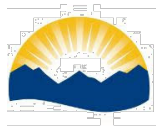




# Cariboo-Chilcotin School District No. 27 2022-2023 School Plan for Learner Success

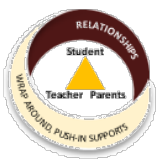
School Name: Naghtaneqed Elementary /Jr Secondary School



**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 and 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.



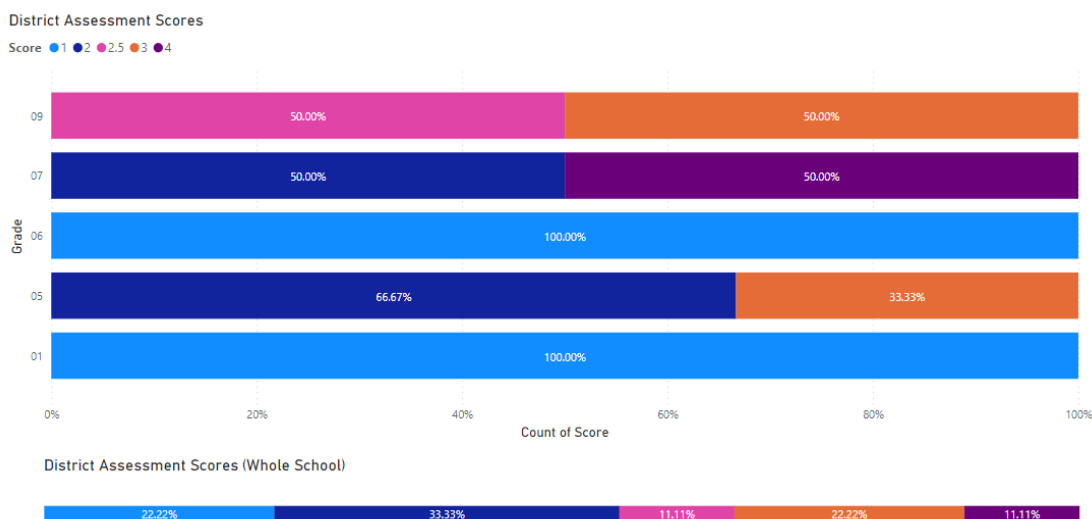
**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner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

## Intellectual Development

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

2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:



## 2022-2023 Goals and Focus Areas

- Students in grades K-8 will advance one year reading level as determined by the Dart assessment.
- Students will become functional readers and writers. Functional readers and writers are independent, active and construct meaning using a variety of strategies
- Encourage and foster an awareness of how reading and writing are useful.

### Strategies and Structures:

#### Actions for Enhancing Student Learning and Experience

- All students in grades K-8 will participate in an in school focused reading program supported by a District specialist.
- Individual learning goals will be established in collaboration with each student.
- Personalize the learning experience in order to make learning more meaningful.
- Encourage student engagement and investment with the help and use of technology ( IXL, RazPlus, Khan Academy)

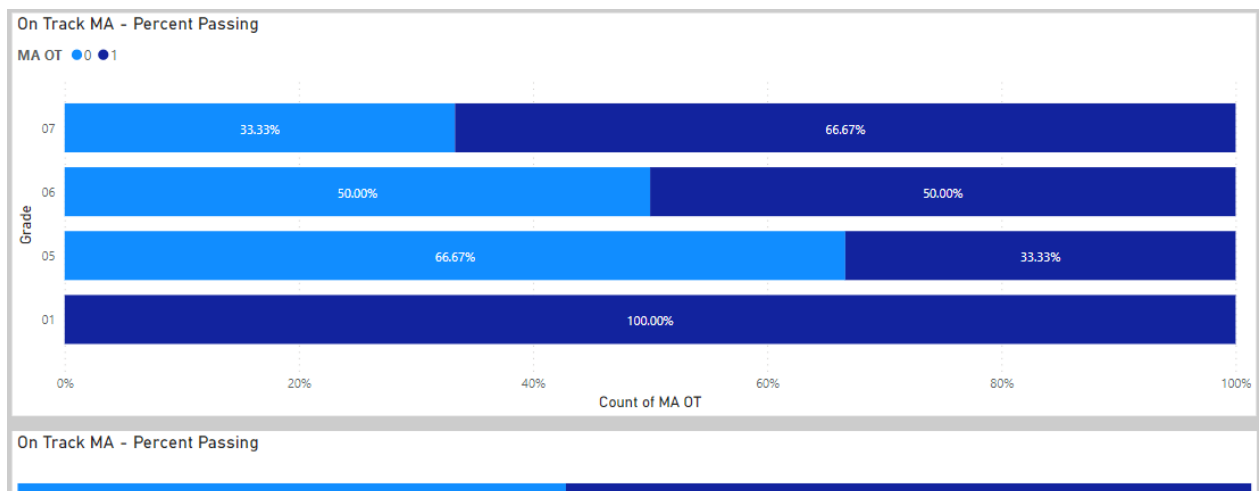
#### Actions for Enhancing Staff Capacity & Learning

