The background image shows a large, single-story school building with a white facade and a prominent red horizontal stripe. The building is situated in a vast, green grassy field. In the distance, there are rolling hills and a line of tall evergreen trees. The sky is bright blue with scattered white clouds. The text is overlaid on the upper half of the image.

# **Nesika School**

# **Plan for Learner Success**

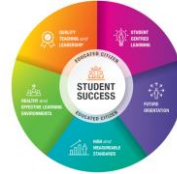
# **Fall 2023 Presentation**

# 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**

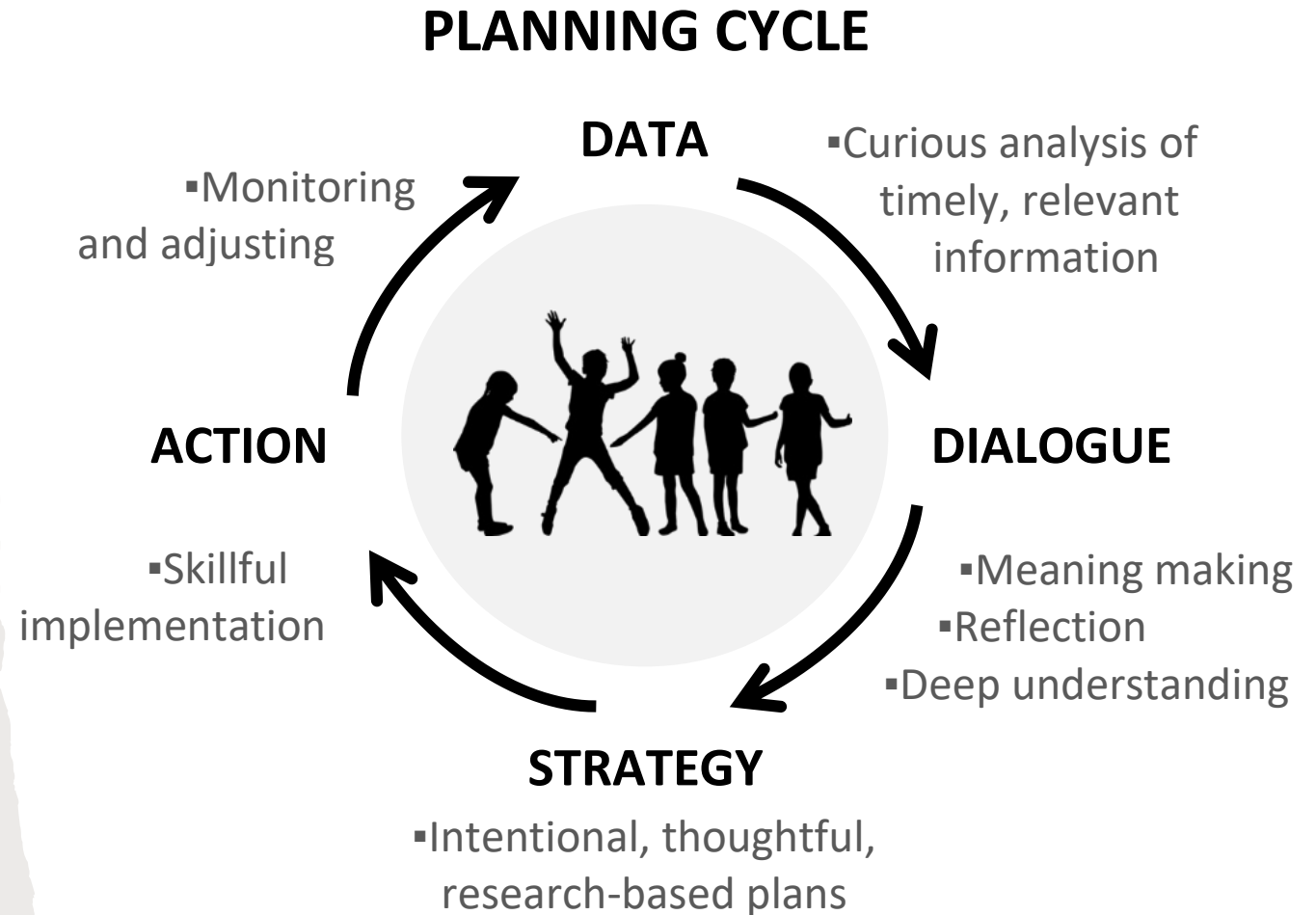


