



**Cariboo-Chilcotin School District  
2023-2024 School Plan for Learner Success**

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



**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.

**District Plan for Learner Success:** School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans. SD 27

**Framework for Collective Responsibility:** Support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



**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.**

2023 – 2024 Results:

2022 – 2023 Results: Percentage of students meeting or exceeding literacy expectations:

2023 - 2024 Goals and Focus Areas:

- Students in grades K to 10 will show a year's growth in their reading level as determined by the Dart and FSA assessments.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Students will be assessed using the Dart Literacy Assessment given in fall and spring.
  - Students in grades 4 and 7 will have their reading assessed by FSA in the fall.
  - Students will be assessed by two school-wide-writes.
  - All students in grades K to 5 requiring support will be given explicit one on one or small group instruction for each day focusing on targeted remediation of phonemic awareness, fluency, and reading strategies.

- All students in grades K to 10 will practice oral reading for fluency with buddy groupings five days a week.
- All students in grades K to 10 will work on developing their word skills through playing various games and word activities through a buddy program.
- 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 summarize their reading and respond to what they have read by asking 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. Learn to recognize story features, such as beginning, middle and ending.
- Grades 8-10: Increase metacognitive abilities to identify their own areas of strengths and identify areas to develop further.
- Strategies and Structures:
- Actions for Enhancing Student Learning and Experience
  - K to 10, Small instructional groupings for reading and writing strategies.
  - Direct instruction on self-reflection and to identify learner traits for understanding strengths and what to learn next.
- Actions for Enhancing Staff Capacity & Learning
  - Collaboration between grade groups with co-teaching opportunities, through a buddy's program between the two classes.
  - Collaboration around looking at data from DART and SWW.

**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:

2023 - 2043 Goals and Focus Areas:

- Improve the number and percentage of students grades K to 10 meeting or exceeding expectations in numeracy.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Small groupings in-class support for in number sense or extension of learning.
  - K-10 Increasing math fluency at a grade appropriate level.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Collaborative tasks using manipulatives, drawing, charts, number-lines, visuals, and technologies.
  - Buddy's between the two classes playing games that build up basic fact skills.
  - Opportunities for self-reflection at the end of each unit of problem-solving process built into the online numeracy tasks.
- Actions for Enhancing Staff Capacity & Learning
  - Time at staff meetings to discuss student assessment, progress, and share ideas.
  - Staff to attend C. Fullerton workshops.
  - Utilizing C. Fullerton resources.
  - Time built into staff meetings.
  - Planning the Buddy program as a staff.

**Human and Social Development**

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

*3.1 Attendance*

2022 - 2023 Results:

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

2023 - 2024 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2024.

*3.2 Connection to School*

2022 - 2023 Results

- Percentage of students in grades K -108 who report feeling welcome in their school during 2022 – 2023.
- Percentage of students in grades K - 10 who report having a sense of belonging in their school during 2023 - 2024:

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
  - Contact homes on a daily basis to find out why students are absent and to offer support at getting students to school.
  - Work together with I.S.W. and Educational Coordinators to connect with families.
  - 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.

- Give students a voice through the use of sharing circles.
- Use the 7 Teachings as part of our Social and Emotional Development Programs.
- Providing more opportunities for students K to 10 to learn outside.
- Incorporating First Nations culture and traditions wherever possible.
- Provide a healthy breakfast, and snack program daily. Also, a hot lunch program four days a week.
- Actions for Enhancing Staff Capacity & Learning
  - Support and collaborative tone setting at SBTM to foster sense of collective responsibility for student success.
  - Plan events and activities as a staff.
  - Have staff take Non-violence Crisis Intervention training through SD 27.

### ***3.3 Careers and Core Competencies***

- Students in Grades 6 to 10 will explore Robotics through kits provided by the SD#27's Career Development Department.
- Students in grades 8 to 10 will explore careers through lessons and activities through Work B.C., FNECS Career Role Models Program, and WorkSafeBC.
- Students in grades 6 to 10 will develop various skills through a “stations and projects” approach in Food Studies, Textiles, and Woodwork through A.D.S.T.
- Bring resource people Elders, and Presenters in. Host/or visit a Career Fair.
- All students will explore an in-depth study into salmon including lifecycle, anatomy, habitat conservation, cultural significance, local cultural practices, and resource management.

### **Key Focus Areas**

Place-based Learning – Key focus will be to increased teacher learning/capacity around place-based and outdoor learning.

- Teachers will sign up for Take Me Outside for Learning yearlong challenge of learning outside once per week.
  - Purchase equipment for outdoor activities and learning
  - Ensuring all students have winter clothing for outdoor activities.
  - Relationships with PAC to help run outdoor events.

Indigenous Learning and Culture:

- Planning and implementing the Indigenous calendar.
- Staff participated in Pro-D about Truth and Reconciliation in September, i.e., District Day with Jo Chrona.

### **School Team Meeting Schedule:**

**Sep-Oct:** Introduce updated school planning model. Review results from 2022-23 school year and fall assessments as staff (school-wide write, DART). Identify student focus groups and strategies and document in school plan.

**Nov.:** Complete FSA testing, SWW, and EPRA and DART assessments.

**Feb.:** Review report card data as a staff; Revisit focus areas of school plan.

**Feb-March:** Review FSA data alongside report card marks and ERPA/DART assessments.

**April:** Conduct Ministry Student Learning Survey

**May-June:** Complete all district assessments (school-wide write, Math assessments, EPRA/DART, etc.). Review results and compare alignment with report card data collected for term 2. Review student learning survey results and plan response.

**June:** Conduct the student survey and analyze results.

**June:** Review all available data for school for 2023-2024 school year.

**Ongoing:**

- School Plan for Learner Success as standing item on staff meeting agendas.
- Monthly SBT review of attendance.

**Glossary:**

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

FNESC-First Nations Educational Stirring Committee. FNESC offers various services and training, and Ministry of Education of British Columbia, approved authentic, First Nations, Metis, and Inuit educational teaching resources.

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

ISW – Indigenous Support Worker

Student Learning Survey – A provincial survey conducted online once a year by the BC Ministry of Education to inform educational stakeholders about students’ school experience.

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.

SWW-School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-10 every fall and spring.

SPLS – School Plan for Learner Success

The 7 Teachings - set of teachings on human behaviour towards others comes from traditional Ojibwe teachings.