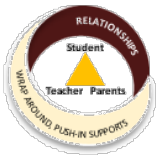


Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



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 .

2022-2023 Goals and Focus Areas:

- Improve the number of students in grades K-6 reading and writing at proficient level.
 - Increase common classroom practices from research
 - Increase phonological awareness literacy learning & collaboration between teachers

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience:
 - Expand engagement in common classroom practices from research
 - Engaging in phonological awareness screening and concepts of print for all primary students in K-3 with literacy lead teacher and school speech and language pathologist (Mrs. Johnson and Ms. Lundeen)
 - Improve home communication *frequency* to better engage parents
 - SBT meetings to address at-risk or vulnerable learners
 - Responsive intervention with school support team
- Actions for Enhancing Staff Capacity & Learning:
 - Utilize assessment results to guide and inform responsive instruction
 - Use time in staff meetings, collaboration times, and professional development sessions to ground common practices

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

2022-2023 Goals and Focus Areas:

- To increase visible thinking, connection-making and reasoning and therefore improve numeracy outcomes for our students in grades K-6.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience:
 - Utilize vertical learning and other researched instructional strategies
 - Using rich numeracy tasks to inspire thinking, connection-making and reasoning
 - All classrooms have the tools (manipulatives) students need for rich tasks
- Actions for Enhancing Staff Capacity & Learning:
 - Connect our teachers with learning series numeracy experts:
 - Promote that more staff engage with the learning series
 - Enrich the mathematical resources, tools and supplies all teachers have to conduct rich thinking and learning tasks for mathematics
 - Explore First Peoples Principles of learning specific to math
 - FNEsc Math First Peoples planning document & “Wild Math”

Human and Social Development

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

3.1 Attendance

2022-2023 Goals and Focus Areas:

- We will have 100% of students attending 80% or greater end of June 2023.

3.2 Connection to School

2022-2023 Goals and Focus Areas:

- To increase overall feelings of school connectedness (welcome, safe and connected).

Strategies and Structures

Attendance and Connection to school are enhanced at Nesika School through:

- Actions for Enhancing Student Learning and Experience:
 - Opportunities for engaging learning (i.e. outside, vertical, project based)
 - Opportunities to learn First Nations languages and culture
 - Connections with outside agencies, stakeholders, and community partners
 - Celebrating student successes
 - Opportunities for students to learn about/engage in self-regulating behaviours
- Actions for Enhancing Staff Capacity & Learning:
 - Strong *Children In Care* monitoring
 - YEW, ISW and Transitions support involvement with vulnerable students
 - Increased direct communication with caregivers and teachers
 - Supporting teacher professional learning in related areas
 - Increasing our understanding of school-based team work
 - Looking at “Class Reviews” (Brownlie & Schnellert) as a way to target RTI
 - Continuing health and wellness programs and processes

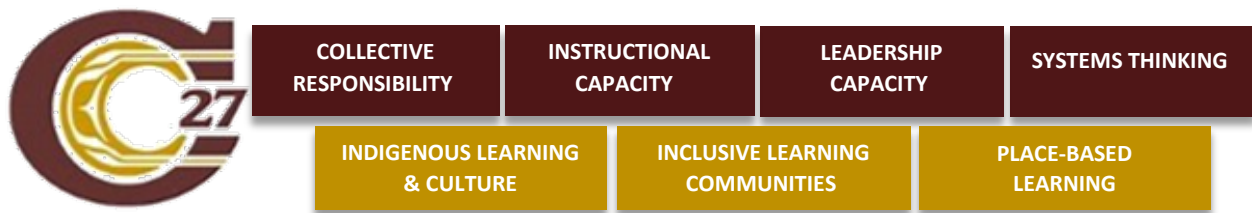
Career Development

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

Careers and Core Competencies are enhanced at Nesika School through:

- Prioritizing **Place-based and Play-based Learning** through
 - Outdoor education, learning structure use, TMO4L days, story-telling, scheduling play, walking field trips
- Encouraging **Student Health and Wellness** through
 - Healthy breakfast/lunch program, “Student of the Week”, student initiative days, Indigenous Pranayama Yoga & Wellness in-service, Indigenous transitions support worker engagement, youth engagement, counselor partnering in classrooms, SOGI lead work, and promoting physical activity and play
- Expanding **Indigenous & Community Learning**
 - Ripples of Resilience coursework, Indigenous Pranayama Yoga & Wellness in-service, Indigenous transitions support worker engagement, youth engagement, Shuswap and Chilcotin language teachers partnering, FNEC projects, community partners: CCCS, Big Brothers & Sisters, Potato House, Gavin Lake and Scout Island

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



Key Focus Areas

Place-based Learning continues to be a focus. Year two of the HCTF WILD Schools program begins this year and increased teacher learning/capacity is a key focus. Building a resource bank, supply shed and literacy library are key goals this year. Teachers will sign up for *Take Me Outside for Learning* yearlong challenge of learning outside once per week.

