



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:

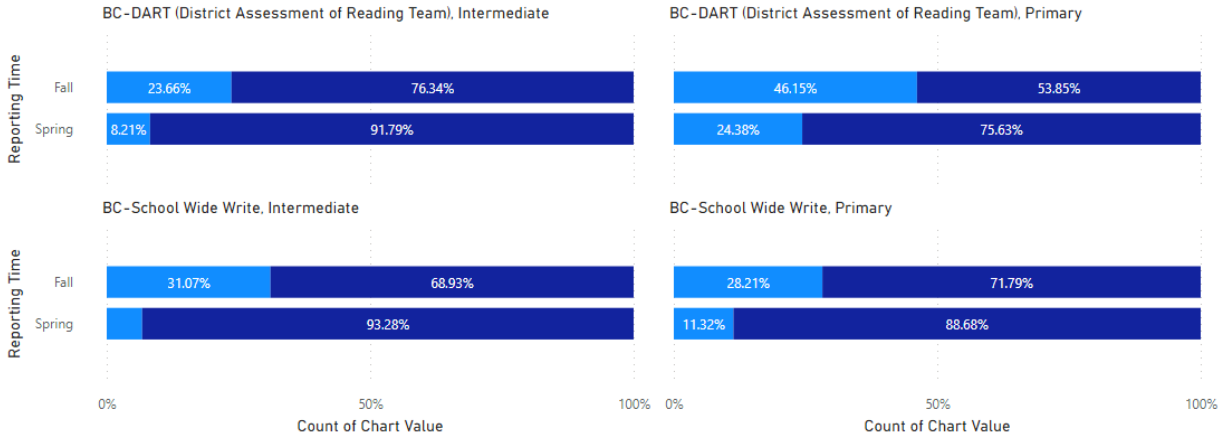
- Improve the number of students in grades K-6 reading and writing at proficient level.
 - Increase common classroom practices from research
 - Increase phonological awareness literacy learning & collaboration between teachers

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 classroom teachers, 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

District Assessment Scores (Whole School)

Chart Value ● Emerging ● On Track



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June 2023 Summary:

At both primary and intermediate levels, in both reading and writing scores, more students are on track with literacy. We have spent more time this year grounding common practices in literacy teaching and learning, and ongoing improvements in SBT communication and collaboration to address at-risk or vulnerable learners has led to focused interventions when needed. Primary teachers have been collaborating about reading intervention and assessments and planning for responsive instruction as required. They plan to continue this work next year.

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

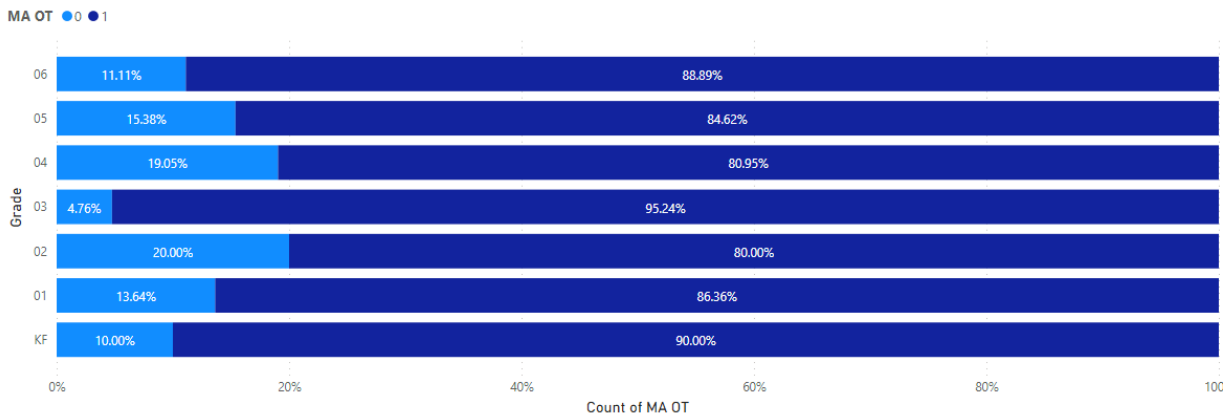
2022-2023 Goals and Focus Areas:

- 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”

On Track MA - Percent Passing



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June 2023 Summary:

Undoubtedly, the increased professional development focus on learning/using promising practices for numeracy are leading to increased teacher efficacy and improved student outcomes at Nesika. Across classrooms there has been an increase in collaboration around numeracy planning and teaching. There is a reinvigorated conversation around assessment. Next year all classroom teachers will try the same assessment tool (Carole Fullerton) in the fall and the spring. We look forward to embarking in this work together.

