



**Building Resilient Learners  
School Plan  
2018/19**

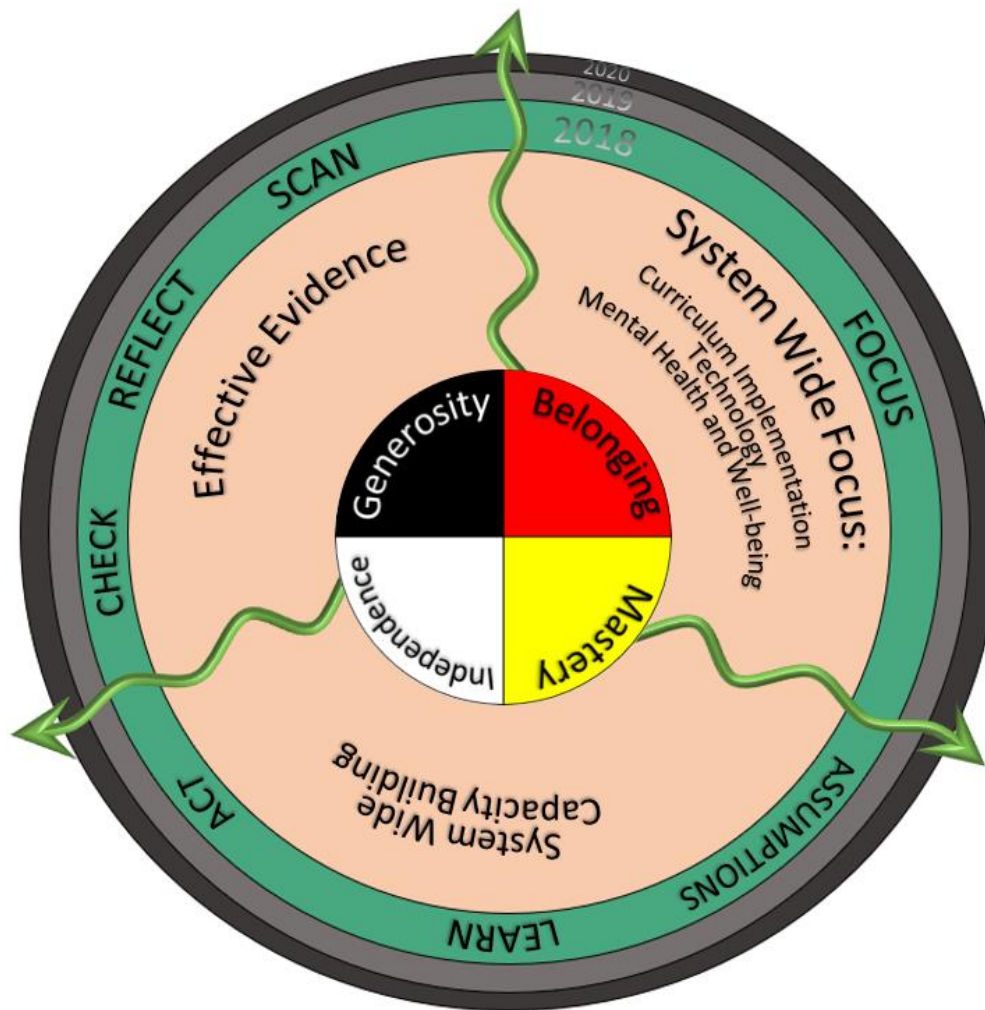
Name of School: **Alexis Creek Elementary/Junior Secondary School**

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) in October & June; please consult the “How to Complete the Building Resilient Learners Plan” and the “Scanning with the Circle of Courage” documents for completion details.

**DUE DATES: October 19, 2018; June 21, 2019 (Updates and Checking and Reflection Parts)**

*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.*

*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.*



**INQUIRY**

<b>Area of Inquiry (make choice bold):</b>	<b>Curriculum Implementation; Technology; Mental Health and Well-being</b>
<b>Inquiry Team Participants:</b>	Caitlin Currie, Diana Kershaw, Sharon Haines, Vikki Wiersbitzky, Laurel McKay, Barb Haskins
<b>Scanning Summary:</b>	Within the scanning process, we noticed that not all our students’ were demonstrating a high level of achievement in and engagement. This became more noticeable in higher grades as academic tasks became more traditional and academic language became more advanced. We noticed that success with literacy would significantly strengthen our students’ achievement across a number of subject areas and bode well for their future. We also noticed that some of our students were not seeing success with typical literacy interventions across a number of age ranges. These students were also often disengaged with the tasks at hand and struggled to find them meaningful. We noticed a higher level of engagement when these tasks were collaborative and when one or more students were able to take a leadership role. We wondered how making space for teachers to work collaboratively across the school on literacy interventions and practices might impact students’ engagement and achievement.
<b>Overarching Inquiry Question (one of 10):</b>	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning?
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	We have focused on improving our students’ engagement and achievement within literacy activities as this came up in our scanning as a focus for students and staff. We are curious how implementing collaborative reading interventions could impact student learning. We are curious how collaboration between staff and multi-grade, multi-level classes could impact effective literacy interventions (example: buddy reading, etc)

