

A photograph of a school building with a red and white facade, situated behind a large green field. The sky is blue with scattered white clouds. Tall evergreen trees are visible on the right side of the frame. The text is overlaid in the upper center of the image.

Nesika School Plan for Learner Success Fall 2022

Aligned Collective Action for Student Success



The purpose of the British Columbia school system is to enable students to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.

BC EDUCATED CITIZEN



BC POLICY FOR STUDENT SUCCESS

Common Set of Measures of Success



DISTRICT PLAN FOR STUDENT SUCCESS



SCHOOL PLANS FOR RESILIENT LEARNERS



PLANS AND SERVICES FOR INDIVIDUAL STUDENTS

FOCUS AREAS FOR GROWTH



COLLECTIVE
RESPONSIBILITY

INSTRUCTIONAL
CAPACITY

LEADERSHIP
CAPACITY

SYSTEMS THINKING

INDIGENOUS LEARNING
& CULTURE

INCLUSIVE LEARNING
COMMUNITIES

PLACE-BASED
LEARNING

We looked at what the student achievement and school experience data showed, reflected on the findings and recommendations of the Equity Scan, considered the community input, examined our internal processes and practices and tried to capture what was essential in some key focus areas for growth: collective responsibility, instructional capacity, leadership capacity, systems thinking, indigenous learning and culture, inclusive learning communities, and place-based learning. We sought to ensure that these important ideas or themes that were missed



CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27 PLAN FOR LEARNER SUCCESS



ENHANCED STUDENT SUCCESS



KEY GROWTH AREAS

ACTION: EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES

ACTION: CAPACITY BUILDING

Intellectual

- ON-TRACK IN LITERACY
- ON-TRACK IN NUMERACY
- Gr 4 &7 FSA Reading, Writing, Numeracy
- Gr 10&12 Literacy Assessment
- Gr 10 Numeracy Assessment
- Gr to Gr Transitions

Human & Social

- FEEL WELCOME, SAFE, CONNECTED TO SCHOOL
- Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Belong
- Gr 4, 7, 10 Student Learning Survey: Number of adults who care

Career

- GRADUATE • CORE COMPETENCIES FOR LIFE GOALS
- 5 Year Graduation Rate
- Post-Secondary Transition Rate

District On Track Measure (English, Math, Attendance) from report cards, and District Reading, Writing, Numeracy Assessments

COLLECTIVE RESPONSIBILITY

INSTRUCTIONAL CAPACITY

LEADERSHIP CAPACITY

SYSTEMS THINKING

INDIGENOUS LEARNING & CULTURE

INCLUSIVE LEARNING COMMUNITIES

PLACE-BASED LEARNING

SCORECARDS FOR WORKPLANS TO MONITOR PROGRESS OF ACTIONS

Local Education Agreements	Collective Responsibility Framework	School Based Team Processes	Tech Roadmap
Cultural & Outdoor Learning Spaces	Redesigned School Plans	VTRA Community Protocol	District Data System
Community Learning Credits	Transition Planning	School Configuration and Staffing Planning	MyEd Utilization
Changing Results for Young Children	Assessment and Reporting	Administrative Procedures	Budget / Accounting System
Teacher Mentorship	Self-Regulation Series	LEA Education Series	Coaching for Data Use
Leadership Series	Cultural Pro-D Series	Mental Health Literacy	TMO4L
...	...	SOGI Lead Team	Data Governance Training

STUDENTS WE ARE PAYING PARTICULAR ATTENTION TO FOR EQUITY OF OUTCOMES

- Indigenous students living on reserve
- Indigenous students living off reserve
- Children & youth in care
- Students with disabilities and diverse abilities

PLACE-BASED LEARNING

- How has our school engaged in place-based learning?
- What benefits are we seeing from this focus?
- How is this contributing to learner success?
- How do we plan to continue this work in 2022-23?

INDIGENOUS LEARNING & CULTURE

- How has our school engaged in indigenous learning and culture?
- How are the First people's Principles of Learning visible in our school?
- How is this contributing to learner success?
- How do we plan to continue this work in 2022-23?