This school year, a group of Nesika teachers participated in the UBC learning series Culturally Responsive Teaching in Mathematics. We want to decrease dependence on packaged instructional materials and increase implementation of strategies and techniques that are culturally relevant. The inspiration for this project has been to support and build upon a regional dialogue that would lead to further strategies and clear commitments from all educators as we work to serve each learner, families, and communities. With a spirit of collaboration, a commitment to transformation, and an “If not here, where?” mindset. New constructs for leadership, Indigenous pedagogical practices, First Nations perspectives and worldview, and a vision for decolonizing mindsets were among the wealth of ideas expressed as to how we move forward both individually and collectively. It is our responsibility to sustain this conversation and to make commitments to ensure that we are successful.

Human and Social Development

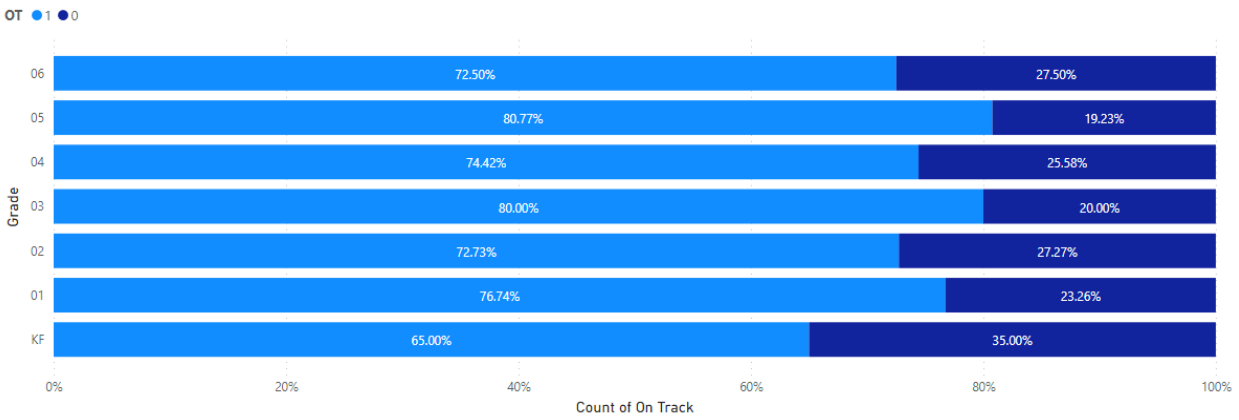
Educational Outcome 3: Students will feel welcome, safe and connected to their school.

3.1 Attendance

2022-2023 Goals and Focus Areas:

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

Percent On Track (Attending 80% or Greater)



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June 2023 Summary:

75% of students are attending 80% or more of the time.

Kindergarten and grade 6 students have the lowest attendance averages in our school. There has been a committed shift in connecting with families and understanding why some families experience barriers with regards to attendance. As we shift to connection, compassion and understanding, we have experienced several individual cases where we have been able to support in a very specific way that has increased student attendance; be it bussing support, meals support, social support, etc. Our staff is committed to extending this work in the years to come. Addressing attendance challenges is an ongoing process. It requires collaboration among teachers, administrators, families, and the broader community to create a supportive environment that values and promotes regular attendance.

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
 - Continuing health and wellness programs and processes

June 2023 Summary:

We believe our learning environment to be one in which students feel safe, welcome, and connected. Generally speaking students and staff feel safe, welcome, and encouraged to do their best. We continue to work specifically on inclusion in all aspects of the learning environment, so that students and staff see themselves in our work and our environments (feeling seen), and ensuring all forms of diversity is represented in our languages, our learning materials, our classrooms, and our relationships. We are proud of our connections with community agencies and our parent group, and look to expand and deepen these relationships as we move forward together.