<b>Focus Area (Inquiry Question):</b>	What is the impact of collaborative reading interventions on student achievement and engagement in literacy activities in multi-grade classes in rural schools?
<b>Focus:</b>	Very few of our students are at grade level in literacy measured by assessments such as PM Benchmarks, SWW, Reading Level Indicator assessments, IPT, Peabody. Teachers and support staff also observe low student interest in many literacy activities. We have noticed that when we connect literacy activities with student experience and interests we see an increase engagement and performance. We also observe that many of our students are aboriginal and demonstrate disinterest in and lack of connection to commonly used textbooks and texts that support literacy activities.
<b>Assumptions:</b>	We currently implement reading interventions on a class by class basis determined by individual teachers. We will need to think about learning needs beyond our individual classrooms when planning for collaborative interventions. We may also need to shift our focus from what is “right” for the age level we are working with to what is “right” for the students involved. This may help us meet our students where their learning needs are.
<b>New Professional Learning:</b>	We will examine collaboratively our existing literacy practices within our individual classrooms and build in time when teachers work with students outside of their class. Teachers will engage in self-directed professional development on literacy activities that are centred around collaboration and peer teaching as well as search for district and/or provincial Professional Development opportunities. Teaching staff will also participate in a book club, meeting monthly, to discuss our learning.
<b>Taking Action:</b>	We will meet bi-weekly to check in to see how current practices are progressing, consider implementing school wide reading interventions, identify struggling learners early and frequently and discuss their needs as a team. We will also decide on a book to consider at our monthly book club (built into staff meetings) which will assist us in developing our practice. Schedule time for our students that is focused on collaborative literacy work (buddy reading, peer teaching, etc).
<b>Checking (complete in June):</b>	<p>Due to the constraints of staffing this year (2 unfilled teaching positions) for the majority of the school year, staff had to adjust initial expectations of teacher collaboration and activities. We moved to focusing on implementation of a single school wide reading intervention. Teachers identified struggling readers early in the school year and these students (K-10) received a daily reading intervention run by an EA in collaboration with the classroom teacher. We discussed as a staff what program might meet our needs and constraints this year and decided to move forward with the 6 minute solution. We chose this program for a number of reasons: it is highly structured, relying on routine and was relatively easy for an EA to manage once trained; it was easy to assess and maintain records of student progress; it could be implemented across all grade levels; and its relatively short time frame per student per day. The program focused on oral fluency and automaticity in reading out loud, something many of our learners lack self-confidence and skill in. One EA received training and delivered the program across grades K-10. Student progress was tracked and regularly (daily) shared with students and their teachers (weekly or at a milestone). All students saw progress in their reading skills, measured by running records and PM Benchmark Assessments. Anecdotal records show students generally responded positively to the program, enjoying their time working with the EA and showing pride and a sense of accomplishment in the evidence of their progress.</p> <p>Some student comments:  “I like being able to practice and get better”--Gr 4 student  “I like seeing how I’ve improved every day.” –Gr 7 student  “At first I didn’t like it...but after awhile I saw that I was getting better and I liked it when I got to move on to the next level.”-Gr 8 student</p> <p>Teachers noticed that because students at all grade levels participated in the same program at different levels that was a positive culture around it. Students saw it as a normal and even enjoyable part of daily routines. Student successes were celebrated by all staff involved with each success being personal to each learner. As the reading intervention met each learner at the level of their need, gains were celebrated regardless of starting point.</p> <p>At our June meeting to review results, teaching and support staff felt that this year provided a good foundation for school wide programming. There is interest in continuing our inquiry in this direction next year with hopefully greater resources and improved ability to collaborate more broadly.</p>
<b>Reflection (complete in June):</b>	One of the biggest identified challenges this year by all participants was staffing. Many of our plans for making time for collaborative learning were hampered by the fact that we were covering two unfilled teaching positions for most of the school year. Because coverage was done primarily by the administrator and support staff, the ability to cover off other teaching staff for collaboration time was limited. However, circumstances also necessitated teaching and support staff to work very closely to support student needs. We decided to move forward with one school wide reading intervention, dedicated EA time to that reading program daily, and measure impacts. We began by focusing on struggling readers (K-10), but found that once the program was up and running, we had enough time to spread to all readers K-7 every day.

	<p>Teaching staff felt students enjoyed the regularity of the reading program. Students enjoyed tracking progress and seeing daily evidence of improvement. Some struggling readers developed a strong relationship with the EA spearheading the program over the course of the year. These students' showed particular joy in the time they spent each day reading. Other valued moments included when reaching milestones that were celebrated by the EA by a trip to the principal's office or classroom to share the news.</p> <p>There was interest in continuing this inquiry next year, as teaching and support staff felt we had just begun to scratch the surface of what we could do to support our learners' literacy growth. We thought there was great potential in more collaborative and school wide structures as students often remain in multi-grade classrooms for a number of years before transitioning to a new teacher and classroom. We began a book club but have not finished our chosen text and plan to continue with it next year. Teaching staff are looking forward to diving deeper into a book study of Jan Richardson's <i>The Next Step Forward in Guided Reading</i> and most plan to attend the summer institute in August 2019 featuring Jan Richardson.</p>
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For clarification, please contact Jerome Beauchamp ([jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or 250-392-3845), Dean Coder ([dean.coder@sd27.bc.ca](mailto:dean.coder@sd27.bc.ca) or 250-398-3810) or Silvia Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)

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PRINCIPAL SIGNATURE: