

*"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all"
Skeh Huhoont'i hodul'eh ti.*



Nusdeh Yoh Elementary

Rooted in Aboriginal world views, culture, and language

School Plan
for Student Success

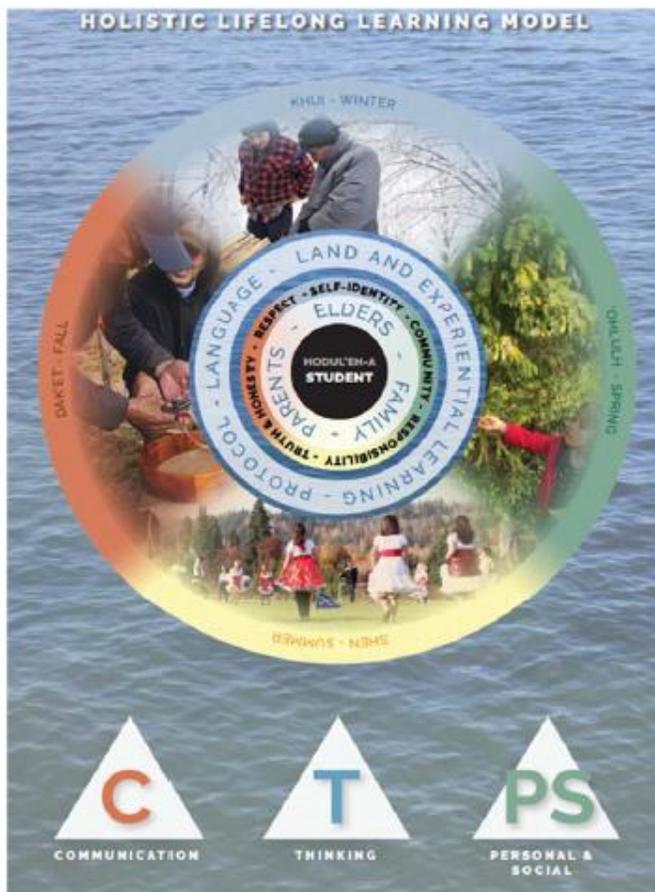
2021 (Revised Sept. 2021)

Lheidli T'enneh hubeh keyoh whuts'odelhti.
Nts'ezla hubeh yun ts'uwhut'i,
ts'uzt'en ink'ez ts'unuwhulyeh.

We respectfully acknowledge the unceded
ancestral lands of the Lheidli T'enneh,
on whose land we live, work and play.



School Plan for Student Success



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.



School District 57 Strategic Plan 2021-2026

Implementation Year 1 and 2

*"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all"
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We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

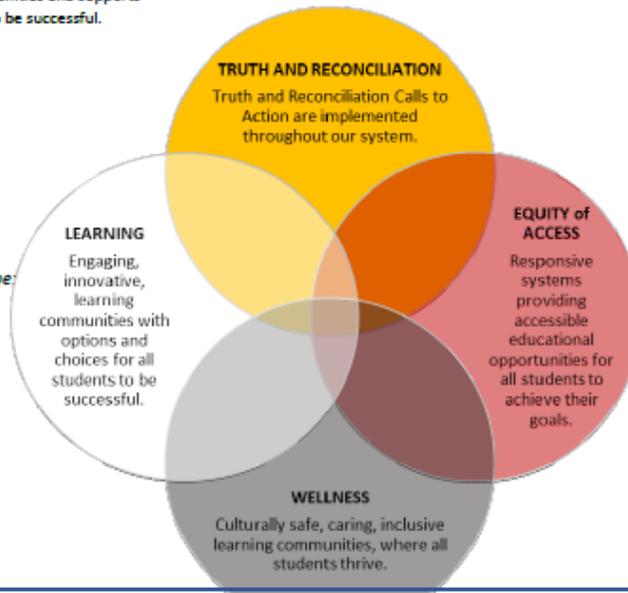
We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions

For the next five years, our priorities will be:



About Nusdeh Yoh – *House of the Future*

At Nusdeh Yoh, our first and most important goal is to provide a safe and welcoming environment where students and their caregivers feel supported in reaching their full potential. Whether the focus is on academics or social emotional learning, it is a confident student with a positive mindset and the potential to navigate our complex world that we hope to see transition from Nusdeh Yoh to high school, and into adulthood.

On Indigenous Culture:

Each morning when students arrive at school, we begin the day in a good way with a welcome song that we sing and drum together as a community. Our lead drummer/singer of the month shares the song over the PA system while staff, students and parents join in from outside.

Some of the additional cultural highlights include; Learning Feasts, Student Drumming, Outdoor Education Opportunities and Restitution and Restorative Practice. At Nusdeh Yoh each classroom hosts and participates in a Learning Feast. Three times a year we welcome students from another school in our district to join and learn about this ceremony. This year we will host 4 keeping to our learning groups. We look forward to welcoming guests again.

We have a strong commitment by students to learn, celebrate and share in drumming and singing. Several times a week our student drummers meet to practice and learn new songs. Each month they lead us in the singing of Oh Canada in Dakelh. Over the last few years, we have been invited to perform at City Events including the “Civic Light Up” as well as the Remembrance Day Ceremony. We are proud of our students!

