



School Name: École Nesika Elementary



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.



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 Goals and Focus Areas:

- Increase common classroom practices from research (Faye Brownlie, Adrienne Gear)
- Increased phonological awareness literacy learning & collaboration between teachers
- Conduct EPRA/FIEPRA/DART and writing assessments with all students to further inform classroom practice
 - Improve the number of students in grades 1-6 reading at proficient or extending levels of reading and writing as measured by the BC Performance Standards.
 - Reading focus (comprehension strategies, text features and fluency)
 - Writing focus (details and voice)

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Expand engagement in common classroom practices from research
 - Supplemental reading support (Literacy lead teacher – Mrs. Johnson) for targeted students based on recommendations from assessments and school-based team
 - 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 in the learning
 - SBT & FN bi-weekly 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 learning time in staff meetings, collaboration times, and professional development sessions to ground common practices
- Phonological awareness literacy learning & collaboration group sessions

Summary of capacity built in *Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level:*

- We observe an increase in common classroom practices from research
- We observe an increase in the use of phonological awareness literacy learning & collaboration between (predominantly) primary division teachers. There are structures in place to continue this learning group next year
- All division teachers conducted EPRA/FIEPRA/DART and writing assessments with all students to further inform classroom practice
- In many cohorts, the number of students in grades 1-6 reading at proficient or extending levels of reading and writing as measured by the BC Performance Standards is improving

Next Steps:

- Using learning time in staff meetings, collaboration times, and professional development sessions to ground common practices is going well and something we will continue
- Conducting 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)
- Use ongoing assessment and screening data identify and target opportunities for intervention

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

2021-2022 Goals and Focus Areas:

- Expand common classroom practices from research:
 - Using numeracy tasks to inspire thinking, connection-making and reasoning for our diverse Mathematics classrooms
 - learning from Carole Fullerton, Peter Liljedahl, Marian Small to promote mathematical curiosity at Nesika School in all dual-track classrooms
- Explore common numeracy assessment (Fullerton? Vernon Screener?) with all students

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Utilize vertical learning and other researched instructional strategies wherever possible
 - Using rich numeracy tasks to inspire thinking, connection-making and reasoning
 - Making available for all classrooms the tools (manipulatives) students need for rich tasks
- Actions for Enhancing Staff Capacity & Learning
 - Connect our teachers with Fullerton & Liljedahl:
 - Bring in Carole Fullerton to in-service at Nesika November 12th for English & French Immersion sessions, Feb. session during pro-d
 - 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
 - FNEESC Math First Peoples planning document “Wild Math”

Summary of capacity built in *Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level:*

- We observe an increase in common classroom practices from research and professional development opportunities
- Our staff built instructional capacity through co-planning and co-teaching opportunities with numeracy experts Fullerton & Liljedahl
- More classrooms are using numeracy tasks to inspire thinking, connection-making and reasoning
- The number of students in grades 1-6 working at proficient or extending levels of numeracy, as measured by the BC Performance Standards, is beginning to look like more true data than it was before – We would still like to see a better standard measure we could use to assess competency

Next Steps:

- Using learning time in staff meetings, collaboration times, and professional development sessions to ground common practices is going well and something we will continue
- Our staff team would like to explore schoolwide numeracy assessment with Carole Fullerton to gain more insight into our math learners

Human and Social Development

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

3.1 Attendance

2021-2022 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021

3.2 Connection to School

2021-2022 Goals and Focus Areas:

- Improve survey completion rates
- Enhance feelings of school connectedness

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - More opportunities for engaging learning (i.e. outside, vertical, project based)
 - Increased opportunities to learn First Nations languages and culture
 - Increased connections with outside agencies, stakeholders, and community partners

- Share stories with students
- Celebrate student success
- Increase opportunities for students to learn about and engage in self-regulating behaviours
- Actions for Enhancing Staff Capacity & Learning
 - Strengthen Children In Care monitoring
 - Targeted YEW and Transitions support involvement with vulnerable students
 - Increase direct communication with parents and teachers – activate TEAMS calling feature
 - Support teacher professional learning in related areas

3.3 Careers and Core Competencies

We will promote core competency development through:

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

Summary of capacity built in *Educational Outcome 3: Students will feel welcome, safe and connected to their school:*