**PLANS AND SERVICES FOR INDIVIDUAL STUDENTS**

# 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



## 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

# Highlighting two focus areas:



“  
I am somebody.  
I was somebody when I came.  
I'll be a better somebody when I leave.  
I am powerful, and I am strong.  
I deserve the education that I get here.”  
-Rita Pierson

# INDIGENOUS LEARNING & CULTURE

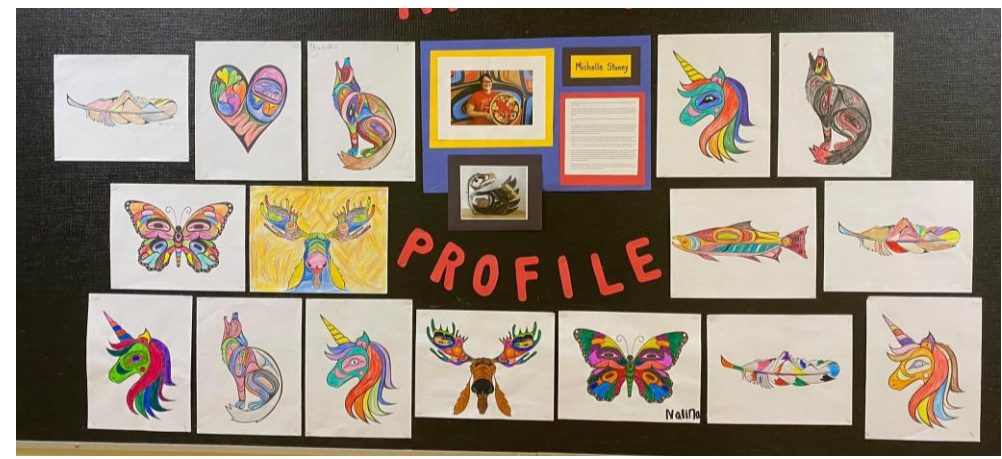
- How has our school engaged in Indigenous learning and culture?
- How are the First people's Principles of Learning visible in our school?
- How is this contributing to learner success?

# Focus Area:

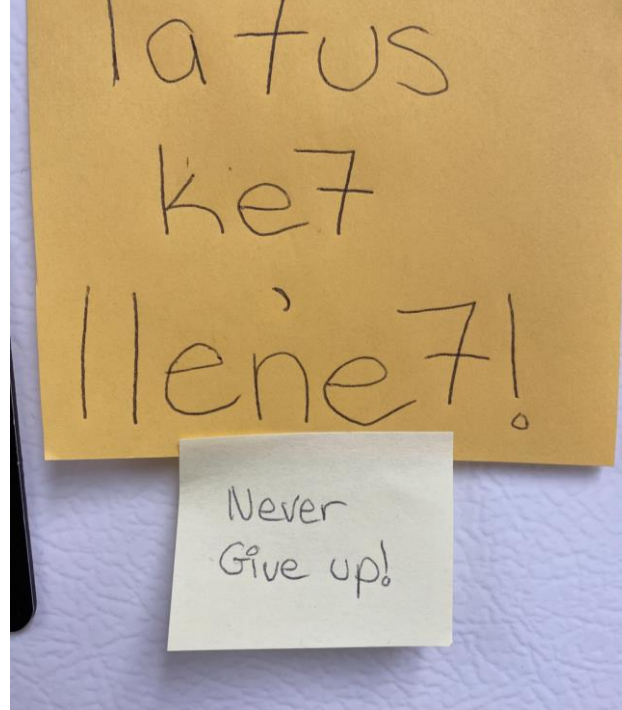
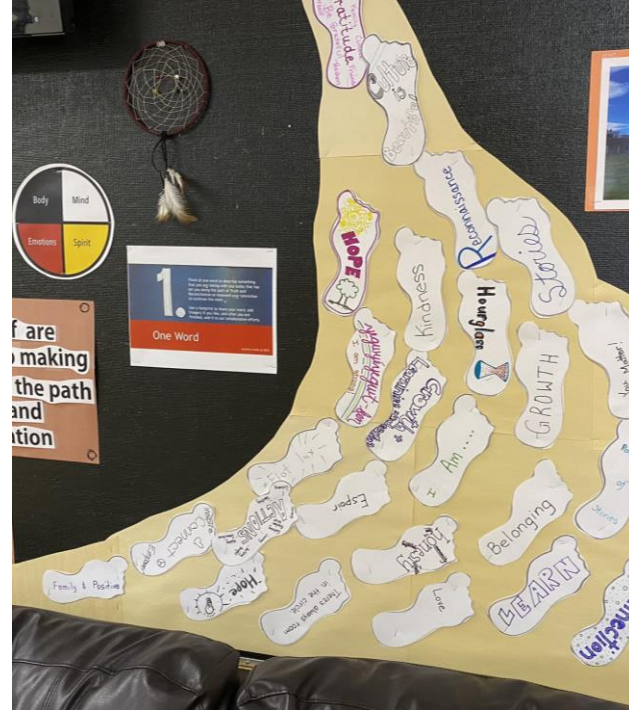
## Indigenous Learning and Culture:

- Visible language and culture learning opportunities at school
- Review of school library and resource collections
- Meaningful engagement of schools in Local Education Agreements (LEA) Learning on the Land and from the Land
- Culture and Language Classes for all Nesika students
- Planning for a Cultural Calendar
- Indigenous Support Workers working alongside classroom teachers









## Our Staff is Learning.

**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 are learning:

- 4 Seasons of Reconciliation coursework
- UBC Learning Series: Responsive Teaching in Mathematics
- Wayi Wah! Book Club
- Self directed learning



**Every Child Matters.**



...ant. Every Child  
...y. Thank you @GrantGus,  
...the installation piece.  
...Matters #NesikaLearns @ChiefRos



# Virtual Author



# Embedding learning in every classroom

**DAVID A. ROBERTSON**

WEDNESDAY, FEB 1 | 9:30AM PT

# 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?

# Place-Based Learning

---





# Community and Beyond-Community Partnerships

Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings.

The screenshot shows a Zoom meeting interface. At the top, there are browser tabs for 'Cariboo Chilcotin Comm...', 'Mail - allison bos - Outlook', and 'Culturally Responsive Math...'. The main content area displays a presentation slide with the title 'CULTURALLY RESPONSIVE MATH ASSESSMENT' and a photograph of a person in a blue hoodie standing on a rocky shore. Below the photo, the text reads: 'How can connections to land, story, community and math guide us in creating culturally responsive assessment practices?'. The slide also includes dates: 'Wed Nov 2 2022 • Wed Jan 25 2023 • Wed Feb 22 2023' and 'via Zoom 3:30-4:45pm (Pacific Time)'. To the right of the slide is a 'Meeting Chat' window with messages from participants like Maureen Kelly-Gibson, Stacey, Jo Hughes, and Janice Novakowski. The Zoom control bar at the bottom shows 98 participants, 'Share Screen', 'Chat', and 'More' options.

Reciprocity

## RECIPROCALITY

- More than humans can be teachers
- Teachers and students are both teachers and learners.
- Learning is extended through sharing understandings with others

*How can I share my experiences and understandings with other educators for mutual benefit?*

*How can I use reciprocal learning about community, place, culture and mathematics to guide student assessment?*