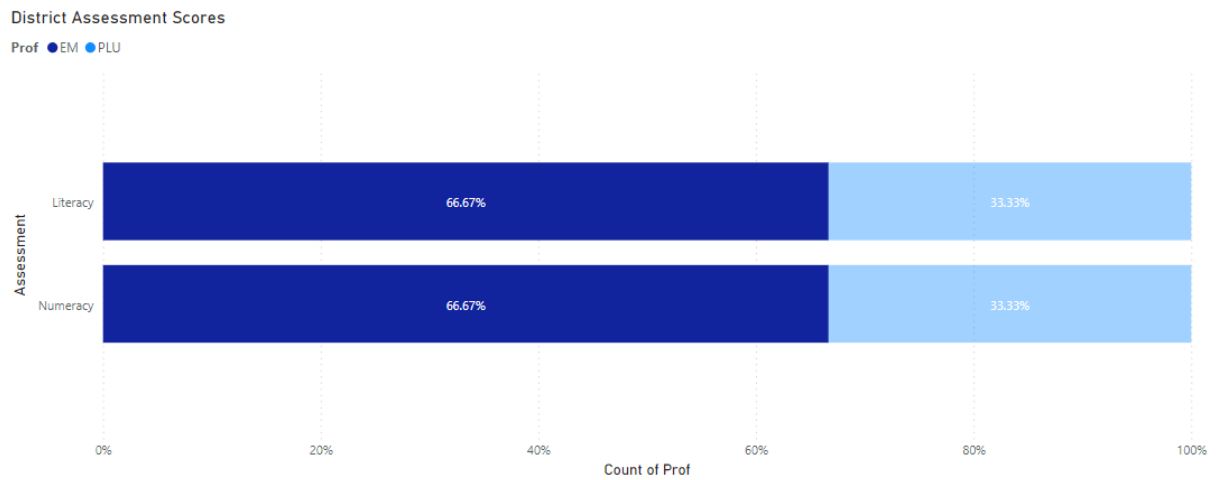
- Staff will collaborate weekly as we develop strategies to improve language acquisition skills in English and within our Chilcotin language emersion program.
- Create opportunities for formal and informal professional development.

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

#### 2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:





2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K-8 meeting expectations in numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Formative assessment process is being used to drive instruction.
  - Use Jump Math workbooks to reinforce numeracy concepts and help strengthen foundational math facts.
  - Manipulatives, games, and active learning are useful tools to improve learning and foster engagement.
  - Encourage student engagement and investment with the help and use of technology ( IXL, Mathletics, Khan Academy)
- Actions for Enhancing Staff Capacity & Learning
  - Curricular resources to support instruction (Jump Math)
  - Train all staff to use technology resources to support student learning and engagement. ( IXL, Mathletics, Khan Academy)
  - Professional development opportunities offered by SD27 ( Carole Fullerton workshops)

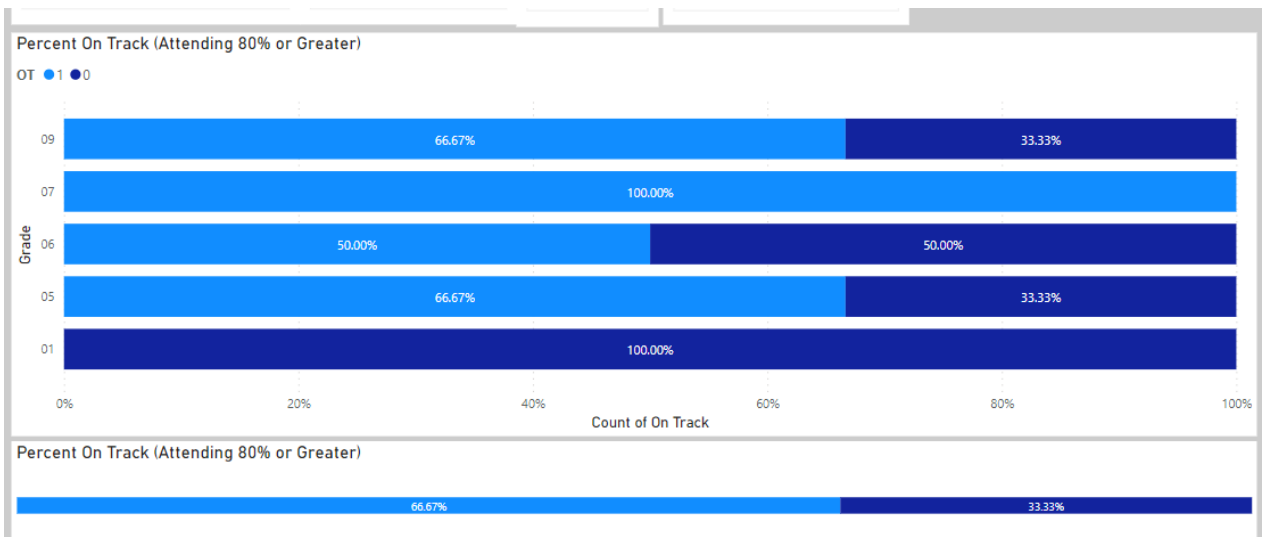
**Human and Social Development**

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

**3.1 Attendance**

2021-2022 Results:

- Percentage of students attending 80% or greater end of June 2022:



2022-2023 Goals and Focus Areas:

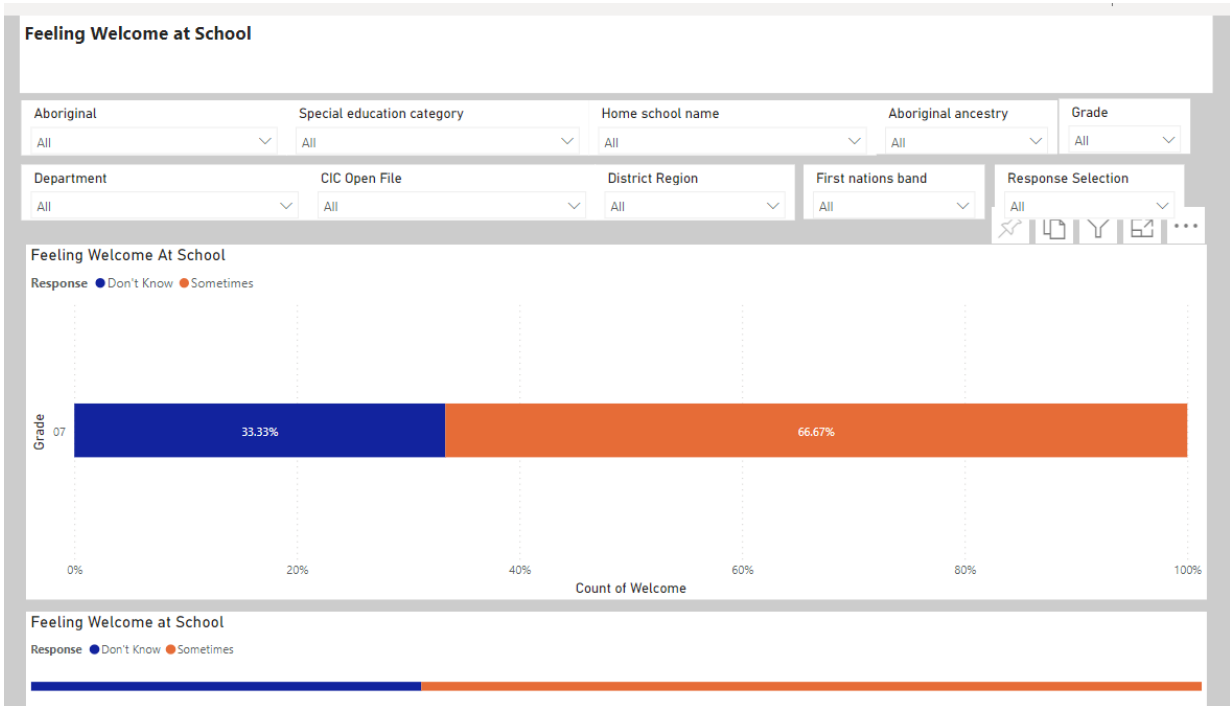
- 100% of students attending 80% or greater end of June 2023

**3.2 Connection to School**

2021-2022 Results

Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022

- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022



## Goals and Focus Areas

- Instill a sense of belonging at school and provide an inclusive place where all students feel safe, connected and welcome.

## Strategies and Structures

### Actions for Enhancing Student Learning and Experience

- Provide breakfast and lunch every day for students and healthy snacks.
- Cultivate and embed First Peoples Principles of Learning into school experiences- bring in local guests and community members
- Students will experience greater sense of belonging as they become competent in Chilcotin through daily instruction.

### Actions for Enhancing Staff Capacity & Learning

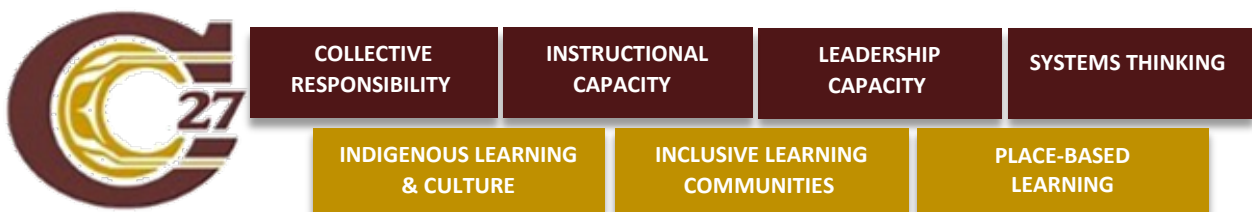
- Always consider how First Peoples Principles of Learning can be integrated with learning opportunities
- Active involvement in and with community.
- Professional Development opportunities to incorporate trauma informed practices and how best to respond to student disconnect or dysregulation.

## **Career Development**

### **Educational Outcome 4: Students will have the core competencies to achieve their career and life goals**

- Opportunities for students to engage with community members that work in forestry, fisheries, preservation, fire control, other resource management
- Opportunities for students to engage with community members that work to support community in health, housing, utilities, governance.

## **Other Focus Area(s) Aligned with District Plan for Learner Success**



### **Collective Responsibility.**

We are far more effective when we work collaboratively and communicate effectively to support our students needs and learning. Each staff member has unique and important contributions, and we will work to develop stronger relationships, so parents and families are active participants in their students

learning and education. Establishing effective instructional programming, strengthening the student/teacher/parent/community bond will improve student success and social emotional development.

### **Indigenous Learning and Culture.**

We will embody the First Peoples Principles of Learning into all aspects of the teaching and learning environment. The community has expressed a strong desire and request to be regularly involved and participate in classroom activities and teaching opportunities. We will strive to make these experiences happen whenever possible to reinforce traditional practices and access the local knowledge keepers and cultural ways.

### **School Team Planning Cycle**

- September- December. Review and update school planning model. Conduct fall assessment- DART, FSA. Identify student interests and learning preferences. Identify student focus groups and strategies to support groups through action plans
- Jan- March. Acknowledge student successes and achievements and provide progress reports and updates. Review and discuss DART and FSA results. Make plan to address areas of greatest needs and adjust instructional practices as needed.
- April- June. Complete School Wide Write, DART. Review results and compare alignment with report card data and previous tests. Conduct student survey and analyze results. Develop Student Plan for Learner Success for 2023-2024.