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:

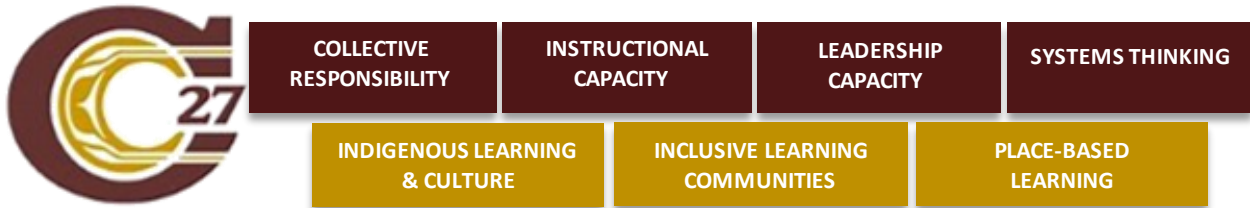
- Prioritizing **Place-based and Play-based Learning** through
 - Outdoor education, learning structure use, TMO4L days, story-telling, scheduling play, walking field trips
- Encouraging **Student Health and Wellness** through
 - Healthy breakfast/lunch program, “Student of the Week”, student initiative 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, Secwepemc and Chilcotin language teachers partnering, FNEC projects, community partners: CCCS, Big Brothers & Sisters, Potato House, Gavin Lake and Scout Island

Summary: *See also, “Enhancing Student Success Spring 2023 - Presentation Ed Committee”.*

We are considering gathering feedback from students, parents, and educators to gauge their experiences and perceptions of place-based and play-based learning. Observing student engagement and performance, as well as monitoring the incorporation of local resources and community involvement in curriculum design, will provide insights into the success of these initiatives. Anecdotally, we see that engagement is high, and parent interest is activated. In monitoring key indicators such as student attendance, behavior, academic performance, and overall student satisfaction, we believe student health and wellness is thriving overall.

Indigenous and community learning involves acknowledging and honoring the cultural diversity and knowledge of local indigenous communities, as well as engaging with local community members to enrich the educational experience. We have further plans on integrating indigenous perspectives, traditions, languages, and histories into the curriculum, and inviting community members and knowledge keepers into our classrooms. This year we had visits to learn Lehal, knowledge keepers – extracting oils, pen pals with Indigenous communities, ADST projects in connection with SD27 careers dept., and community partners – ‘expert educators’ (e.g. Scout Island, BC Invasives, Gavin Lake, Water/Waste Wise, CCPL, HCTF, WLFD, RCMP and more).

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

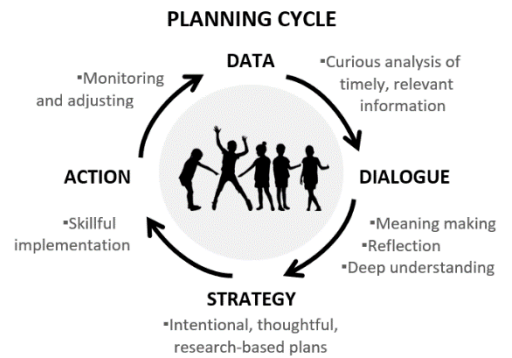
Indigenous Learning and Culture: Many of our staff members engaged in a six-part monthly dinner series last year to take the “Ripples of Resilience” course with *Monique Gray Smith*. Other staff members will begin this year. In addition to that, we will focus on:

- 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)

We want to engage in more learning experiences that are connected to place, story, cultural practices, and perspectives relevant to our local First Peoples communities, the local community, and other cultures. Through respect, responsibility, reverence, and reciprocity we can engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the larger local community, and other cultures in community.

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 Benven (Vice-Principal), Mrs. K. Johnson (Learning Support/Resource and Literacy Lead Teacher), Mrs. A. Bos/Mme G. Lau (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.

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