- a. Investment in equipment for outdoor activities and learning
- b. Ensuring all students have access to clothing, footwear for outdoor activities
- c. Participation in the Take Me Outside For Learning Challenge
- d. Support for educator participation in learning opportunities to build capacity for outdoor learning
- e. Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings

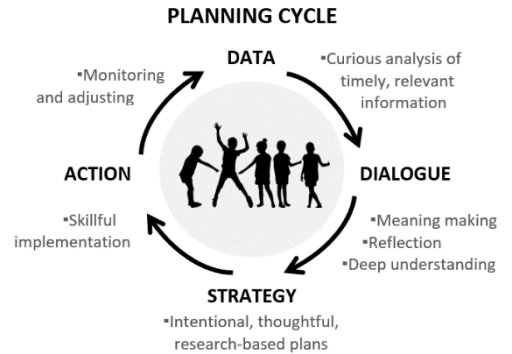
Indigenous Learning and Culture: Many of our staff members engaged in a six-part monthly dinner series last year to take the “Ripples of Resilience” course with *Monique Gray Smith*. Other staff members will begin this year. In addition to that, we will focus on:

- a. Staff learning about Truth and Reconciliation starting with a District Day (for all staff) and learning series with Phyllis Webstad & Monique Grey Smith

- b. Intentional integration of the First Peoples Principles of Learning
- c. Increased visible language and culture at school
- d. Review of school library and resource collections and additional funding for Authentic First Peoples Resources
- e. Continued expectation of raising the bar and narrowing the gap versus the racism of low expectations
- f. Meaningful engagement of schools in Local Education Agreements (LEA) (regular meetings, frequent communication, data sharing, individual student learning plans, staff education on LEA purpose and commitments)

School Team Planning Cycle

Each Wednesday the school admin team meets to review school programs and plans, reflecting on the school plan is a part of these weekly meetings. The school plan will have a place for discussion at monthly staff meetings to review progress and make adjustments as necessary with staff input.



School Team Meeting Schedule:

School Team Project Leaders: Mrs. H. Zurak (Principal), Mr. D Benvin (Vice-Principal), Mrs. K. Johnson (Learning Support/Resource and Literacy Lead Teacher), Mrs. A. Bos (Numeracy Lead Teacher), Mme N. Ratko (French Immersion Lead Teacher), Ms. Therrien (Pro-D Lead) and Mme A. Vachon et Mme Easthope (SOGI Co-Leads: Healthy Schools).

Sep-Nov: Introduce updated school planning model. Review results from previous school year and fall assessments as a staff. Identify student focus groups and strategies and document in school plan.

November: Assessment and Reporting – use staff meeting to clarify vision, goals and school plan for assessment and reporting.

Dec: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Jan-Feb: Review FSA data alongside report card marks and assessments (triangulation). Celebrate successes and adjust strategies as required.

February: Assessment and Reporting teaching staff meeting to reinforce vision, re-visit goals and school plan for assessment and reporting.

Mar-Apr: Review Term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

May-Jun: Complete district assessments including EPRA/DART and School Wide Write. Review results and compare alignment with report card data collected for term 2. Review student learning survey results and plan response.

Jun: Review all available data for school for the school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- *NEW* - School Team Project Leaders meet monthly

Glossary:

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

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

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.

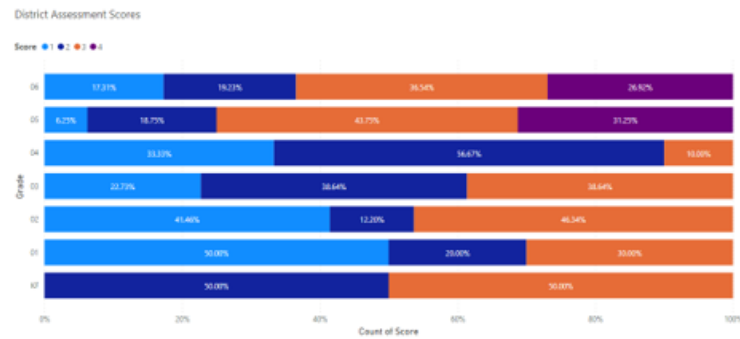
SSW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every fall and spring.

