

SD #58 NICOLA-SIMILKAMEEN

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT 2013 / 2014 ANNUAL PLAN

School District No.58's present Aboriginal Education Enhancement Agreement was signed in October of 2012. The agreement, outlines a commitment to improving in the goal areas of health and wellness, culture and language, self-worth and identity and academic success. In addition to this the school district also committed to working collaboratively to:

- 1) developing new data collecting tools and gathering base line data for the purpose of setting targets;
- 2) reviewing and reporting out on Enhancement Agreement results on a yearly basis and
- 3) allocating dollars to reaching the goals outlined in the Enhancement Agreement.

In response to commitment number one, two new data collecting tools were developed. The fluid survey system was developed to track student contact in relation to Aboriginal programs and services. An online survey was developed and distributed for the purpose of collecting student data in the goal areas of Health and Wellness, Language and Culture and Self-Worth and Identity. The survey was administered to students in grades 3, 5, 7, 9 and 11 in both Princeton and Merritt. Finally a review of attendance amongst Aboriginal students was completed. All data tools were useful in gathering information and developing baseline data. In relation to commitment two, the Enhancement Agreement Sub-Committee has meetings regularly for the purpose of reviewing District progress and for providing input into this annual report which will be shared with the First Nations Education Council, the Board of Education and community members. Lastly commitment three has been completed by correlating the First Nations Education Council budget to the four goals of the Enhancement Agreement.

District Context:

School District No. 58 (Nicola-Similkameen), enrolled 2505 students this year. Of that 1029 or 41.1% of students self-identified as having Aboriginal ancestry. This is significantly higher than the Provincial percentage of 11.2%. In 2011/20012 the percentage of Aboriginal students on reserve was 26% and off reserve was 74%.

Year in Review:

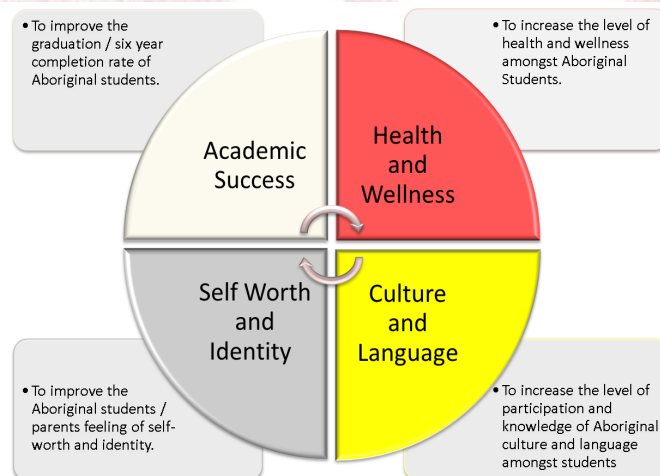
The first priority for the agreement was to communicate it to stakeholders. As a result District staff provided an overview of the agreement at monthly education meetings, the District Principal of Aboriginal Education presented the work at school staff meetings and it was reported out at a range of community meetings. In addition, District and school based work, in particular that of the First Nations Support Workers have been linked to the agreement and the goals have been kept alive through regular review. During this first year numerous action items have also been implemented in all four goal areas.

A number of District wide activities have been developed and implemented during this year. At the Grade 7 level students had an opportunity to participate in Lahal, Knobby Ball and Traditional Game days. The entire District participated in the annual Pow Wow, this year hosted by Merritt Secondary and several celebrations took place. Of particular note was the Aboriginal Grad which highlighted students participating in traditional local dancing.

Numerous school based cultural activities took place and these are highlighted in the reviews provided by First Nations Support Workers. A year long culture camp experience was provided for teachers, this year highlighting the communities of Shackan, Upper-Nicola and Coldwater. Approximately 20 staff members participated in the sessions. The Aboriginal Academy 9 was offered for the second year and will be offered again in 2013-2014.

Regular Enhancement Agreement meetings have taken place and have helped moved the work forward. Data, including new tools and information have been reviewed and action items have been prioritized (see attached tables). Increasing the level of integration of First Nations curriculum and experiences at the classroom level will be one of the priorities for next year.

The data trend for the Six Year Completion Rate as well as the Grade 4 Foundation Skills Assessment for 2013-2014 are positive; however, much work remains in closing the gap between Aboriginal and Non-Aboriginal success.



Health and Wellness

- The Fourth R (Personal Growth and Relationships)
- Boys and Girls Groups (Traditional Teachings)
- Elder Presence in the Schools
- R Native Voice (Okanagan Cultural Program)
- Aboriginal Academy 9

Culture and Language

- Expansion of Language Program (KLC, DVE)
- Culture Camps for Staff (Nooaitch, UNB, Coldwater)
- Aboriginal Resource People in Schools
- Primary Language Support (K-3)
- Expansion of Extra-Curricular Activities
- Lahal, Knobby Ball, Traditional Games Day, Pow Wow

Self-Worth and Identity

- Independent Directed Studies Opportunities
- self directed learning (eg. R Native Voice, Barrel Racing)
- Grade 8 and 9 Literacy / Numeracy Supports
- Community Visits (Academic Counseling, UN, Shakan)
- Aboriginal Academy 9

Academic Success

- Role Model Posters
- Increase in Aboriginal Teachers
- Traditional Activities and Teachings
- Elders Program
- Aboriginal topics at Summer Institute
- Academic Language Support

Baseline Data (See Appendix for Details)

How We Are Doing Report (2011/2012)	Language Classes & Participation (2012)	Aboriginal Academy Survey
Attendance Data	FNSW Contact / Programs / Services	Enhancement Agreement Survey
Resource People	Activities	

2013/2014 Priorities

Health and Wellness

- Continue to develop social emotional learning supports and enhance by adding an aboriginal perspective
- Address student concerns relating to hunger and fatigue (Community LINKS)
- Provide a wellness space at Merritt Secondary School and improve spaces in other schools
- Develop strategies to improve attendance
- Strengthen Children in Care procedures through protocol review and development
- Connect work with Aboriginal Success by Six Table
- Increase the connection between Strong Start and Aboriginal parents
- Support students learning by connecting the Social Emotional Learning Team to First Nations communities.

Language and Culture

- Continue to support Culture Camps for Staff (possible expansion to include Support Staff and the communities of Princeton / Shackan / Lower Nicola / Upper Similkameen)

Language and Culture Continued

- Integrate Aboriginal Topics and Activities across Curriculum focussing on developing and implementing:
 - ◊ Residential School Experience resources
 - ◊ Seasonal Calendar resources
- Complete a review of Language Program

Self Worth and Identity

- Continue to increase contact / communication with families and communities
- Pilot an advisory program containing an Aboriginal perspective at MCE and PSS
- Continue to support Aboriginal Academy 9 and its expansion into other grade levels
- Provide for an Aboriginal topic at the Summer Institute
- Develop strategies to address attendance concerns

Academic Success

- Update the current Primary Literacy Model
- Update the current Academic Language Model
- Continue to increased learning support at the gr. 8 and 9 level?
- Pilot an advisory program containing an Aboriginal perspective at MCE and PSS
- Support Attendance goals at both the Elementary and Secondary Level
- Use new Kindergarten assessment to identify vulnerable students and connect those parents to FNSW
- Focus on self-regulation and social emotional learning as foundations for academic success
- Connect District resources to the community (SELT team / Literacy and Technology Helping Teachers)

Plan and Targets

Health and Wellness

1. Increase Health and Wellness contact in all schools to 15-20%
2. Increase the number of students reporting positively about their Health and Wellness from 70% to 85%
3. Increase the number of students reporting that they have an adult to go to when not feeling good about themselves from 69% to 85%

Culture and Language

1. Increase Culture and Language contact in all schools to 15-20%
2. Are you learning about local First Nations Culture in your classes from 48% to 60%
3. Increase the number of students reporting that they are participating in Cultural Activities from 36% to 60%

Self-Worth and Identity

1. Increase Self-Worth and Identity contact in all schools to 15-20%
2. Increase the number of students reporting that they feel good about themselves from 78% to 85%
3. Decrease the number of students with attendance concerns (Elementary) from 64 to 32
4. Decrease the number of students with attendance concerns (Secondary) by 25%

Academic Success

1. Increase gr. 4 FSA results in Reading, Writing and Numeracy to 70% meeting expectations
2. Increase gr. 7 FSA results in Reading to 60%, Writing to 65% and Numeracy to 50%
3. Increase transition rate from grade 9 to grade 10 to 90% or higher
4. Increase transition rate from grade 10 to 11 to 85% or higher
5. Increase transition rate from grade 11 to grade 12 to 75% or higher
6. Increase completion rate to 70%