School Plan Process Overview 2022-2023



Year to Year Update Process

Intent is to revise and update plan

It is a multi year plan, it is OK to keep same goals and strategies

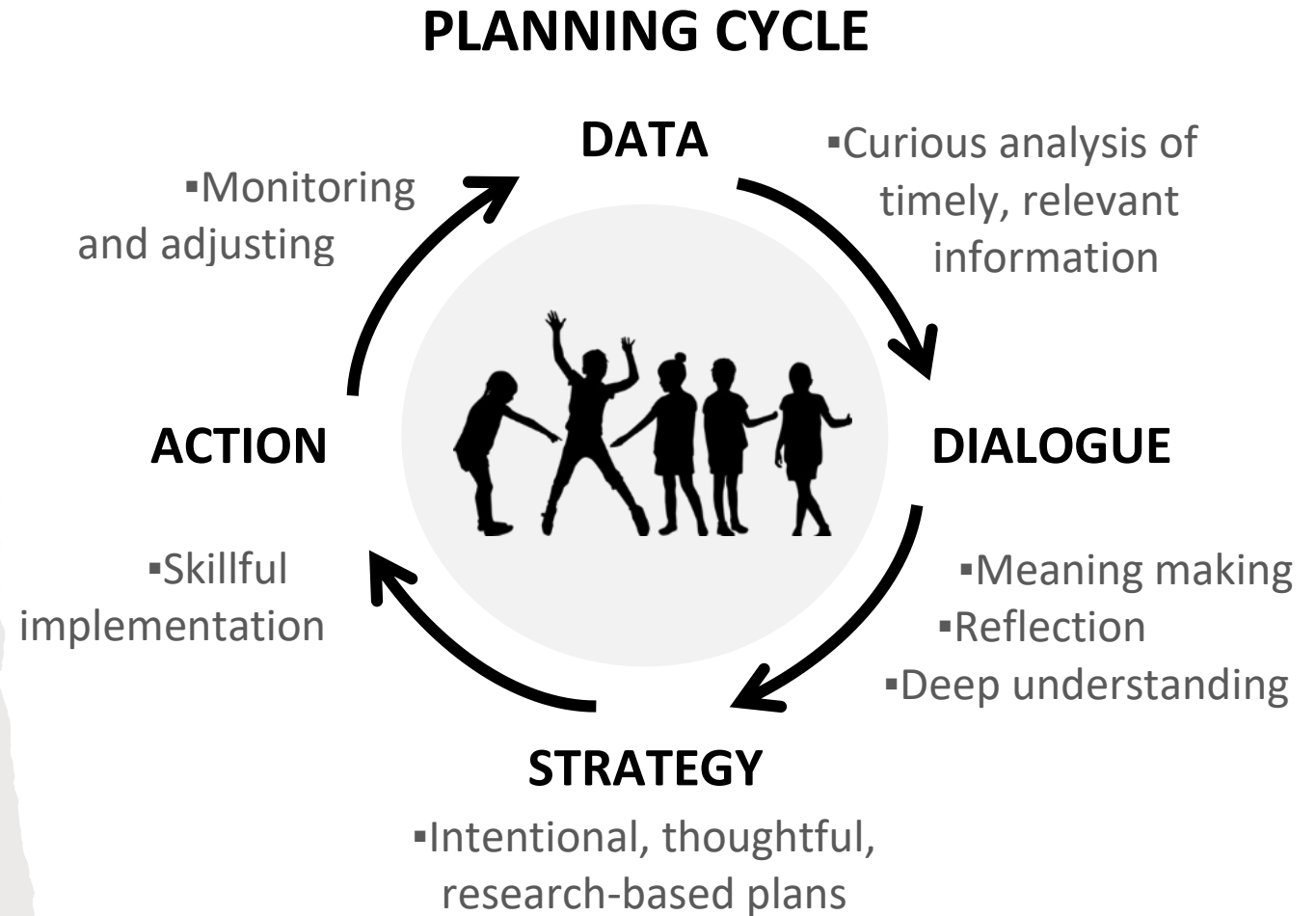
Add new strategies if it makes sense, remove if no longer relevant, or modify expectations for how strategy / structure looks in your school

The important work is how the plan is used, not the creation of it

Follow the Planning Cycle

Throughout the year:

- Discuss data, goals, and strategies with staff regularly
- Incorporate elements from plan into staff meetings
- Connect to Pro-D offerings



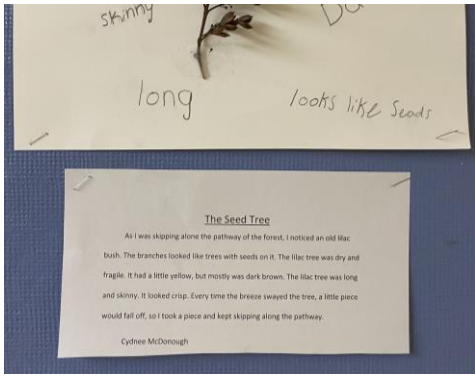
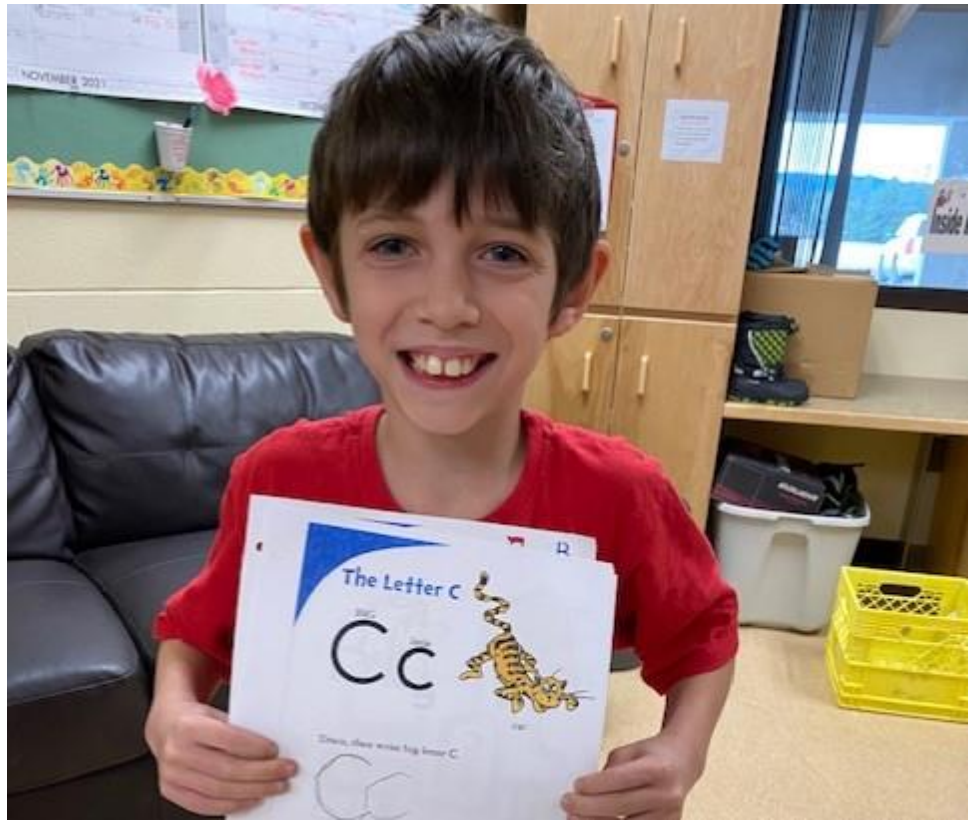
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2022-2023 Goals and Focus Areas:

- Improve the number of students in grades K-6 reading and writing at proficient level.
- Also:
 - 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



The Seed Tree

As I was skipping along the pathway of the forest, I noticed an old lilac bush. The branches looked like trees with seeds on it. The lilac tree was dry and fragile. It had a little yellow, but mostly was dark brown. The lilac tree was long and skinny. It looked crisp. Every time the breeze swayed the tree, a little piece would fall off, so I took a piece and kept skipping along the pathway.

Cydney McDonough

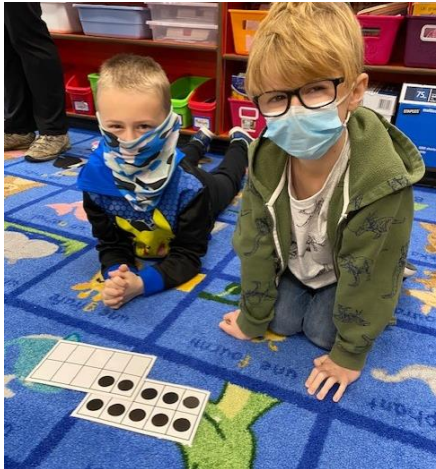
Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

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
 - FNEC Math First Peoples planning document & “Wild Math”





Holly Zurak @HollyZurak · Sep 23, 2021

“Learning takes patience and time.” (FPPL) Thank you Peter, for spending time with our teachers and students this morning going deeper into #ThinkingClassrooms. We are building capacity together and it’s exciting! #NesikaLearns @Allison_bos @natohlh @pgliljedahl @chris24v



@Allison_bos’s grade 5/6 classroom with special guest @pgliljedahl today! District helping teachers, student teacher, grade group t’s and ELL all taking it in. THIS is a thinking classroom, a thinking school. @SD27_CC @chris24v @natohlh



Numeracy & The SD27 Learning Series

Ecole Nesika Elementary

Allison Bos and Melissa Therrien
with Holly Zurak

Awesome to hear from the Nesika team [@HollyZurak](#) [@Allison_bos](#) and Ms. Therrien for sharing their work building capacity in numeracy through learning with [@pgiljedahl](#) [@CaroleFullerton](#) in [@SD27_CC](#)





Beginning of the Year Considerations

- ***What math story will your students leave the school year with?***
- ***What will they have learned?***
- ***How will they feel about math?***
- ***How will their understanding of what mathematics is have been broadened and deepened?***
- ***What will their math identity be?***



creating a sense of belonging

- *Do students see themselves reflected in the math resources, books materials and contexts in your classroom?*

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

2022-2023 Goals and Focus Areas:

3.1 Attendance

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

3.2 Connection to School

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



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

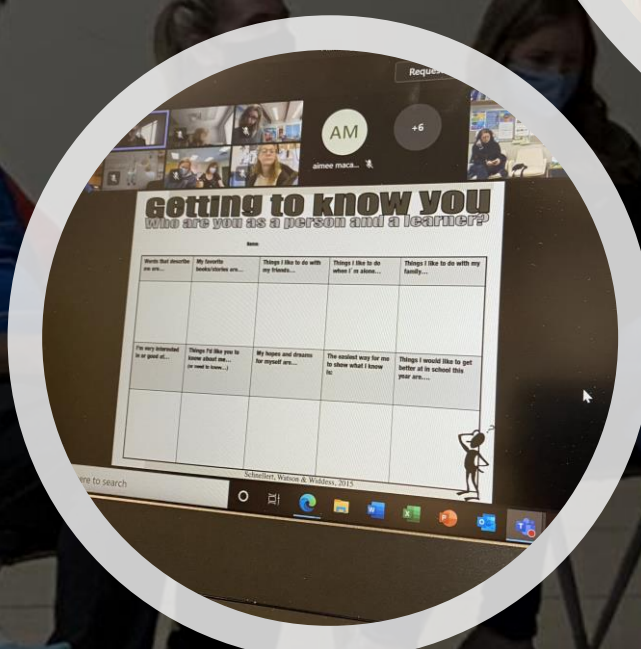
2022-2023 Goals and Focus Areas:

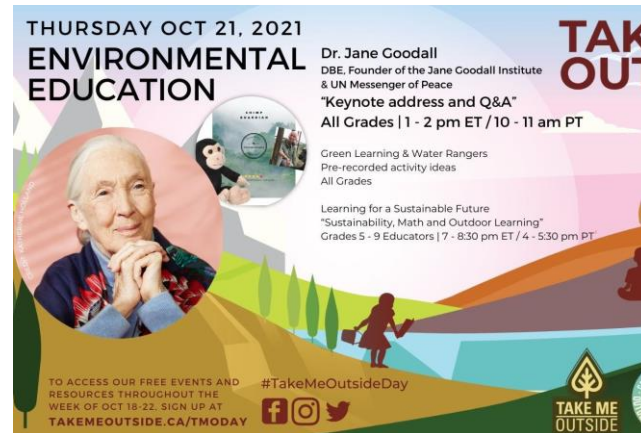
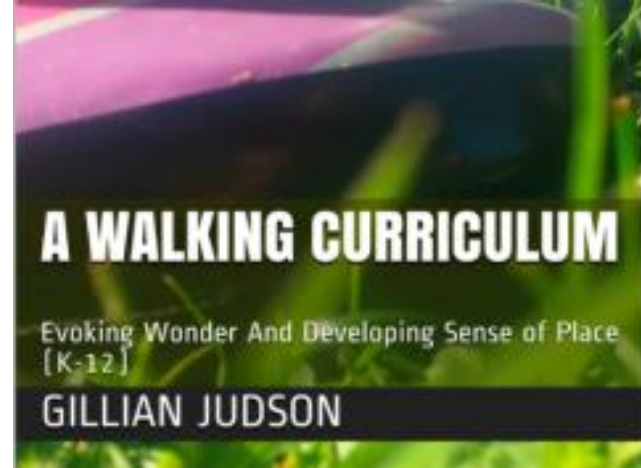
Careers and Core Competencies are enhanced at Nesika School through:

- 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 Areas

- 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.





Other 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





École Nesika Elementary joins Wild Schools program

École Nesika Elementary is going wild. The Wild Schools program is a school-wide, three-year initiative for Kindergarten to Grade 8 schools supporting outdoor and place-based learning.

An interdisciplinary, curriculum-linked program, Wild Schools supports school communities to increase ecological literacy, outdoor field experiences and to build connections to conservation in the community. The Wild Schools program is focused on hands-on environmental learning and experiences to engage learners through a process of "Wondering, Inquiring, Learning and Doing" — being WILD.

Situated near down-



École Nesika Elementary is looking forward to spending even more time outdoors beginning next fall as School District 27 has announced the school will join the Wild Schools program for 2021/22. (Photo submitted)

schools, and other funding for outdoor field trips to our community partner destinations, such as Scout Island Nature House, the Wild-availability of supplies and weather clothing so all students can participate comfortably and equally.



Not All Classrooms Have Four Walls

Cariboo-Chilcotin took learning outdoors by equipping every school with an outdoor learning structure for students, staff, and the community to use.

An outdoor structure to house many activities, such as lunch, chess, and school.

By Cheryl Lenardon, School District No. 27 (Cariboo-Chilcotin)

The Cariboo-Chilcotin School District's Board of Education found an innovative way to use one-time federal funding to address the immediate health concerns of COVID-19 and leave a legacy beyond the pandemic. Twenty beautiful new outdoor learning structures at both elementary and secondary schools are benefitting students, staff, and communities.



Students in their outdoor classroom during a literacy lesson.

sees it as, "an essential component of Indigenous knowing, and a necessary aspect of reconciliation that will benefit all students."

She explains the philosophy in School District 27 that, "Education should not be

has made for a visible and physical opportunity to invite classes to learn outdoors. While many classrooms were already doing nature lessons in our wild spaces (forest, field, neighbourhood) these in many an attraction, non-profit, not

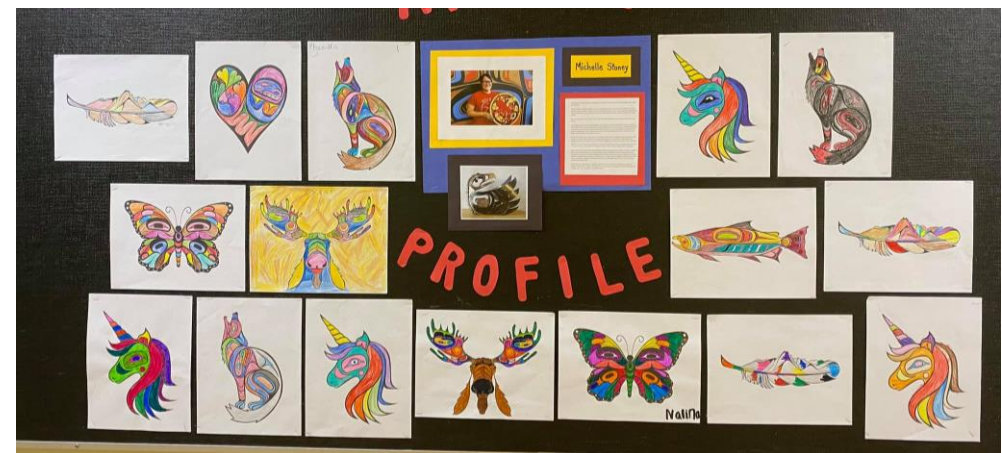


Other Focus Areas

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)







Visible, tangible, important. Every Child Matters at Nesika Elementary. Thank you [@GrantGustafso14](#) and [@SD27_CC](#) for the installation piece. [#EveryChildMatters](#) [#NesikaLearns](#) [@ChiefRoseAnne](#)



How will the plan become something that guides and informs our practice throughout the year?

What supports do we need to use our plan throughout the school year?