



**Building Resilient Learners
School Plan
2016/17**

Name of School: **Alexis Creek Elementary/Junior Secondary**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (ravna.carpenter@sd27.bc.ca)

DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)

The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.

Each school plan will focus on the following:

A. Comprehensive School Health Plan B. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry Please refer to the explanatory "How to complete the Building Resilient Learners School Plan" handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry. *Note: There must be an inquiry in at least one of those areas.*

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are we doing?	Healthy Hot Lunch Program everyday Healthy Snack Program during recess and breaks (before after-school program) Smoothie Program (Monday mornings) Breakfast cereal (hot or cold) available daily upon request	School-wide Positive Behaviour Program (ACES' Tickets) Student Recognition Programs in Newsletters, Facebook Page, Assemblies: Students of the Month, Alexis Creek Top 5, featured readers/learners Signage around school in traditional community language (Chilcotin) Student Council School-wide art projects (cut-glass bench, welcome signs in Chilcotin) Girl and Boy's Nights	Zones of Regulation (Classroom & School-wide elements) Trades Awareness Day-coordinated with Career Programs and Rural Secondary Program Aboriginal Career and Post-Secondary Fairs (field trips and presenters at the school) School-wide Daily Physical Activity (25 minutes a day first thing in the morning)	After School Program: community artists and elders teach classes Monthly Visit from Changing Directions (Mike Archie) Community Potluck Events (Welcome Back BBQ, Christmas Feast, Streets of Learning, Awards Night, Movie Nights, Bingos) School Facebook Page RCMP presentations (careers, safety, health), and participation in Sports Days District Sports Tournaments: ball hockey, track and field, dodgeball
What are our future plans?	Hot Breakfast Program (once a week on Wednesday)	Community Identity Day	School Garden	Monthly Elder Visits: FNEC proposal

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Rayna Carpenter (rayna.carpenter@sd27.bc.ca) for CommunityLINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

Inquiry Question:	
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	Personal and Social	Learning involves patience and time. Learning requires exploration of one's identity
What are our plans for this year?	Communication	Learning involves generational roles and responsibilities.

C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Diana Kershaw, Jeremy Parkin, Caitlin Currie, Shane Sliziak
Evidence Based Rationale:	<ul style="list-style-type: none"> • Very few of our students are at grade level in math (Fall Key Math and Vancouver Island Assessments) • Low student interest in math (teacher observation) • Currently using Jump Math Program but makes very little real world connections • Connecting mathematics course work to real life situations has shown to increase engagement and performance (available research) • Many of our students are aboriginal who learn best with hands-on tactile assignments (available research) • Then an academic task has real-world purpose and meaning it increases engagement and performance (available research)
Goal:	To increase math skills by: <ul style="list-style-type: none"> • increasing engagement and overall interest • increasing real-world understanding of math
Inquiry Question:	What is the effect of using tactile real world learning experiences in K-10 mathematics classrooms?
Success Criteria:	We know we are doing a good job when: <ul style="list-style-type: none"> • students are exposed to tactile real world learning experiences in math at least once a week • teachers are engaging in professional development and collaborating with each other, and district mathematics leaders • students have increased engagement in math • students increase math confidence math • students performance in math improves between fall and spring
Assessment Plan:	Key Math Assessment, Vancouver Island Math Assessment, Teacher anecdotal records, Student Surveys, Teacher Observation Tools, formative and summative assessments in classrooms
Focus for Teacher Learning:	<ul style="list-style-type: none"> • self-directed professional development on math activities that are tactile and have meaning in the real-world • Teacher Resource Guides: Making Math Meaningful, Guided Math, etc • Guidance and Pro D. through district math leader, Sari Small • Search for district and/or provincial Professional Development
Analysis:	<ul style="list-style-type: none"> • Teachers integrated hands on numeracy activities and learning experiences on a more regular basis • Teachers increased use of math manipulatives and other tools already present in the school (counters, blocks, algebra tiles, scales, measuring tapes, fraction pieces, play money/banking) • Teachers increased their use of math games as introduced by district math leader Sari Small, many which included tactile elements • Teachers increased use of peer mentoring and peer teaching as an instructional strategy, particularly amongst the K-4 and 5-7 classrooms • Teachers increased use of technology to support math learning including Osmo iPad kits and Mathletics • Teachers engaged in regular professional development both independently and school based around numeracy best practices (release time to work with Sari Small in their own classrooms)
Reflection:	<ul style="list-style-type: none"> • Student engagement was higher when involved in hands on activities as documented in teacher anecdotal records • Students who had previously had a poor attitude, low self-confidence and low self-efficacy around math class and numeracy tasks demonstrated increased enthusiasm and success over the course of the year as documented through teacher observation and anecdotal records • Student understanding of most concepts improved with the use of models, tactile or hands on learning from a K-10 level. This is demonstrated in both formative and summative classroom assessments as student outcomes improved • The focus of the inquiry on numeracy did lead to an increased and continuous professional development for all three classroom teachers • All teachers observed that having Sari Small come out to the school and work with teachers in their classrooms was beneficial to their development. All teachers utilized at least some of the tools and methods modelled by Sari during her visit on a consistent basis
Next Steps:	<ul style="list-style-type: none"> • Additional math resources to be purchased to support student learning next year (teacher and student resources) • Further professional development opportunities in the following year including a follow up visit from Sari Small if possible • Further exploration of numeracy activities in outdoor environments • Continued use of many of the strategies developed over the course of the year including: peer mentoring/teaching, math games, tactile and hands on learning experiences, use of math technologies, and manipulatives

For clarification regarding **Part A**, please contact Silvia Dubray at: silvia.dubray@sd27.bc.ca or phone: 250-398-3855.
For clarification regarding **Part B**, please contact Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3845.
For clarification regarding **Part C**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

PRINCIPAL SIGNATURE: