

SD #58 NICOLA-SIMILKAMEEN

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT 2015 / 2016 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 three purposes. The first is to report out on year two progress priorities, and the second is to identify year four priorities, actions and targets.

District Context:

School District No. 58 (Nicola-Similkameen), enrolled 2419 students this year. Of that 980 or 40.5% of students self-identified as having Aboriginal ancestry. This is significantly higher than the 2014/2015 Provincial percentage of 10.5%. In 2013/2014 the percentage of Aboriginal students on reserve was 27% and off reserve was 73%.

Year in Review:

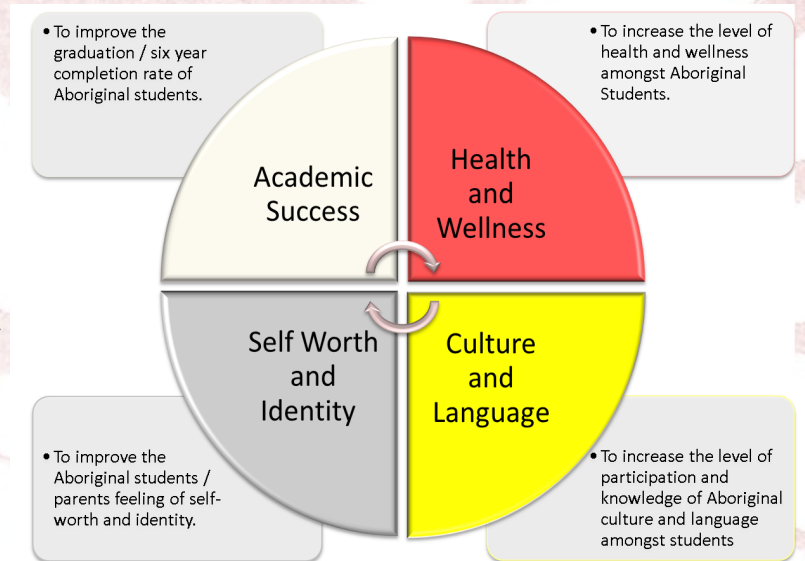
Communicating the Aboriginal Enhancement Agreement commitments, progress and targets remained a priority for year three. Updates were provided to the Upper Nicola, Nooaitch, Lower Nicola and the Coldwater Band. Updates were also provided regularly at Education Meetings. Communication with First Nations 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 the Traditional Games, Lahal and Knobby Ball. Additionally students were able to participate in the annual Pow Wow hosted by Merritt Bench Elementary School. The elder appreciation luncheon was extremely well attended and student performances were well received. This year's luncheon also included an activity where elders provided a quote stating some advice for students in their journey through school. These activities along with an increasing number of students across the district that show cased their drumming and singing skills were popular with non-aboriginal and aboriginal participants and spectators.

School based cultural activities continued on a regular basis. The scraping of hides, story telling, traditional technology, gathering of sage, roots, tea, mushrooms and sweats were a few of the activities supported by First Nations Support Workers. Year three of the culture camp experience were provided for teachers, administrators and community members. Field events took place in the communities of Nooaitch, Upper Nicola and Upper Similkameen. The Aboriginal Academy 8 was offered year long.

Regular Enhancement Agreement meetings continued to take place and helped move the work forward. The increasing integration of First Nations curriculum and experiences at the classroom level was a break through along with the focus on and delivery of Residential School Experience Curriculum/Lessons across the grade levels. It is our goal to continue with this progress 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; however, we did see a drop to 58.3% in 2013/2014. We continue to be extremely aware of the need to improve achievement levels and 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.



2014/2015 Examples of Action Items

Health and Wellness

- Traditional Activities - sweats, smudging, brushing, etc...
- SELT / FNSW Meeting
- SELT Workshop - Generational Trauma / Mot. Interv.
- SELT meeting with Band Reps for transitioning
- Welcome Rooms (New room at MSS)
- District wide kindergarten assessment / support

Culture and Language

- Seasonal Calendar Support
- Culture Camps for Staff (Nooaitch, UNB, USIB)
- Language Conference Attendance
- Residential School Experience Lessons
- District Cultural Teacher time Pilot
- Teacher unit plan development

Self-Worth and Identity

- Family and community sessions
- Strong Start material (First Nations / Aboriginal Content)
- Integration of FN curriculum into classroom activities
- Drumming / Singing (growing)
- Secondary Programs (MSS and PSS)
- FNSW Programs and Services

Academic Success

- Kindergarten / Gr. 1 Assessment / Support
- Primary Literacy Support
- Seasonal Calendar - Traditional Activities and Teachings
- Gr.8 / Gr. 12 Support
- FNSW Programs and Services
- Ab/Ed Courses

Baseline Data (See EA Binder / Website for Details)

How We Are Doing Report (2013/2014)	Language Classes & Participation (2014)	Enhancement Agreement Survey
Attendance Data (Elementary / Sec)	FNSW Contact / Programs / Services	Longitudinal Achievement Outcomes
Resource People (TBD)	Activities	

2014 / 2015 Targets and Results

Health and Wellness	Result (Aboriginal Students)
Increase (maintain) Health and Wellness contact in all schools to 15-20%	16.4%
Increase the number of secondary students reporting positively about their Health and Wellness to 70%	Elem. 77.3% Sec. 65.1%
Increase the number of students reporting that they have an adult to go to when not feeling good about themselves to 85%	Elem. 81.6% Sec. 68.4%

Culture and Language	Result (Aboriginal Students)
Increase the number of students reporting that they are learning about local First Nations Culture in their classes to 60%	Elem. 71% Sec. 48%
Increase the number of secondary students reporting that they are participating in cultural activities to 60%	Elem. 78% Sec. 28%
Culture and Language contact in all schools	23.4%
Self-Worth and Identity	Result (Aboriginal Students)
Increase (maintain) Self-Worth and Identity contact in all schools to 15-20%	18.8%
Increase the number of students reporting that they feel good about themselves to 85%	Elem. 84.1% Sec. 73%
Academic Success	Result (Aboriginal Students)
Increase the gr. 4 FSA results in Reading, Writing and Numeracy to 70% meeting expectations	Rea. 63% Writ. 49% Num. 55%
Increase the gr. 7 FSA results in Reading, Writing and Numeracy to 65% meeting expectations	Rea. 63% Writ. 60% Num. 66%
Increase the transition rate from grade 9 to grade 10 to 90% or higher	90%
Increase the transition rate from grade 10 to grade 11 to 85% or higher	91%
Increase the transition rate from grade 11 to grade 12 to 75% or higher	61%
Increase the Six Year Dogwood Completion rate to 70%	58%
Academic Success Contact	41.4%

2015/2016 Priorities

Health and Wellness

- Support Schools with their Well-Being goals by adding an aboriginal perspective
- Expand extra-curricular activities and increase student participation
- Support students and families by connecting the Social Emotional Learning Team to First Nations communities (eg. Agencies, coaches, rec leaders)
- Provide staff / parent workshops on relevant Aboriginal Health and Wellness topics (eg. Blanket Workshop)
- Connect staff with First Nations community activities, events and gatherings

Language and Culture

- Integrate Aboriginal Topics and Activities across Curriculum focussing on developing and implementing:
 - ◊ Seasonal Calendar resources
 - ◊ Development of partnerships and learning opportunities with classroom teachers
 - ◊ Development and implementation of sequential Residential School Experience resources / lessons
- 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)

Academic Success

- 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
- Provide alternatives to suspension
- 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

2015/2016 Targets

Health and Wellness:

1. Increase (maintain) Health and Wellness contact in all schools to 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%
4. Increase the number of students with satisfactory attendance to 86%

Culture and Language

1. Increase the number of secondary 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 20%
2. Increase the number of students reporting that they feel good about themselves to 85%
3. Decrease the percentage of students with attendance concerns by
4. Increase the number of students with satisfactory attendance to 86%

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 70% meeting expectations
3. Increase the transition rate from grade 9 to grade 10 to 95% or higher
4. Increase the transition rate from grade 10 to grade 11 to 95% or higher
5. Increase the transition rate from grade 11 to grade 12 to 75% or higher
6. Increase the First-Time Grade 12 Graduation Rate to 70%
7. Increase the Six Year Completion rate to 70%

Notes:

- Fluid Survey contact info not a target but collected for baseline info under all goals
- Attendance not a target but collected as baseline info: Elementary >15 = 27 students Secondary >15 41 students *14 excused
- Suggested that the district host a meet and greet where staff could meet local resource people
- See attachments: Feedback on report and Info on Suspensions
 - ◇ Children's basic need's need to be taken into consideration
 - ◇ Children in Care are at highest risk
 - ◇ A range of extra-curricular/recreational activities should be considered