



Cariboo-Chilcotin School District 2023-2024 School Plan for Learner Success

School Name: Naghtaneq Elementary Junior Secondary



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.

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.



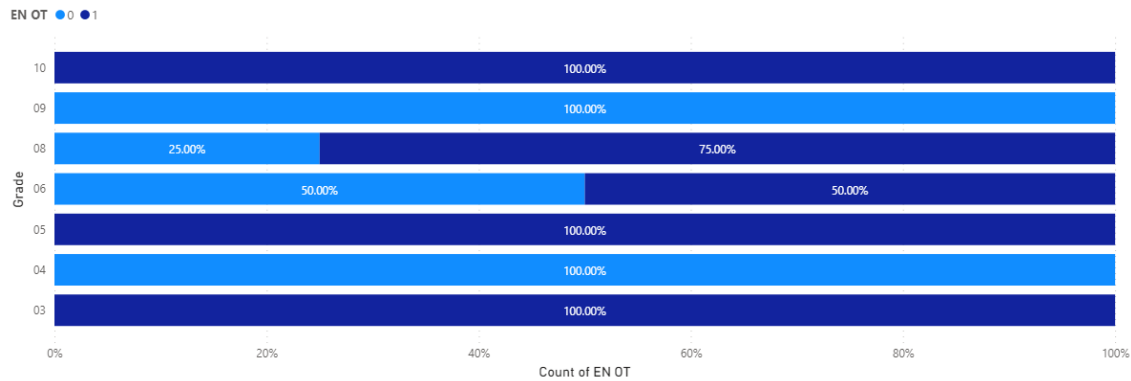
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the district and is expected to be considered in school planning for learner success.

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

2023 – 2024 Results:

2022 – 2023 Results: Percentage of students meeting or exceeding literacy expectations:

On Track EN - Percent Passing



2022 - 2023 Goals and Focus Areas:

- Students in grades K to 8 will advance one year reading level as determined by the Dart assessment.

Strategies and Structures:

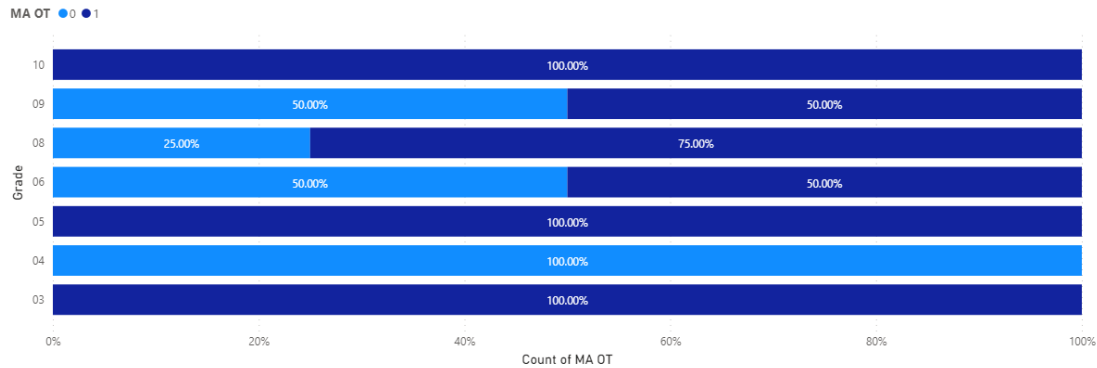
- Actions for Enhancing Student Learning and Experience
 - Students will be assessed using the Dart Literacy Assessment given in fall and spring.
 - Students will be assessed by two school-wide-writes.
 - All students in grade K to 8 requiring support will be given explicit one on one instruction for 20 minutes each day focusing on targeted remediation of phonemic awareness, fluency, and reading strategies.
 - All students in grade K to 8 will participate in a home reading program targeting 20 minutes of reading a minimum of 4 days a week.
- Actions for Enhancing Staff Capacity & Learning
 - Staff will collaborate daily as we develop strategies to improve language acquisition skills within our Chilcotin language emersion program.

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

2022 - 2023 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



2022 - 2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K to 8 meeting or exceeding expectations in numeracy.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Apply the Vancouver Island Numeracy Assessment at the start of each new math unit.
 - Small group in-class support for identified gaps in number sense or extension of learning.
- Actions for Enhancing Staff Capacity & Learning
 - School will focus on teaching/assessing Numeracy ex. Peter Liljedahl - Professional development on the Thinking Classroom
 - Apply First Peoples Principles of learning in practice for math.

Human and Social Development

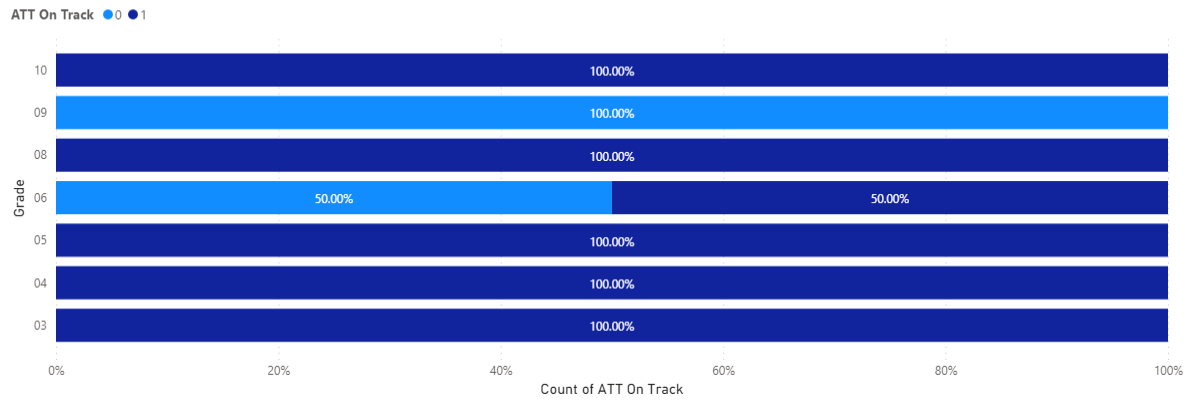
Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

3.1 Attendance

2022 - 2023 Results:

- Percentage of students attending 80% or greater end of June 2020:

Percent On Track (Attending 80% or Greater)



2022 - 2023 Goals and Focus Areas:

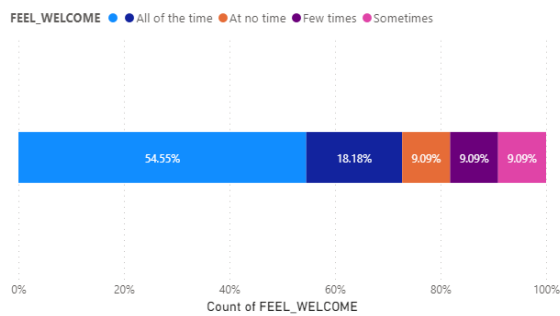
- 100% of students attending 80% or greater end of June 2024.

3.2 Connection to School

2022 - 2023 Results

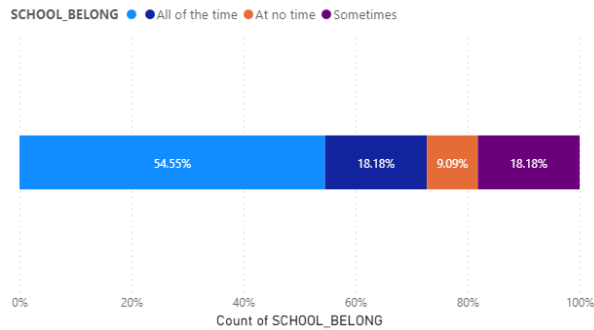
- Percentage of students in grades K - 8 who report feeling welcome in their school during 2023 – 2024.

Students Feeling Welcome



- Percentage of students in grades K - 8 who report having a sense of belonging in their school during 2022 - 2023:

Students With A Sense of Belonging



Goals and Focus Areas

- Students will experience a sense of belonging in our learning community as they become competent in Chilcotin through daily instruction.
- Students will value performing at their potential resulting in improved learning when they develop a sense of pride and foster a sense of well-being culturally.

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Students in grade K to 8 will do language arts, science, and social studies in both Chilcotin and English throughout each day.
 - Students will each create an individual short video in Chilcotin which expresses what it means to be a part of the Xeni Gwet'in and live in Nemiah Valley.
 - All students will receive instruction in Chilcotin language and culture.
 - All students will participate in our school and community "Chilcotin Culture Week".
 - Our "Code of Conduct" RAMS for Success will enhance student self-esteem and build our learning community.
 - Provide a healthy hot lunch and snack program supported by the Xeni Gwet'in Band and Community Links.
 - When deciding upon content that will be incorporated into the school or classroom, begin by checking with the local First Nation's community or Aboriginal organizations.
 - Create a healthy and safe school environment.
 - Bridge the gap between classrooms, community, and generations.
 - Implementing Indian Residential School Survivor Program
 - Enrich the school learning environment with Chilcotin drumming and singing.
 - Incorporating First Nations culture and traditions into all curricular areas
 - Take learning outside on the land whenever possible.
 - Students will participate in our Ridge Walker hiking club. Our moto, "Do a Little More Than You Did Before!", will inspire students to reach new heights in the mountains as well as our learning opportunities.
 - Integrate traditional foods into our activities, where possible, including Indian Ice-cream, Indian Tea, wild potatoes, bannock, dried meat and fish.
 - Students will harvest traditional foods like wild potatoes and onions.

- Students will explore horse management. Horse culture runs deep throughout Xeni Gwet'in culture historically as well as present day.
 - Students create traditional toys and beaded crafts.
 - Students will join elders at the traditional village of the Xeni Gwet'in to collect pine tree pitch and learn how to prepare traditional pitch medicine.
 - Students will learn about the importance of maintaining a knowledge connection with their history and responsibility to keep those traditions vital in our modern society.
- Actions for Enhancing Staff Capacity & Learning
 - Always consider how The First Peoples Principles of Learning can be integrated with learning opportunities.
 - Develop understanding and application of The Seven Grandfather Teachings.
 - Develop knowledge and application of the oral tradition.
 - Active involvement in community, inclusion of all resources
 - Develop more awareness of self-care both in students and staff by focusing on Trauma-Informed practices and Self-Regulation (Dr. Stuart Shanker).
 - Naghtaneqed School will continue to develop our Chilcotin Emersion Program during the 2023 - 2024 school year.
 - Students will be surveyed in June to determine the level of their sense of belonging and how welcome they feel at school.
 - Invest time in recognizing our inter-connectedness between everyday life and the natural world and the importance of maintaining health and balance: rod fishing, ice fishing, animal tracking, cross-country skiing, snowshoeing, plant identification and preservation, landmark explorations, resource stewardship, medicine walks.
 - Office referrals will be reviewed in June with the goal that their frequency will decrease throughout the year and students will overcome challenges with greater confidence and resiliency.
 - Regular rural school principal meetings focused on maximizing student learning and transitioning students into attending urban high schools.

3.3 Careers and Core Competencies

- Grade 8 students will be responsible to navigate the Cariboo-Chilcotin Virtual School courses. They will be required to operate a laptop, necessary software, and Teams independently.
- Intermediate students will explore 5 mini-career kits provided by the SD#27's Career Development Department.
- Intermediates will explore robots and coding while engaging with Alana Meyers, SD#27's Intermediate Career Development Coordinator.
- Intermediates will develop increased capacity needed to operate a laptop and necessary software.
- Grade 8 students will investigate career opportunities within their community and beyond.

Other Focus Area

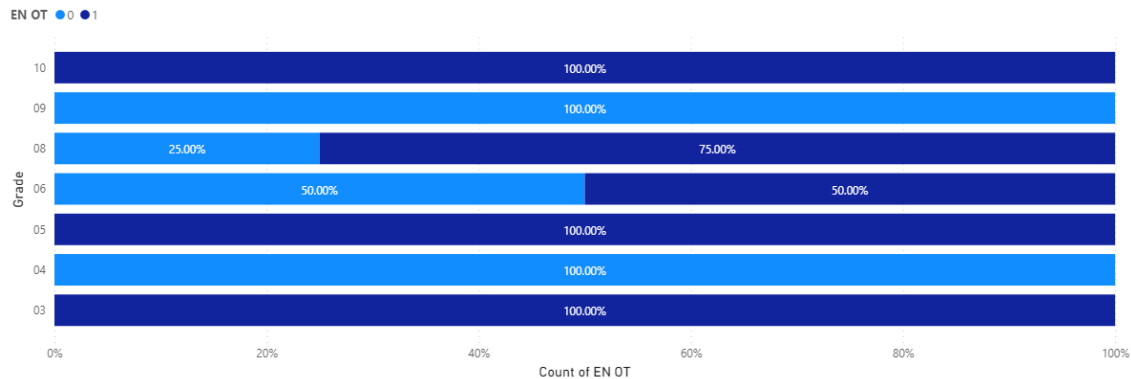
Building community:

- All students will be required to participate in and contribute to our daily community building exercises including teamwork, leadership, peer support, challenges, cultural activities, identifying individual strengths, and community engagement.
- All students will explore an in-depth study into salmon including lifecycle, anatomy, habitat conservation, cultural significance, cultural practices, and resource management.

2020 - 2021 Results:

- Percentage of students meeting or exceeding literacy expectations:

On Track EN - Percent Passing



2021-2022 Goals and Focus Areas:

- Students in grades 4-9 will advance one year reading level as determined by the Dart assessment.

Strategies and Structures:

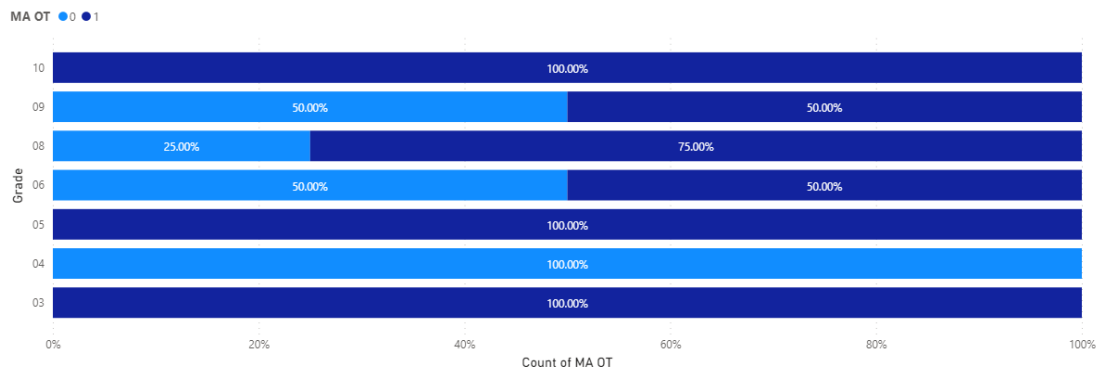
- Actions for Enhancing Student Learning and Experience
 - Students will be assessed using the Dart Literacy Assessment given in fall and spring.
 - Students will be assessed by two school-wide-writes.
 - All students in grade 5-7 requiring support will be given explicit one on one instruction for 20 minutes each day focusing on targeted remediation of phonemic awareness, fluency, and reading strategies.
 - All students in grade 5-7 will participate in a home reading program targeting 20 minutes of reading a minimum of 4 days a week.
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Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

2020-2021 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



2021-2022 Goals and Focus Areas:

- Improve the number and percentage of students grades 4-9 meeting or exceeding expectations in numeracy

Strategies and Structures:

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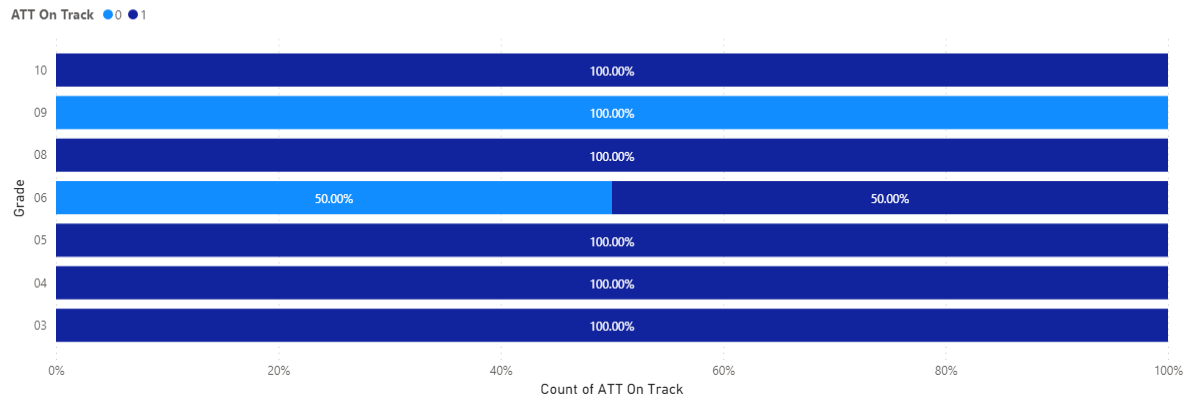
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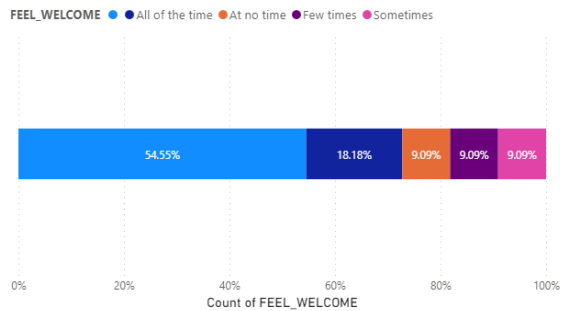
- 100% of students attending 80% or greater end of June 2022