At Nusdeh Yoh, we are grounded in restitution and restorative practice (RRP) with the core belief that we are always learning and when things go wrong or someone is hurt, we can and will “make things right”. Our awareness and commitment to using circle as a tool for building community and problem solving continues to grow with the majority of our classes using circle everyday as a welcoming place for students & staff.

We have shifted our Communicating Student Learning to align with Indigenous ways of knowing, being, and doing. The Circle of Courage and the 10 Universal Values from the Lheidli T’enneh Seasonal Rounds Calendar forms the basis for the Core Competency work at Nusdeh Yoh, and our formal CSL document reinforces the focus on ‘connection to self, others, and the environment’. Our school-wide recognition program ‘Buffalo Horns’ is also centered around the Circle of Courage (Belonging, Independence, Generosity, Mastery) and the 10 Universal Values.

On Balanced Literacy:

Balanced Literacy is our number one academic goal. We are working hard to improve our outcomes by taking a systematic approach to ensuring that our students are getting the supports and interventions required to increase their confidence and belief in themselves that they are and can be readers.

Our school is involved in the CAIS Initiative (Comprehensive Academic Intervention Strategy). We are continually reflecting on our teaching practices to ensure we are implementing the best approaches to support our most vulnerable students.

We have a large number of staff supporting literacy outcomes whether that support be a direct academic intervention or a push in approach to supporting students with managing emotions that can surface when learning is difficult or overwhelming. Our goal is focused on the development of a growth mindset.

Because of the large number of staff and programs we have, we have created a school wide schedule asking all staff to be mindful of literacy and numeracy instruction. During this time, we ask that no students are pulled out of the learning opportunity. Rather, additional staff who are available to support are asked to “push in” to classrooms.

At this time, we are using our ELL teachers to provide additional intervention time for literacy. Each classroom has a dedicated ELL teacher who provides small group instruction above and beyond the classroom teachers daily literacy blocks. At this time, the intervention being used is the Levelled Literacy Intervention by Fountas and Pinnell. Additionally, we work closely with one of our district Speech Pathologists to guide us in the programming for speech.

Most importantly, we are asking our teachers to be reflective of their own practice and identify areas for growth with the ultimate goal of becoming the best teacher they can be when it comes to literacy instruction and student success.

On Dakelh Language:

At Nusdeh Yoh, Dakelh is formally taught as the second language for our grades 5-7 classes. Additionally, for all of our students, Dakelh is incorporated into daily learning opportunities such as language lessons, check-in circles, calendar activities, hallway greetings, daily announcements, O Canada, words of the week, and many others. At our Remembrance Day ceremony, students recited In Flanders Field in Dakelh and sang two songs which incorporated Dakelh words and phrases. Although we no longer have a language teacher, teachers are working with the Indigenous Education Department to continue to learn new strategies and further embed Dakelh into our school.

Nusdeh Yoh - Strategic Planning Engagement Process

Our school community is currently evaluating our school goals and engaging our students, staff and parent/guardian community in this critical process. As a result, we will be looking for feedback from our school community to help guide decision making and ensure all voices are heard and represented. Throughout the 2021/2022 school year, we will be doing a number of activities to engage our community. We will revisit these goals to discuss progress in January, and June.

District Directions

Our District has recently undergone an engagement and feedback process with the intention of developing a new Strategic Plan. Through that process, 4 directions were identified as priorities over the next 5 years. These overarching ideas, identified below will also guide our goals at Nusdeh Yoh Elementary.

- ♦ **Truth and Reconciliation**

Truth and Reconciliation Calls to Action are implemented throughout our system.

- ♦ **Equity of Access**

Responsive systems providing accessible educational opportunities for all students to achieve their goals with a specific focus for our Indigenous learners, our children and youth in care, and our students with diverse abilities.

- ♦ **Wellness**

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff, and families.

- ♦ **Learning**

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities.

TRUTH AND RECONCILIATION STAFF STATEMENT

At Nusdeh Yoh we work towards Recognizing where we are as a school. Accepting the results of the Special Advisory report and working with the recommendations that come forth. We support our families from where they are - willing to hear each other's stories. At Nusdeh Yoh we will work to make sure the truth is heard before we work to reconcile. From acknowledgement we seek to have all understand their role in moving beyond apologies to action.

GOAL

At Nusdeh Yoh we aim to Decolonize Education

STRATEGIES

Use of seasonal rounds as a framework for education and learning

Build relationships with our families by using social activities that bring the community to the school

Increase family events such as September opening community lunch, elders tea, welcome to K event, grocery draw, events on parent teacher nights for community.

Link Strong Start to school events

Providing support to students to be successful in schools

Reimplement elder and residence

Acquire a new Dakelh language teacher

Connect with community resources through HUB Initiative

Track how we are engaging our parents and how we can improve parent engagement

Support community in their strengths / leverage community strengths

Meaningful continuance of discussion surrounding Truth and Reconciliation

Make Nusdeh Yoh ready for our learners

SUCCESS MEASURES

We will look to our Student Learning Survey administered in grades 4 and 7 to measure the percent of students identifying if they feel welcomed at school and if school is a place where they feel like they belong. We expect to see an increase of 10% or more for students reporting that they feel welcomed and belong at school after our implementation plan.

STAFF LEARNING STATEMENT

At Nusdeh Yoh we will learn to build student confidence and increase mastery skills. We will strive to meet the learning needs of the whole student (from all four directions) using both traditional and Western ways of knowing and learning. We will start with relationships, we will provide a safe caring place for learning to take place.

GOAL

At Nusdeh Yoh we will increase Literacy and Numeracy Rates

STRATEGIES

We will increase learning within the 4 directions by utilizing both traditional and western ways of knowing and learning.

We will focus on Strength based learning

We will Teach from where students are (finding their access points)

We will Teach why education is important

We will Model and teach future planning

We will Increase expectations through using Circle of Courage and Place based learning

We will utilize a Community learning / citizenship partnership through our HUB and incorporate Family Support Services for our Parents/Guardians

We will teach through Hands on learning

We will utilize Land Based learning incorporating math, literacy, art all in an outdoor setting.

We will connect with Indigenous ed. department to enhance school based learning

We will provide Options for all student to be successful = UDL

We will work to increase student attendance through more home contact through our IEW's

We will utilize literacy intervention measures already in place.

We will have specific support workers connected to specific families to do regular check ins to ensure students are attending.

We will connect with families to discuss student growth

We will celebrate learning

We will Build relationships with students through love

SUCCESS MEASURES

At Nusdeh Yoh we will look to our assessment paradigm to measure, diagnose and use data to inform our teaching practice.

STAFF WELLNESS STATEMENT

At Nusdeh Yoh our school community (families, guests, stakeholders, rightsholders, staff and students), need to feel included, heard, and safe, without fear of judgement or recompense. The holistic (mental/learning, emotional, physical and spiritual) needs aim to be met for all who come to Nusdeh Yoh. We want to make sure you are well as you are learning. Meeting physical, social and emotional needs allows us to build a community of acceptance and trust.

GOAL

At Nusdeh Yoh we will endeavor to Ground our students in Who They Are

STRATEGIES

We will develop Schoolwide SEL Protocols that are accessible.

We will use visuals to support social emotional learning and common/ consistent language for SEL

We aim to have scheduled uninterrupted time for SEL development and play so we can show that we value this part of education.

We will use in service to plan our SEL strategies

We will use restorative practices consistently (in the classroom and across the school)

We will improve access to wellness programs such as counselling, rainbows, loss and grief, boys and girls groups.

We will use traditional practices such as smudging, drumming and morning prayer.

We will use morning circle and after lunch as check ins.

We will connect with nature - Field trips/Outdoor classroom

We will develop opportunities for play

We will use Medicinal walks for the spiritual wellness of our students

We will Build relationships with students through love

SUCCESS MEASURES

Our Student Learning Surveys for our Grades 4 and 7 students provide us with insight regarding how they feel about themselves and how they feel in our school community. Ensuring students feel connected and have a sense of belonging is critical in ensuring students are successful. Our goal is to see a 10% increase in students developing a sense of belonging, as well as feeling safe in our school. We also want to see that students report that 2 or more adults in our school care about them. This increases our support network and shows us the systems we have in place are effective. We hope to see steady increases into the 2023 school year.

STAFF EQUITY OF ACCESS STATEMENT

Offering and recognizing where appropriate support is needed and meeting our students where they are when they enter our doors is critical in ensuring Equity of Access. Providing a safe atmosphere to inspire learning in a variety of programs and meeting physical and emotional needs through alternate ways of learning such as land based, social learning, and play are equitable. Working towards having a more holistic view when assessing student need and providing support resources is essential as well. Opportunities and supports to help students be successful (cultural, academic, SEL, and Physical) are equitable and help to address Equity of Access.

GOAL

At Nusdeh Yoh our Supports should reflect the Needs of the Student

STRATEGIES

We will help optimize staffing which reflects the needs of the students and their designations

We will advocate for equitable access for student support

We will advocate for needs deployment of services instead of numbers-based support deployment

Have students understand the supports they need and why through meaningful discussion and dialogue

We will help students see themselves in their learning through meaningful dialogue and discussion

We will help students to help understand their history through meaningful dialogue and discussion and exposure to community supports

We will provide opportunities where financial barriers are removed (sports, social, emotional i.e counselling, elders)

We will develop communication of what supports are available within and outside of the district with caregivers/parents/guardians.

We will extend invitations to school events - have the community schools coordinator create a list of community supports for families and students as well as supports in the district to share with families

We will increase and streamline data collection on behaviors

We will implement a school wide behavior policy to ensure consistency of behavioral interventions and expectations of students

We will Increase student community learning through opportunities and exposure to community programs

Teaching families/students what supports are available to them in the community.

SUCCESS MEASURES

Student Success = Equity of Access Success.

Through student confidence, through participation, through expressing joy in a positive identity, by having increased parent involvement, by providing access to parents and students of community/school resources the measure of success will be recognizable in the improvement in the holistic health of our learning community including academic success.