indigenous day at the Yunesitin reservation

- Releasing the salmon fry that we have raised through the Sea to Stream program sponsored by Scout Island
- Attending an event sponsored by TNG in which the purpose was to help students and members of the community learn traditional and modern methods of preserving the forest and plants in the areas.

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.