3.2 Connection to School

2020-2021 Results

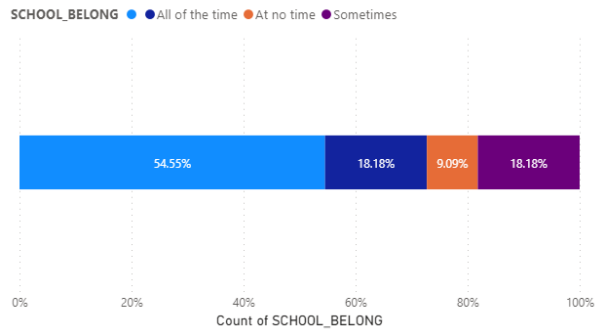
- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2020-2021

Students Feeling Welcome



- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2020-2021:

Students With A Sense of Belonging



Goals and Focus Areas

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- Intermediate students will explore 5 mini-career kits provided by the SD#27's Career Development Department.
- Intermediates will explore robots and coding while engaging with Alana Meyers, SD#27's Intermediate Career Development Coordinator.
- Intermediates will develop increased capacity needed to operate a laptop and necessary software.
- Grade 9 students will investigate career opportunities within their community and beyond.

Other Focus Area

Building community:

- All students will be required to participate in and contribute to our daily community building exercises including teamwork, leadership, peer support, challenges, cultural activities, identifying individual strengths, and community engagement.
- All students will explore an in-depth study into salmon including lifecycle, anatomy, habitat conservation, cultural significance, cultural practices, and resource management.

School Team Meeting Schedule:

Sep-Oct: Introduce updated school planning model. Review results from 2020-21 school year and fall assessments as staff (school-wide write, DART, Math assessment, etc.). Identify student focus groups and strategies and document in school plan.

Nov.: Complete FSA testing

Feb.: Review semester 1 report card data as a staff; Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Feb-Mar: Review FSA data alongside report card marks and assessments (triangulation). Celebrate success and adjust strategies as required.

Apr: Conduct Ministry Student Learning Survey

May-Jun: Complete all district assessments (school-wide write, Math assessment, EPRA/DART, etc.). Review results and compare alignment with report card data collected for term 2. Review student learning survey results and plan response.

June: Conduct Naghtaneqed student survey and analyze results

Jun: Review all available data for school for 2020-2021 school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- Monthly SBT review of attendance.

Glossary:

EA – Education Assistant

ELA – English Language Arts

EPRA/DART – Performance-based reading assessments, designed in British Columbia, by cohorts of BC educators, in response to teachers' questions about how best to use assessment information to guide their reading instruction

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students

FNCSW – First Nations Classroom Support Worker

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and numeracy

Self-Regulation (Dr. Stuart Shanker) – the ability to monitor and modify emotions, to focus or shift attention, to control impulses, to tolerate frustration or delay gratification.

Student Learning Survey – A provincial survey conducted online once a year by the BC Ministry of Education to inform educational stakeholders about students’ school experience

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

School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-10 every fall and spring. At Naghtaneqed, we have all students complete it twice a year (Gr. 1-10)

Naghtaneqed School Student Survey – A school developed survey that all students do once a year to inform staff at the school level how students view our school

SPLS – School Plan for Learner Success

Chilcotin Emersion Primary Program - Students will experience Chilcotin language and culture through emersion practices with additional English support for literacy and numeracy.

The Seven Grandfather Teachings - set of teachings on human conduct towards others. Originating from traditional Anishinaabe teachings from elders.

Trauma Informed Practice - a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.

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.

Faye Brownlie – One of BC’s most sought after literacy and learning experts. She works in staff development in BC, nationally and internationally.

Xeni Gwet’in – name of our local First Nation.