



**Building Resilient Learners  
School Plan  
2017/18**

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

Please submit electronically in this format to Brandy Nasuszny ([brandy.nasuszny@sd27.bc.ca](mailto:brandy.nasuszny@sd27.bc.ca)) October & June, and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) in October; please consult the "How to Complete the Building Resilient Learners Plan" document for completion details.

**DUE DATES: Mid-OCTOBER; Mid-JUNE (Checking and Reflection)**

*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**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are we doing?</b>	Healthy Hot Lunch Program everyday  Healthy Snack Program during recess and breaks (before after-school program)  Breakfast cereal (hot or cold) available daily upon request  Hot Breakfast Program (once a week on Wednesdays)	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)  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)  School Garden	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
<b>What are our future plans?</b>	Students participating in cooking healthy snacks	Student Art Walk	School Wide Walks	Monthly Elders' Tea

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed )

(Submit once completed to Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) for CommunityLINK funding)

**A3. HEALTHY SCHOOLS NETWORK** (optional: inquiry) [www.healthyschoolsnetwork.ca/](http://www.healthyschoolsnetwork.ca/)

<b>Inquiry Question:</b>	
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**B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING**

	<b>Core Competencies</b>	<b>First Peoples Principles of Learning</b>
<b>Examples of what we are already doing to embed these.</b>	<b>Personal and Social:</b> emphasis on daily responsibilities to work space, peers, and classroom.  <b>Communication:</b> School wide focus on appropriate communication, skills taught through Zones of Regulation, FRIENDS programs, Planning 10 and Health and Career K-9	<b>Learning involves patience and time:</b> embedded in classroom teaching practices, learning support, and behavior support school wide.  <b>Learning requires exploration of one's identity:</b> celebrating student achievement throughout the school (Facebook page, student of the month, ACES Top 5, student art framed)
<b>What are our plans for this year?</b>	<b>Communication:</b> Focus on online citizenship and communication tools. Teaching embedded in classroom instruction through participation in online rural	<b>Learning requires exploration of one's identity:</b> participating in #thelastword project with Isabella MacQuarrie. Students will document and celebrate



	secondary program and throughout Health and Career coursework.	Chilcotin language and culture in multi-media projects throughout the year.
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**C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make bold):</b>	Literacy or Numeracy or Curriculum
<b>Inquiry Team Participants:</b>	Diana Kershaw, Caitlin Currie, Shelley Jones
<b>Scanning Summary:</b>	<ul style="list-style-type: none"> <li>• Very few of our students are at grade level in literacy (PM Benchmarks, SWW, Reading Level Indicator assessments, IPT, Peabody)</li> <li>• Low student interest in many literacy activities (teacher observation)</li> <li>• Connecting literacy activities with student experience and interests has shown to increase engagement and performance (available research)</li> <li>• Many of our students are aboriginal and demonstrate disinterest in and lack of connection to commonly used textbooks and texts that support literacy activities (available research, teacher observation)</li> </ul>
<b>Focus Area (Inquiry Question):</b>	What are effective literacy practices in multi-grade classes in rural schools?
<b>Focus:</b>	<p>To increase literacy skills by:</p> <ul style="list-style-type: none"> <li>• increasing engagement and overall interest in literacy tasks and activities</li> <li>• increasing student confidence in literacy tasks and activities</li> </ul>
<b>Hunch:</b>	<p>Engagement will increase through purposeful use of text(s) that reflect student interest and identity. Engagement will increase through utilizing peer teaching/coaching.</p>
<b>New Professional Learning:</b>	<ul style="list-style-type: none"> <li>• Self-directed professional development on literacy activities that are centred around collaboration and peer teaching</li> <li>• Search for district and/or provincial Professional Development</li> <li>• Teaching staff will participate in a book club, meeting monthly</li> </ul>
<b>Taking Action:</b>	<p>We know we are doing a good job when:</p> <ul style="list-style-type: none"> <li>• students are exposed to activities that value student voice and encourage collaboration between diverse age levels.</li> <li>• teachers are engaging in professional development and collaborating with each other, and district literacy leaders</li> <li>• students have increased engagement in literacy tasks and activities</li> <li>• students increase confidence in literacy tasks</li> <li>• students' performance in classroom literacy tasks improves between fall and spring</li> </ul>
<b>Checking (complete in June):</b>	<p>Assessment plan: PM Benchmarks, Reading Level indicator assessments, IPT, Peabody, Teacher anecdotal records, Student Surveys, Teacher Observation Tools, formative and summative assessments in classrooms</p> <ul style="list-style-type: none"> <li>• Student reading levels increased from September through June.</li> <li>• Student participation in peer mentorship between grade 6-9 and K-4 classes increased. Students maintained weekly peer reading and teaching roles weekly throughout the year.</li> <li>• Student engagement in classroom literacy activities increased when the subject area was of personal or cultural interest.</li> </ul>
<b>Reflection (complete in June):</b>	<p>Peer teaching/coaching and reading programs were very successful. Primary students demonstrated joy in reading during this time and often looked forward to visits from older students. Older students participated without complaint, many demonstrating it as a preferred choice activity. Older students who began the year significantly below grade level (more than 3 grade levels) were nervous to participate in read aloud activities with younger students, gained confidence over the course of the year as their skills built and has positive experiences grew. Many students who had demonstrated resistance at the beginning of the year due to low confidence in their reading skills showed sustained interest and joy in peer reading by year end.</p> <p>We continued to see positive impacts in incorporating student voice in reading programs. We continued with initiatives from last year to build classroom and school library resources through having students help select additions to the collection. Students demonstrate increased engagement in our daily school wide reading time when they can pick from books they have help selected to be in their classrooms. A school wide reader of the week program proved successful. Students were nominated by their teachers and had their pictures featured in the public/school library space as well as the school newsletter along with their book recommendations and short interview about what they liked about reading.</p>

For clarification regarding **Part A**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto: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](mailto: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](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

  
 PRINCIPAL SIGNATURE: