

SD #58 NICOLA-SIMILKAMEEN

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT 2014 / 2015 ANNUAL PLAN

School District No.58's current Aboriginal Education Enhancement Agreement was signed in October of 2012. The agreement, outlines a commitment to improving in the four goal areas of health and wellness, culture and language, self-worth and identity and academic success.

The following annual plan will serve two purposes. The first is to report out on year two progress priorities, and the second is to identify year three priorities, actions and targets.

District Context:

School District No. 58 (Nicola-Similkameen), enrolled 2397 students this year. Of that 1053 or 43.9% of students self-identified as having Aboriginal ancestry. This is significantly higher than the 2012/2013 Provincial percentage of 10.9%. In 2012/2013 the percentage of Aboriginal students on reserve was 24% and off reserve was 76%.

Year in Review:

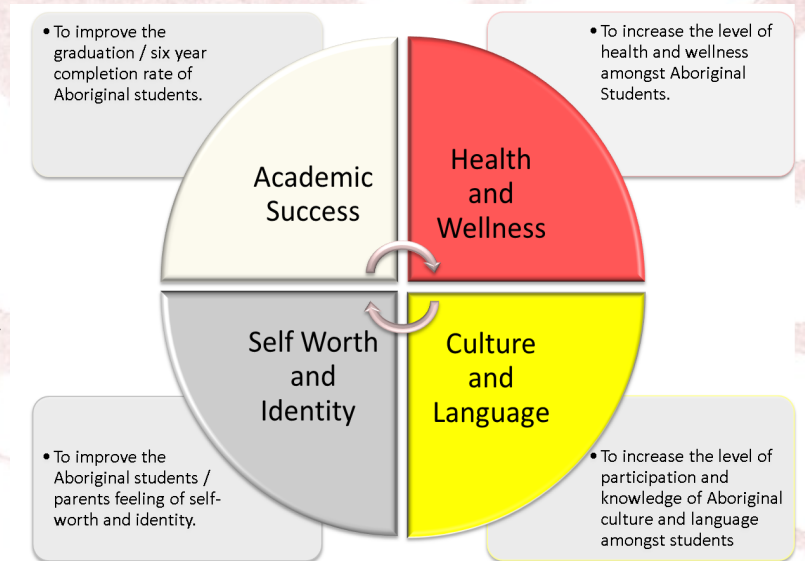
Communicating the Aboriginal Enhancement Agreement commitments, progress and targets remained a priority for year two. Updates were provided to the Nooaitch Band, Lower Nicola Band and the Coldwater Band. Updates were also provided regularly at monthly Education Meetings. Communication with First Nations Support Workers occurred on a regular basis and the Enhancement Agreement goals and actions were consistently part of the discussions.

A number of District wide activities continued throughout the year. At the Grade 7 level students had an opportunity to participate in Lahal and Knobby Ball. Unfortunately due to job action / teacher lockout students did not have an opportunity to participate in the annual Pow Wow. This year it was to be hosted by Merritt Bench Elementary and much work went into it's organization. It is our hope that this work can be honored next year. Of particular note this year were several new activities. The parent appreciation night was extremely well attended and several elementary school performances of the local traditional dances were well received. These new activities along with schools that show cased their drum groups at a number of community events were popular with non-aboriginal and aboriginal participants and spectators.

School based cultural activities continued on a regular basis. The gathering of sage, roots, tea, mushrooms and sweats were a few of the activities supported by First Nations Support Workers. Year two of the culture camp experience were provided for teachers, administrators and community members. Field events took place in the communities of Shackan and Lower Nicola. The Aboriginal Academy 9 was offered in the second semester and it is our hope to offer a year long Academy 8 for next year.

Regular Enhancement Agreement meetings continued to take place and helped move the work forward. Increasing the level of integration of First Nations curriculum and experiences at the classroom level was difficult and remains a priority for next year.

The data trend for the Six Year Completion Rate reflects the hard work of all those involved including our students. We have moved steadily upward from a Six Year Completion Rate low in 2008/2009 of 37% to 65% in 2012/2013 and it is something to celebrate. However, with that said we know much work remains in closing the gap between Aboriginal and Non-Aboriginal success at all levels of our system in particular the foundation skills at the grade four and seven level.



2013/2014 Examples of Action Items

Health and Wellness

- First Nations Community Service Review
- MSS - Circle of Courage Work
- Connection with Aboriginal Success by Six Table
- Wellness Committee Representation
- SELT Training for FNSW
- District wide kindergarten assessment

Culture and Language

- Language Teacher Support
- Culture Camps for Staff (Shackan, Lower Nicola)
- Language Curriculum Developed and Shared
- Residential School Resources Compiled
- Seasonal Calendar Development

Self-Worth and Identity

- Parent Appreciation Night
- Role Model Posters
- Traditional Dance Groups
- Drumming and Singing Groups
- Pictograph Decals

Academic Success

- Academic Language / Primary Literacy Updates
- District Wide Assessments
- Seasonal Calendar - Traditional Activities and Teachings
- Gr.8 and Gr. 9 Literacy Support
- Review of Student Support Services (MSS)
- Ab/Ed Courses

Baseline Data (See EA Binder / Website for Details)

How We Are Doing Report (2012/2013)	Language Classes & Participation (2013)	Enhancement Agreement Survey
Attendance Data (Elementary)	FNSW Contact / Programs / Services	Longitudinal Achievement Outcomes
Resource People	Activities	

2013 / 2014 Targets and Results

Health and Wellness	Result (Aboriginal Students)
Increase Health and Wellness contact in all schools to 15-20%	16.7%
Increase the number of students reporting positively about their Health and Wellness from 70% to 85%	Elementary 71.1% Secondary 67.1%
Increase the number of students reporting that they have an adult to go to when not feeling good about themselves from 69% to 85%	Elementary 85.2% Secondary 70.4%

Culture and Language	Result (Aboriginal Students)
Increase Culture and Language contact in all schools to 15-20%	22.4%
Are you learning about local First Nations Culture in your classes from 48% to 60%	Elementary 56% Secondary 40%
Increase the number of students reporting that they are participating in Cultural Activities from 36% to 60%	Elementary 84% Secondary 41%
Self-Worth and Identity	Result (Aboriginal Students)
Increase Self-Worth and Identity contact in all schools to 15-20%	17.1%
Increase the number of students reporting that they feel good about themselves from 78% to 85%	Elementary 74.5% Secondary 67.9%
Decrease the number of students with attendance concerns (Elementary) from 64 to 32	37
Decrease the number of students with attendance concerns (Secondary) by 25%	TBD
Academic Success	Result (Aboriginal Students)
Increase gr. 4 FSA results in Reading, Writing and Numeracy to 70% meeting expectations	58%, 45%, 49%
Increase gr. 7 FSA results in Reading to 60%, Writing to 65% and Numeracy to 50%	47%, 49%, 58%
Increase transition rate from grade 9 to grade 10 to 90% or higher	89%
Increase transition rate from grade 10 to 11 to 85% or higher	84%
Increase transition rate from grade 11 to grade 12 to 75% or higher	74%
Increase completion rate to 70%	65%

2014/2015 Priorities

Health and Wellness

- Continue to develop social emotional learning supports for students and enhance current supports by adding an aboriginal perspective
- Support students and families by connecting the Social Emotional Learning Team to First Nations communities (eg. Agencies, coaches, rec leaders)
- Continue with the implementation of the Circle of Courage work at Merritt Secondary School
- Increase the connection between Strong Start and Aboriginal parents
- Provide staff / parent workshops on relevant Aboriginal Health and Wellness topics (eg. Blanket Workshop)
- Expand extra-curricular activities and increase student participation
- Provide opportunities for traditional healing methods
- Address student concerns relating to fatigue (Community LINKS)
- Provide a wellness space at Merritt Secondary School and improve spaces in other schools

Language and Culture

- Continue to support Culture Camps for Staff (Re-scheduling of Upper-Similkameen and a focus on teachers)
- Integrate Aboriginal Topics and Activities across Curriculum focussing on developing and implementing:
 - ◊ Seasonal Calendar resources
 - ◊ Partnerships and learning opportunities with teachers
 - ◊ Residential School Experience resources (Connect to curriculum that is available)
- Continued Support of Language Program
 - ◊ Development and Support of a Professional Learning Community focussed on Language Instruction
 - ◊ Continued teacher support (eg. Mentoring) and resource development

Self Worth and Identity

- Continue to increase contact / communication with families and communities
- Highlight student successes in the community
- Expand range of aboriginal focused clubs / activities and increase participation
- Expand Aboriginal content in school libraries and online (connect to local resources)
- Continue to support Aboriginal Academy 9 and its expansion into grade 8
- Provide for an Aboriginal topic at the Summer Institute

Academic Success

- Use new Kindergarten assessment to identify vulnerable students and connect them and caregivers to FNSW and services
- Use District Assessments in numeracy and literacy to connect students to learning supports
- Support transition of Aboriginal students from the primary program to the intermediate program in the areas of numeracy and literacy
- Focus on self-regulation and social emotional learning as foundations for academic success
- Connect District and community resources to students (SELT team / Literacy and Technology Helping Teachers)
- Provide alternatives to suspension
- Provide resiliency research and information to all staff and parents
- Provide staff, parent and student workshops on the topic of resiliency
- Support transition of Aboriginal students and continue to increase learning support at the gr. 8 and 9 level?
- Continue to develop alternate programs that reflects resiliency research

Targets

Health and Wellness:

1. Increase (maintain) Health and Wellness contact in all schools to 15-20%
2. Increase the number of secondary students reporting positively about their Health and Wellness to 70%
3. Increase the number of students reporting that they have an adult to go to when not feeling good about themselves to 85%

Culture and Language

1. Increase the number of students reporting that they are learning about local First Nations Culture in their classes to 60%
2. Increase the number of secondary students reporting that they are participating in cultural activities to 60%

Self-Worth and Identity

1. Increase (maintain) Self-Worth and Identity contact in all schools to 15-20%
2. Increase the number of students reporting that they feel good about themselves to 85%

Academic Success

1. Increase the gr. 4 FSA results in Reading, Writing and Numeracy to 70% meeting expectations
2. Increase the gr. 7 FSA results in Reading, Writing and Numeracy to 65% meeting expectations
3. Increase the transition rate from grade 9 to grade 10 to 90% or higher
4. Increase the transition rate from grade 10 to grade 11 to 85% or higher
5. Increase the transition rate from grade 11 to grade 12 to 75% or higher
6. Increase the Six Year Dogwood Completion rate to 70%

Notes:

- continue to work towards aligning the Enhancement Agreement with other planning documents (eg. the Strategic Plan, District Achievement Contract, Local Education Agreements and School Plans)
- provide data on percentage of students for each of the Bands
- disaggregate data for Elementary and Secondary
- provide comparison of data from year to year
- examine actions from a system / structure view not from a student view
- provide detail on the how