# Culturally Responsive Math Assessment

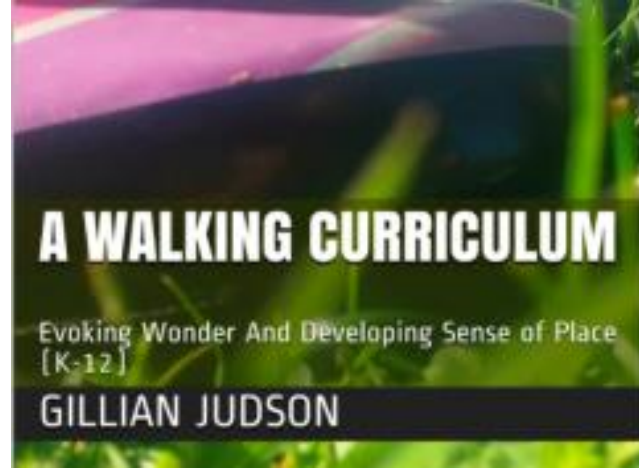
Learning with UBC



## creating a sense of belonging

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





## Focus Area:

**Outdoor 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.

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



# 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 sch

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

The Cariboo-Chilcotin School District's Board of Education  
creative way to use one-time  
address the immediate  
and leave



FEBRUARY 13-24, 2021

## TAKE ME OUTSIDE

### WINTER CHALLENGE

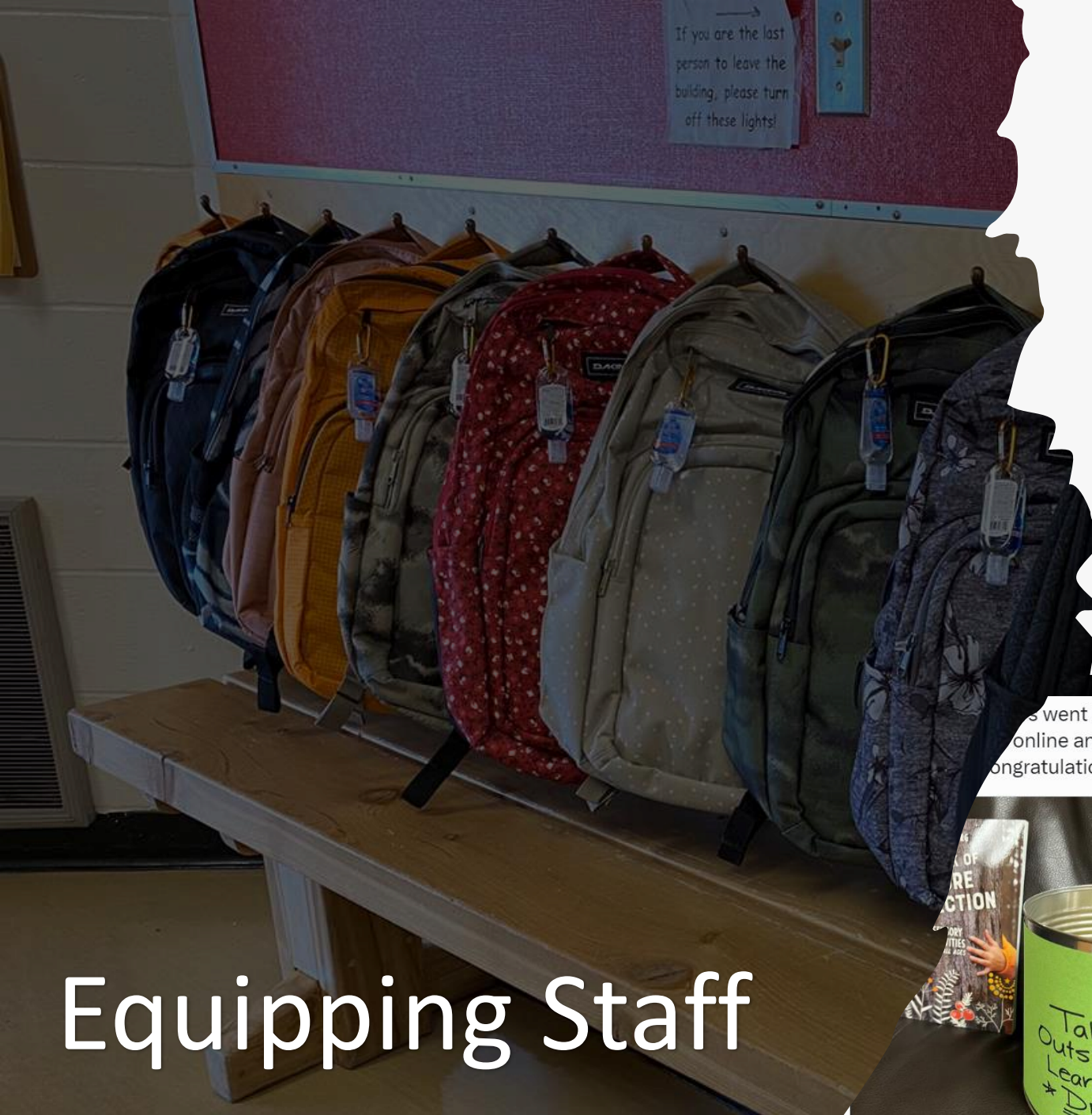
Outdoor learning can happen every day, in every season! Find inspiration with the **#TMOWinterChallenge**

