



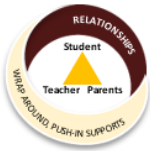
Cariboo-Chilcotin School District No. 27 2023-2024 School Plan for Learner Success



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 be on track for grade level in literacy.

At both primary and intermediate levels, more students are coming on track with literacy. Grounding common practices in effective literacy teaching and learning, and ongoing improvements in SBT communication and collaboration are leading to focused interventions when needed.

2023-2024 Goals and Focus Areas:

Goal: 80% or more of students will be on track for grade level by June 2024.

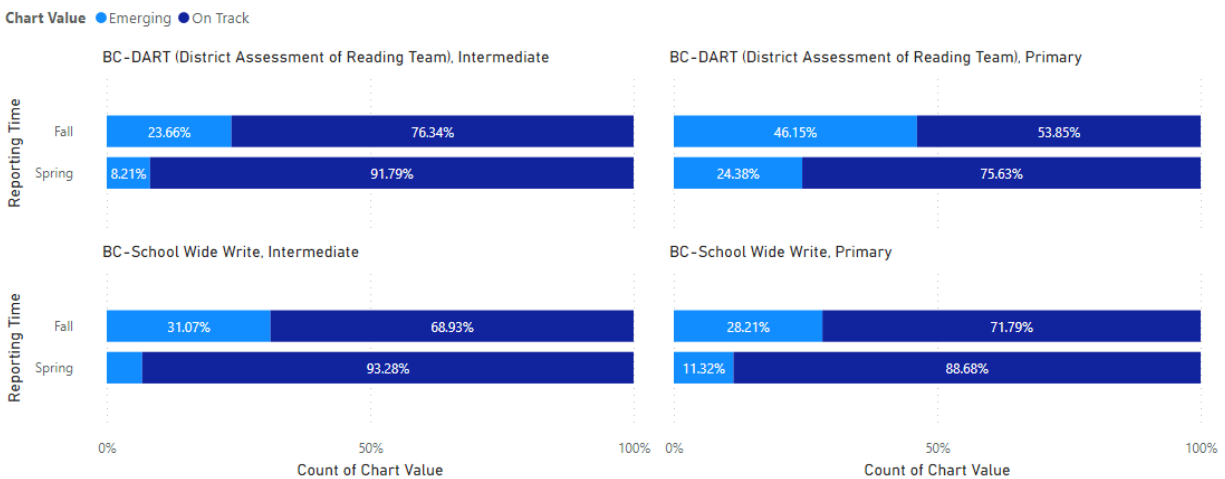
- Focus Area: Improve the number of students in grades K-6 reading and writing at on-track level.
 - Increase common classroom practices from research
 - Increase phonological awareness literacy learning & collaboration between teachers

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience:
 - 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)
- 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)



[Open in Power BI](#)

Educational Outcome 2: Students will be on track for grade level in numeracy.

Across classrooms there has been an increase in collaboration around numeracy planning and teaching. There is a reinvigorated conversation around assessment. We believe the increased professional development focus on learning/using promising practices for numeracy are leading to increased teacher efficacy and improved student outcomes at Nesika.

2023-2024 Goals and Focus Areas:

Goal: 80% or more of students will be on track for grade level by June 2024.

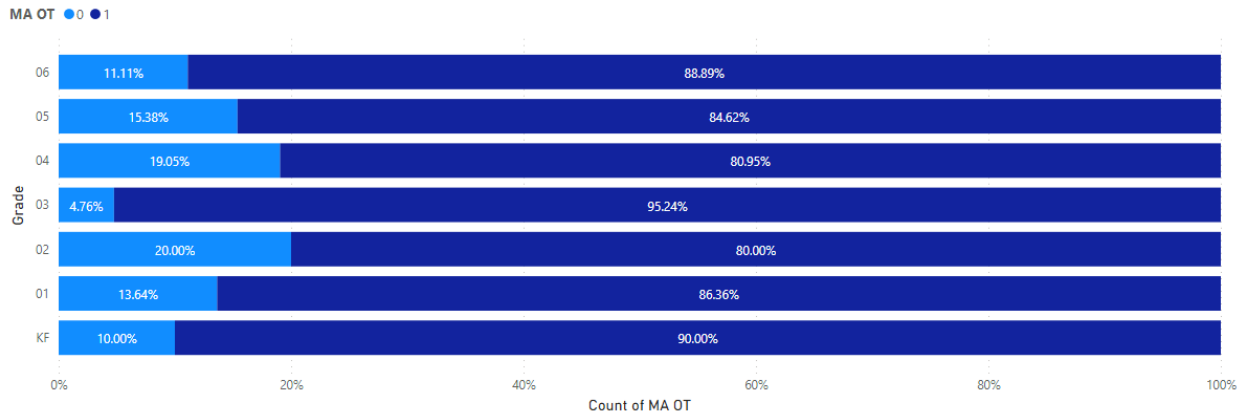
- Focus Area: Improve the number of students in grades K-6 in mathematics at on-track level.
 - To increase visible thinking, connection-making, and reasoning and therefore improve numeracy outcomes for our students in grades K-6.

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
 - Ensure all classrooms have the manipulatives students need for rich tasks
- Actions for Enhancing Staff Capacity & Learning:

- Working with Carole Fullerton three times in the year
- Using the Coast Mountain Numeracy Assessment
- UBC series “Centering Indigenous Pedagogies in Math Education”

On Track MA - Percent Passing



[Open in Power BI](#)

Human and Social Development

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

3.1 Attendance

We are committed to a 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.

2023-2024 Goals and Focus Areas:

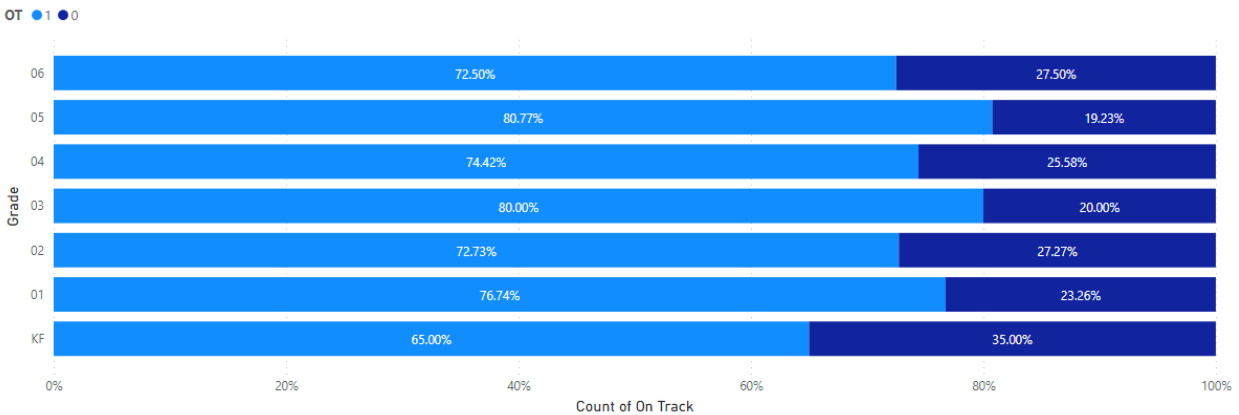
Goal: 90% or more of students will be on track for attendance by June 2024.

- Focus Area: We will have 90% of students with on-track attendance.
 - Define "tiers of approach to attendance intervention" at Nesika:
 - Foundational (universal) practices that promote schoolwide healthy conditions (non-negotiable).
 - Tier 1 - Strategies (that are outlined) for all students to promote attendance specifically
 - Tier 2 - 10-19% students - Look at removing barriers to good attendance. These families should receive more personalized attention as part of the engagement strategy.
 - Tier 3 - Intensive supports for students missing 20% or more and have other identified vulnerabilities.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience:
 - Maintaining safe spaces that encourage physical, cultural and emotional safety.
 - Encouraging opportunities for students to develop positive relationships with each other and experience belonging.
 - Allowing for academic challenge including providing opportunities for students to engage in personally relevant learning that stretches them.
- Actions for Enhancing Staff Capacity & Learning:
 - Improving social and emotional competence includes skills, beliefs and dispositions. Social and emotional skills include the ability to understand and manage oneself and one’s relationships, as well as to respect differences among people and cultures:
 - Promoting positive attitudes that staff and students value learning and believe that all students can learn.
 - Inclusive teamwork that supports safe spaces that encourage physical, cultural and emotional safety.
 - Improving school to family communication and regularly documenting check-ins.

Percent On Track (Attending 80% or Greater)



[Open in Power BI](#)

3.2 Connection to School

Our learning environment is one where 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.

2023-2024 Goals and Focus Areas:

Goal: 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 local 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:
 - *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
 - Intentional school-based teamwork
 - Continuing health and wellness programs and processes

Career Development

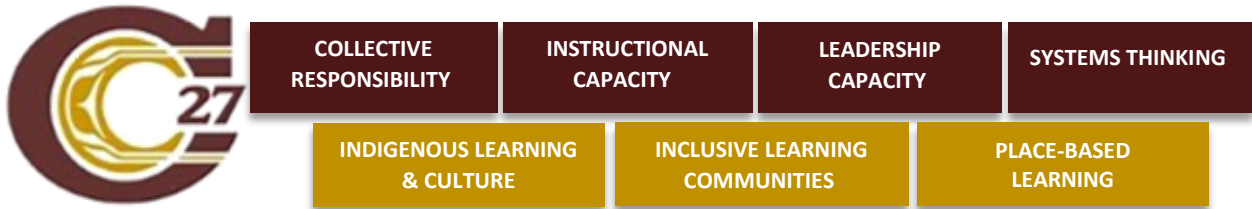
Educational Outcome 4: Students will have the core competencies to achieve their career and life goals.

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.

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 transitions support worker engagement, youth engagement, counselor partnering in classrooms, SOGI lead work, and promoting physical activity and play
- Expanding **Indigenous & Community Learning**
 - 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.

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



Key Focus Areas

Place-based Learning continues to be a focus. Year three 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.

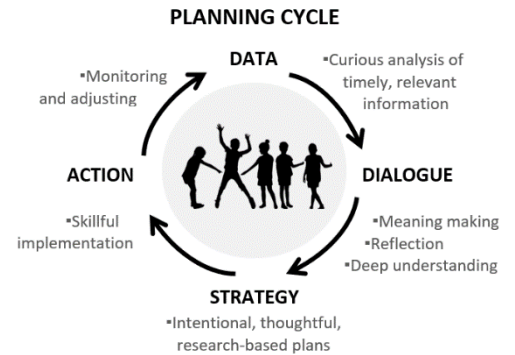
- a. Investment in equipment for outdoor activities and learning
- b. Ensuring all students have access to clothing, footwear for outdoor activities
- c. Participation in the Take Me Outside For Learning Challenge
- d. Support for educator participation in learning opportunities to build capacity for 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: 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.

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 Tuesday 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 Brown (Vice-Principal), Mrs. K. Johnson (Inclusion and Literacy Lead Teacher), Mme G. Lau (Numeracy Lead Teacher), M T. Routtu (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.