Appendix: Previous Year's Outcomes

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

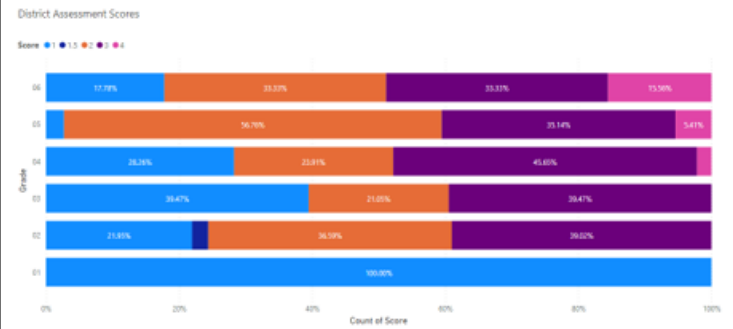
2020-2021 Results:
Percentage of students meeting or exceeding literacy expectations:

Fall Reading Assessment:

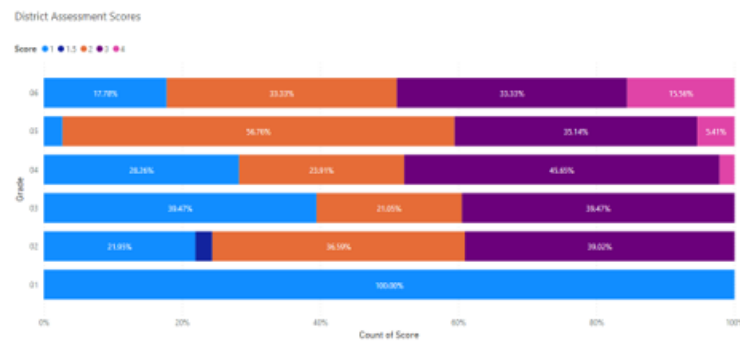


2021-2022 Results:
Percentage of students meeting or exceeding literacy expectations:

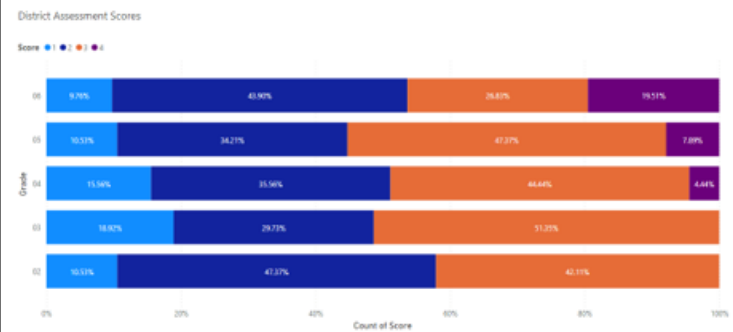
Spring Reading Assessment:



Fall Writing Assessment:



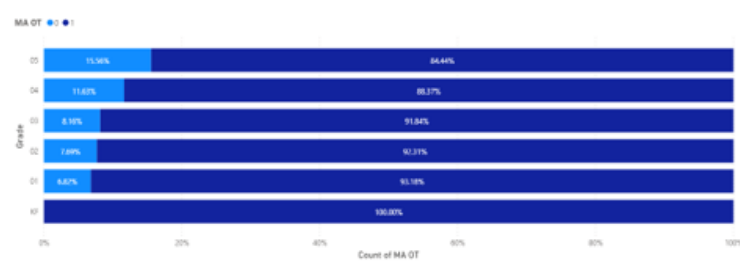
Spring Writing Assessment:



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

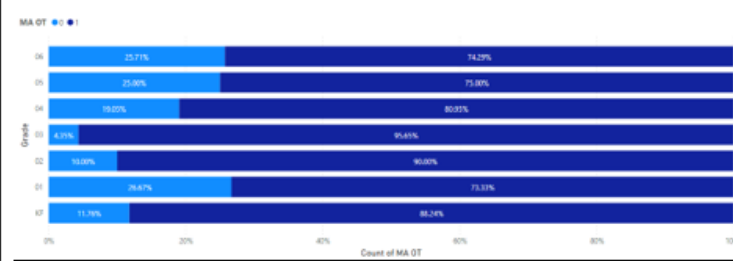
2020-2021 Results:
Percentage of students meeting or exceeding numeracy expectations:

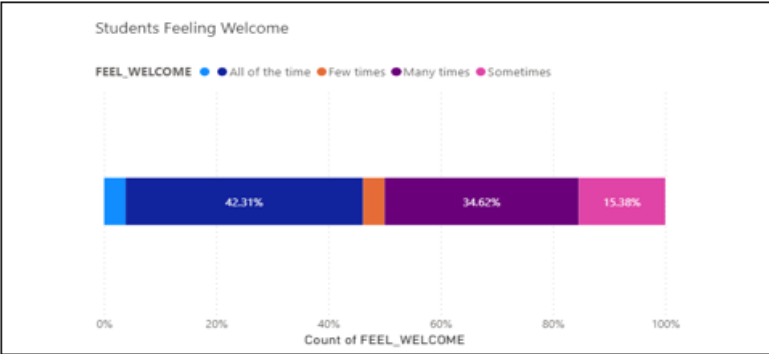
On Track MA - Percent Passing



2021-2022 Results:
Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing





2020-2021 Results

Percentage of students in grades 4 who report having a sense of belonging in their school during 2020-2021:

2021-2022 Results

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