Register for activities and a chance to win prizes at [takemeoutside.ca/winterchallenge](http://takemeoutside.ca/winterchallenge)

An illustration of a winter scene with a person skiing, a campfire, and a person standing near a snow-covered tree. The background features stylized mountains and a starry sky.

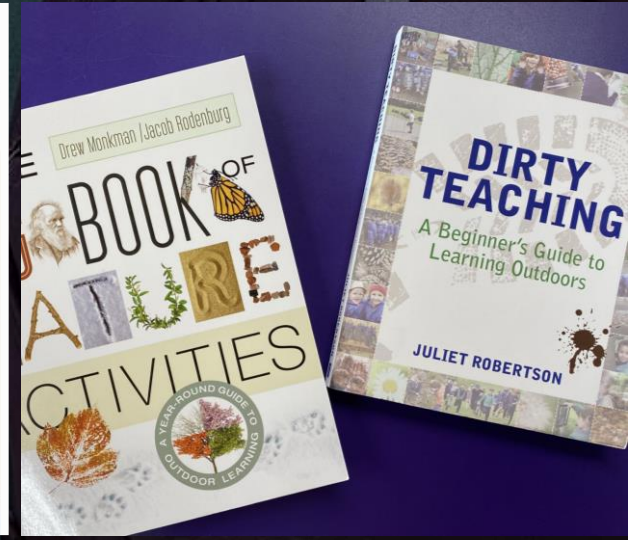
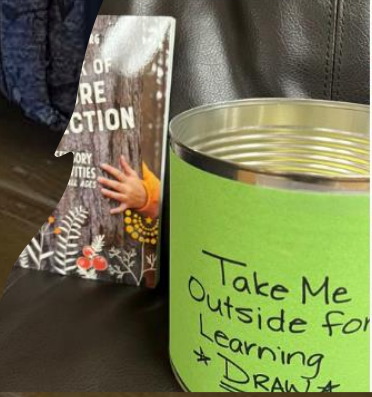
HCTF Wild School,  
@TakeMeOutside,  
Gavin Lake camps,  
#TMO4Lsd27





... went home with "The Book of Nature Connection" -  
... online and locally at Save On Foods! #NesikaLearns  
... congratulations Ms. Hopkins, Ms. Kolinsky and Mme Ratko!

# Equipping Staff



Edwards and Mme Vachon take turns to work one on one with students to strengthen phonemic tasks while the rest of them explore nature in our forest. Tres bien! [@takemeoutside](#) [#NesikaLearns](#) [04Lsd27](#)



Nesika take their paperwork very seriously! What a great day to work outside. [@takemeoutside](#) [#NesikaLearns](#)



Ms. Therrien's gr. 2/3 class, led by music teacher Ms. Neufeld, captivated the rapt audience of (Ms. Hopkin's) kindergarteners through songs they've been learning in music class. Pictured is "Ode to a Marshmallow!" [@takemeoutside](#) [#TakeMeOutsideDay](#) [#NesikaLearns](#) [nardonCheryl](#)



Be a part of our story:  
**#NesikaLearns**

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

**What supports do we need to ground our practices to our plan throughout the school year and into the future?**