

Aboriginal Education Enhancement Agreement SD No. 85, Report Two 2007 - 2008

BUDDY READING

2006 – 2007 - PHSS
weekly reading buddy
sessions at the local
band school.



ORAL STORY TELLING

May 6 & 7, 2007 'Early
Learning & Literacy Fair'
featured Victor Reece,
Oral Story teller. Over
700 families attended two
literacy themed events.



OCTOBER DIVERSITY MONTH

FNESC Eric Wong
facilitated two full day
workshops for school
teams in 2007.



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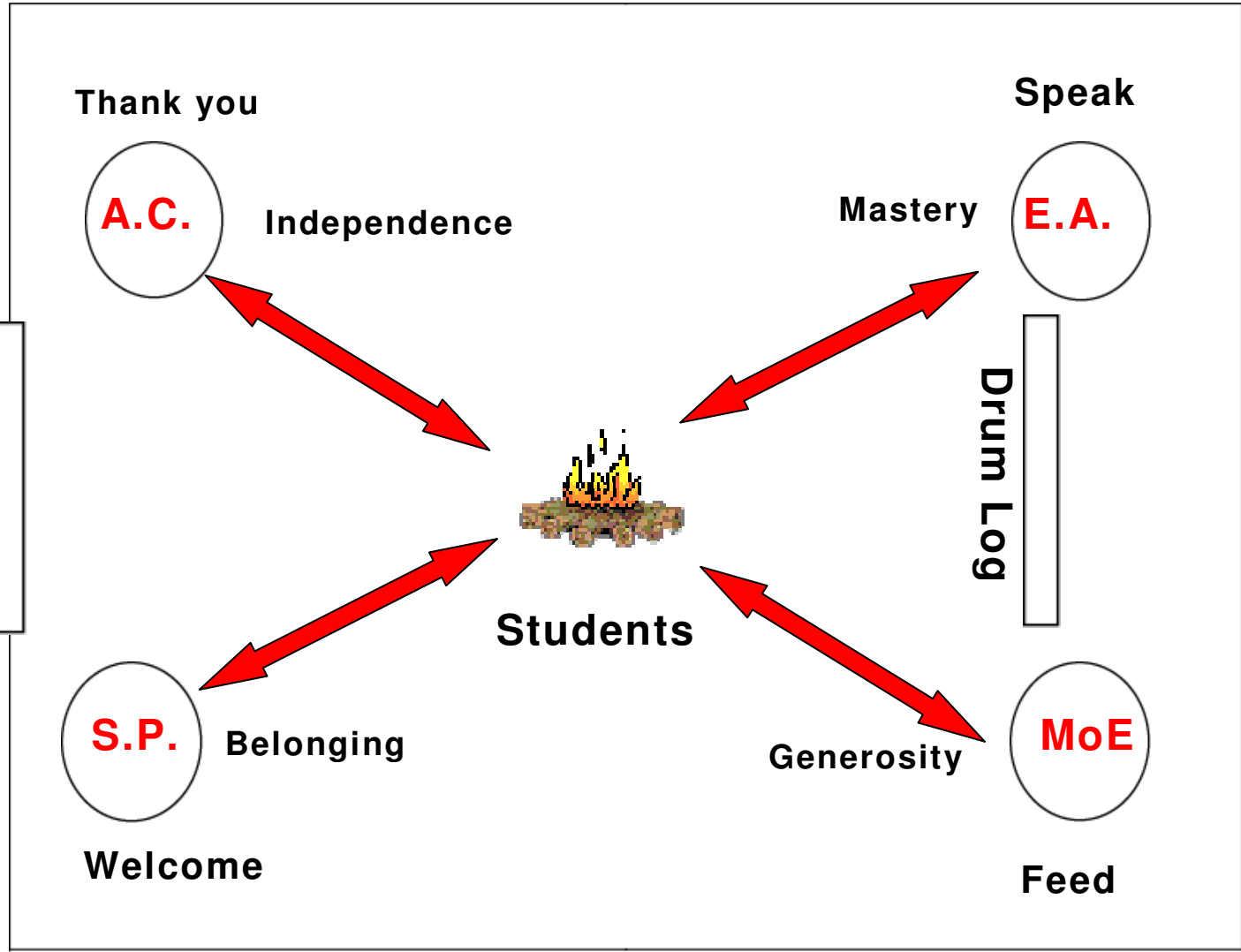
Gukzi – Bighouse Framework



Gukzi – Bighouse Framework
F.N.E.C, First Nations Programs & E.S.L

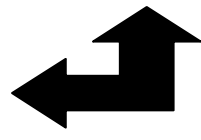
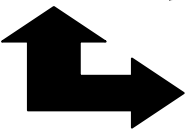


**Superintendent, Management
Principals & Vice Principals**



**Trustees, Elders, Parents,
Guardians & F.N.E.C**

Schools within S.D. 85



Aboriginal Enhancement Agreement SD No. 85 Background

The First Nations Education Council (F.N.E.C.) is made up of delegated representatives of Da'naxda'xw First Nation, Gwa'sala - 'Nakwaxda'xw Nation, Kwakiutl Band Council, Musgamagw Tsawataineuk Tribal Council (Kwicksutaineuk/Ah-Kwa-Mish First Nation, 'Namgis First Nation, Tsawataineuk First Nation), Quatsino First Nation, Whe-La-La-U Area Council (Mamalilikala, Tlowitsis Tribe, Tlatlasikwala First Nation), Metis/Off- Reserve representative and School District No. 85.

The F.N.E.C. believes in:

- Honouring the Da'naxda'xw First Nation, Gwa'sala - 'Nakwaxda'xw Nation, Kwakiutl Band Council, Musgamagw Tsawataineuk Tribal Council (Kwicksutaineuk/Ah-Kwa-Mish First Nation, 'Namgis First Nation, Tsawataineuk First Nation), Quatsino First Nation, Whe-La-La-U Area Council (Mamalilikala, Tlowitsis Tribe, Tlatlasikwala First Nation) as the territorial people and recognizing the importance of their leadership role in Aboriginal education.
- Educational programs and services that are based on research and best practice.
- A holistic educational approach to improve Aboriginal students' success.
- A commitment by School District No. 85 Aboriginal communities to encourage Aboriginal family involvement and engagement including strategies in goal areas.
- Recognizing Aboriginal families as a child's first educator.
- Increasing percentage of schools using British Columbia Ministry of Education Shared Learnings in all areas.

In 2003, F.N.E.C. embarked on the two year journey to create the Aboriginal Education Enhancement Agreement. The first report was submitted to F.N.E.C. in 2006 – 2007. The second report was written in collaboration with F.N.E.C. members and partner groups beginning in September 2007.

The format has changed slightly to reflect the successes in the second report in section one. Actions by FN programs, schools, F.N.E.C. partners continue to assist SD No. 85 to improve the achievement of Aboriginal students. Actions are captured by stories as examples of many actions initiated by schools. The appendix reflects the on-going indicators and targets set out by the Aboriginal Enhancement Agreement goals.

Performance Indicators and Targets Achieved 2006/2007

Goal One: The students will feel an increased sense of belonging & respect through their school experience.

- Increase provincial satisfaction survey percentages and results. TARGET - To increase the number of Aboriginal parents from 10 participating in the Provincial Satisfaction Survey.

Result – a positive increase from 10 to 28 elementary and secondary parents participation.

***Action Taken**– FN Staff visited homes, called parents or the schools created incentives to fill out the survey through the school newsletter.*

- Increase results in School District No. 85 'Student Survey Results' in the area of respect for diversity. TARGET - to increase the number of secondary students who respond positively by 5% from 2003/4 to 2005/6.

Result – the secondary students response positively from 37.9% strongly disagree in 2003/4 to 29% in 2006/7. (9% +).

***Action Taken**– SD No. 85 revised the Race Relations policy in 2006/7. In October, all schools participated in FNESC, Anti-racism tool kit professional development workshops.*



Goal Two: Increase the number of Aboriginal students with academic success.

- To increase the number of Aboriginal students completing the BC graduation program with the BC Dogwood Diploma

Result- Increase in six-year completion rate for Aboriginal students from 51% to 57%. An increase of 6%.

Result- Increase in six-year completion rate for Aboriginal boys from 27% in 2002/03 to 57% in 2006/07. An increase of 30% over five years.
- Increased Aboriginal student performance and success in senior academic courses. **TARGET** - To increase the number of students participating in Chemistry 11 from 3 students to 7 students.

Result – 12 students participated in Chemistry 11 in 2006/7. Six students at NISS; six students at PHSS.
- Increase year end grades at the secondary level in academic areas.

Result – Increase in passing grade 9 Math by 20%.
 Increase in passing grade 9 Social Studies by 15%.
 Increase in passing grade 10 English by 22%.
 Increase in passing grade 10 Principals Math by 15%.

- Increase in grade ten exams.
Result- Increase in C+ category grade ten English by 4%.
Increase in C+ grade category grade ten Principles of Math by 21%.
- Increase in grade seven FSA reading, writing, and numeracy
Result - Increase in meeting or exceeding in reading by 14%.
Increase in meeting or exceeding in writing by 1%.
Increase in meeting or exceeding in numeracy by 26%.
- Aboriginal students above the equity line in grade seven numeracy FSA; Aboriginal students 78% meeting or exceeding compared to Non-Aboriginal students 75% meeting or exceeding.

Goal Three – All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

- Increase BC First Nations Studies 12 participation rates for all students. Target – To increase the # of students by 15 students.

Result – In 2006/7 there were 36 students enrolled in BC First Nation Studies 12 compared to 12 students enrolled in 2004/5. An increase of 24 students.

Action Taken– *Actively promoted BCFN12 in both secondary schools and Aboriginal communities.*

- D.A.R.T. (District Assessment Reading Team) assessment results, based on the BC Performance Standards, will demonstrate annual improvement of student achievement levels in grade 3, 6, and 9.

Result – Increased results in grade nine Aboriginal students by 24%.

Action Taken– *Actively promoted Aboriginal literacy content at all levels; including locally developed curriculum.*

First Nation Programs and/or School Success Stories!!!

N.I.S.S. - Spring Science Camp

NISS had a very unique opportunity to implement a spring science classes on Hanson Island in the Broughton Archipelago. Many people attended an Ethnobotany workshop at a professional development at the Implementation Day workshops. At this workshop Irene Isaac, Denise Cranmer, Ricki McCrae, Keith Williams and Donna Hunt collaborated to organize the trip to Hanson Island.

The science camp was a success as all the students have commented on what they learned and how much fun they had. The trip started with a ride on a commercial fishing boat, M.V. Rainbow Queen, where students received traditional information on the area from a 'Namgis elder. We were fortunate to visit the Orca Lab and participated in a mini workshop on the efforts of Dr. Paul and Helena Spong's studies of killer whales in the area. We then proceeded to take a 40-minute hike up to the Earth Embassy to the top of Hanson Island. We learned about the local history, which included the flora and fauna of the island. We camped out at the Earth Embassy, and students learned about marine biology and traditional preparation of food. The students were very interested in culturally modified trees and got an opportunity to participate in harvesting cedar bark. The last few hours were spent on having lunch on the beach, and then the students got an opportunity to go kayaking before loading the boat and heading back to Alert Bay.

The objectives of our science class encompassed many aspects that included:

- *Encouraging 'Namgis First Nations students to explore Traditional Ecological Knowledge (TEK) and Western Modern Science (WMS)*
- *Opportunities to explore their traditional territories, community and sense of place*
- *Promote an interest in the Kwak'wala language and traditional Kwakwaka'wakw teachings*
- *Increase knowledge of science and technology as it relates to 'Namgis First Nation and Western Modern Science*
- *To increase networking and communication with partner programs – North Island Secondary School, 'Namgis First Nation and North Island College*

P.H.S.S. - Native Support Program - Student Success Story

I had an impact on a student's grade in Essentials Math 10. Essentials, is a word that doesn't necessarily mean easier, just better suited to daily life. So Essentials Math 10 is virtually the same level degree of difficulty as Principles Math 10.

Every day I would tutor or even deliver the course to this student in the NSP block as well as the regular math block. Some days were a struggle as the student would find ways to argue about working. I did push the student harder than others, because I know the student's background in Math and schooling overall.