- We worked hard this year in the areas outlined in Educational Outcome (welcome, safe, connected):
 - More opportunities for engaging learning (i.e. outside, vertical, project based)
 - Increased opportunities to learn First Nations languages and culture
 - Increased connections with outside agencies, stakeholders, and community partners
 - Celebrate and recognize student success
 - Increase opportunities for students to learn about and engage in self-regulating behaviours
- Most absences (attendance) are related to COVID-19-related symptoms or family sicknesses, family vacations, and family wellness.
- Students at Nesika report strong levels of belonging and feeling welcome
- Staff built capacity by completing professional development, Ripples of Resiliency course, and the EASE program. Staff are actively contributing to a *culture of care, compassion and learning*

Next Steps:

- Using learning time in staff meetings, collaboration times, and professional development sessions to ground common practices is going well and something we will continue
- “Walking Alongside” (Monique Gray Smith & Jo Chrona) staff course sessions
- Increasing our understanding of school-based team work
- Beginning to look at “Class Reviews” (Brownlie & Schnellert) as a way to target RTI
- Continuing health and wellness programs and processes
- Expanding school food program through granting opportunities
- Embark on YEAR 2 of HCTF WILD Schools Program

Other Focus Areas

1. As part of the **Collective responsibility framework** our school will continue to focus on supporting teacher Pro-D activities and encouraging activities whenever possible with a focus on the activities that align with district and school plans to **increase instructional leadership** for all teachers.

2. **Place-based Learning** continues to be a focus. Year one of the 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 TMO4L.
 - 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

3. **Truth and Reconciliation:** Most of our staff is engaging in a six-part monthly dinner series to take the “Ripples of Resilience” course with *Monique Gray Smith*. This series will begin later in October. Other teachers will begin next year.
 - a. Staff learning about Truth and Reconciliation starting with a District Day (for all staff) and learning series
 - b. Intentional implementation 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. 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)

4. SOGI Lead Goals:

<p>Short term goal: By end of January)</p> <p>Introduce SOGI to all staff.</p>	<p>Send out an email to all staff introducing SOGI and provide resources about gender neutral language.</p>	<p>This will be the first step to increase SOGI awareness throughout the school.</p>	<p>More teachers will reflect on the kind of language they use in their classrooms and hopefully be more mindful to use gender neutral language.</p>	<p>The number of people using gender neutral language in our school community.</p>
<p>Long-term goal (by end of June)</p> <p>Increase the amount of books that represent the SOGI community and can be used for these sorts of lessons in our school library.</p>	<p>Check the library has adequate SOGI-inclusive resources in French and in English. We will use the recommended book lists from the SOGI 123 website.</p>	<p>Working with the school librarian, we will purchase the books that we do not already have and that are on SOGI 123s recommended French and English book lists.</p> <p>Communicate the available SOGI books to all staff so they are aware and encouraged to use the resources in their classes.</p>	<p>A larger number of students will see themselves reflected in books at school. This will make our school more SOGI-inclusive and will show our efforts in creating a safer environment for all children.</p>	<p>The number of diverse, SOGI-inclusive books utilized in classrooms.</p>

School Team Meeting Schedule:

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 Benven (Vice-Principal), Mrs. K. Johnson (Learning Support/Resource and Literacy Lead Teacher), Mrs. A. Bos (Professional Learning and Numeracy Lead Teacher), Mme N. Ratko (French Immersion Lead Teacher), and Mr. T. Routtu (Leadership Learning), and Mme A. Vachon (SOGI Lead, Healthy Schools).

Sep-Nov: Introduce updated school planning model. Review results from 2020-2021 school year and fall assessments as a staff. Identify student focus groups and strategies and document in school plan.

November: Assessment and Reporting teaching 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 2021-2022 school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- School Team Project Leaders meet monthly to compare alignment and report out
- Literacy and Numeracy groups meeting to review successes and challenges

Glossary:

Carole Fullerton – “Mathematical thinking”, an independent consultant working with teachers around British Columbia (and beyond!) in the area of numeracy. She works with districts, whole school staffs, with school-based learning teams, in classrooms and with parents in an effort to promote mathematical thinking.

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.

Thinking Classrooms (Peter Liljedahl) – Dr. Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. A “Thinking classroom” is a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. It is a space wherein the teacher not only fosters thinking but also expects it, both implicitly and explicitly.