When the student left their old school to come to PHSS, their math skills were the bare bone basics of addition, subtraction, division and multiplication. I found myself being repetitive on instruction and methods as the student moved along in the course. The student found ways to remember formulas and how to solve for an unknown when given known factors.

At times the student would try to find the easiest way to do questions, without learning how to do them first. I did convey to the student that there were different ways to solve a question, but the student needed to learn one of these ways before finding shortcuts on solving math questions. Based on the progress made this year, the student stands a very good chance of passing the exam.

Eke Me-Xi Young Adult Program – Gwa'sala-'Nakwada'xw

We had a very successful year at the Eke Me-Xi Program. At the beginning of the year we had a student start with us that had previously gone to PHSS. The student had low attendance at PHSS. This student was very reluctant, quiet, and withdrawn when the student first started at Eke Me-Xi. It was very hard to get the student to work, much less respond when the teacher or support worker asked a question. Half way through the year I had sent this student home for being very disrespectful. The student apologized and asked to return to Eke Me-Xi.

This is a student that did not enjoy reading until "Touching Spirit Bear" novel was introduced. The student absolutely loved the book and finished all the required assignments with high marks. During reading the book the student related themselves to the character in the book and began to talk about involvement with the doing some things in the community. At the end of our conversation the student talked about negative peer pressure.

Throughout the year I also developed a very positive relationship with the student's parents. The parents noticed their child enjoyed the program and they noticed positive attitude change. They even thanked me for the work that I have done and wanted to know if the student could graduate at Eke Me-Xi.

I'm proud to say that the student passed science, social studies, English, and essentials math 9. I'm also very proud to say that the student had the highest attendance rate in the Eke Me-Xi Program (average 95%).

By the end of the school year the student was very polite, socializing with other students, as well as, the teacher and support worker. This student will be returning to the Eke Me-Xi Program in September.

APPENDIX – GOAL ONE

GOAL ONE

The students will feel an increased sense of belonging & respect through their school experience.

RATIONALE:

Enhance school environment creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

PERFORMANCE INDICATORS AND TARGETS:

- Increase provincial satisfaction survey percentages and results

TARGET – To increase the number of Aboriginal parents from 10 participating in the Provincial Satisfaction Survey.		
Provincial Satisfaction Survey – Parent Survey Participation		
YEAR	No. of Parents	Target met
2005 – 06	N = 10	Baseline year
2006 – 07	N = 28	Yes, target met by 18 parents.
2007 – 08		
2008 – 09		
2009 – 10		

NEW ACTIONS

FN Programs:

- FN staff to follow-up school-by-school and promote the survey.
- Create a promotional poster.

School:

- Continue school incentives.
- Create business cards for FN staff and staple to survey.

Partner Groups:

- First Nation Bands to distribute a promotional poster; provide incentives.
- Sacred Wolf to distribute a promotional poster.

- Increased student attendance rates at the intermediate and secondary level

ELEMENTARY

TARGET— To increase the number of elementary grade 6 and 7 'less than 4 absences by 10% from baseline averages over ten months, while maintaining '0' absence rates of baseline average over ten months.					
YEAR	Grade 6 less than 4	Grade 7 less than 4	Grade 6 '0' abs.	Grade 7 '0' abs.	
2004 - 05 baseline	83%	75%	32%	27%	Baseline year
2005 - 06	82%	81%	41%	31%	
2006 - 07	80%*	82%	32%	34%	*Jan., Feb., June less than 4 grade six abs. concern
2007 - 08					
2008 - 09					
2009 - 10					

Schools:

- FNEC to provide schools (with 5 or more students) an opportunity to initiate a student council incentive program; student council to create a plan to increase student attendance, such as, spirit day events; submit a plan to FN Programs to access \$100.00. Provide a report to FNEC.

Partner Groups:

- Bands to provide grade seven students with info session in January on the value of getting good grades based on good attendance. Include a session for parents.

School District

- What can be done for excessive student absences?
- District to define and create a standard for an 'absence and excused' for all schools. Are there absences that are unavoidable? Consider creating a system to acknowledge cultural absences, such as, granting credit for cultural absences.

- SECONDARY

TARGET— To increase the number of 'less than 10 absences' in all secondary levels by 10% (5 students) from baseline average in October, January, May, and June.					
YEAR	October	January	May	June	
2004 – 05	53%	39%	36%	47%	Baseline year
2005 – 06	73%	46%	39%	40%	
2006 – 07	47%	47%	36%	42%	
2007 – 08					
2008 – 09					
2009 – 10					

FN Programs:

- FN Staff to visit feeder schools to provide info sessions “What grade 7 students need to know about their new school.”

Schools:

- FNEC to provide schools (with 5 or more students) an incentive to initiate a student council incentive program; student council to create a plan to increase student attendance, such as, spirit day events; submit a plan to FN Programs to access \$100.00. Provide a report to FNEC.
- Invite grade seven students to special events at the secondary school...Take a grade seven to school days!
- Utilize grade 10/11/12 students as mentors for grade 7 students.
- Consider an April or May school based multicultural day; partner with local organizations.

- Increase results in Social Responsibility S.D. No. 85 'Student Survey Results' in the area of respect or diversity

ELEMENTARY

TARGET— To increase the number of elementary students who respond positively by 4.1% from 2003 – 2004 baseline year.						
Year	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	
2003 – 2004	24.3	37.4	32.6	7.3%	4.1%	Baseline year
2004 – 2005	27	32	34	4%	3%	
2005 – 2006	22	30	40	5%	3%	
2006 – 2007	24	30	37	5%	4%	
2007 – 2008	83%			17%		New survey baseline data.
2008 – 2009						

FN Programs:

- Add other elementary schools to one of the First Nation Early Literacy cycle.

Schools:

- Consider using the FNEEC 'anti-racism toolkit or activity booklet'?
- Communicate through student 'voice' key messages by publishing a diversity month newsletter at each school.
- What did schools do for diversity month? Other months?
- Smaller schools consider developing role model culture events.
- Elementary schools to partner and connect with public or band schools practicing language and culture.

District:

- FNEEC to participate in the 2007 – 2008 new district social responsibility survey development.
- Network of Performance Based Schools (NWPBS) promote social responsibility projects in the area of 'respect for diversity' to reflect the EA.

- SECONDARY

TARGET— To increase the number of secondary students who respond positively by 5% from 2003/4 to 2005/6						
Year	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	
2003 - 2004	9.4	37.4	28.1	22.8%	15.1%	
2004 - 2005	8	27	40	18%	7%	
2005 - 2006	7	27	39	18%	9%	
2006 - 2007	6	25	40	18%	11%	Yes, target met.
2007 - 2008	50%			50%		New survey baseline data.
2008 - 2009						

FN Programs:

- Promote the October Diversity resource flyer.

Schools:

- Consider implementing the FNEESC, Anti-racism workshops for students and classroom teachers in core courses to support positive results.
- What did schools do for diversity month? Other months? Communicate through student 'voice' key messages by publishing a diversity month newsletter at each school.
- PHSS to continue 'Positive relations with community' events in 'X' block – building social responsibility utilizing community service providers (NWPBS project).
- PHSS FN counselor & local FNEESC Anti-racism facilitator to provide a series of FNEESC anti-racism activities in 'X' block.
- Explore district wide 'Connection Program' for grades 10, 11 & 12; see SD No. 61 for description.

District:

- SBO to provide the suspension data for secondary non-Aboriginal and Aboriginal over the past two years to FNEC.

- Increase retention rates of Aboriginal students in all schools

TARGET— To increase grade 10 students entering grade 11 to 90% for Aboriginal females and Aboriginal males			
Year	Grade 11 females	Grade 11 males	
2004 – 05	88 %	86 %	
2005 – 06	95 %	81 %	Yes, for girls.
2006 -07	Not available	Not available	
2007 – 08			
2008 -09			
2009 -10			

FN Programs:

- FN Programs to determine 06/07 numbers; percentages were not in the new 'How are We Doing Report' this year and/or approach individual secondary schools to research transition rates for grade 11 & 12 students (specifically boys).

Schools:

- Action required at high school level for Aboriginal boys. Consider a NWPBS project.
- Secondary Schools commit to ensuring students 'opt-in' for the best educational courses and counsel those students who 'opt out; include consultation with parents.
- Develop high risk student programs with community service providers, such as, cultural retreats with elders' guidance in summer before or after school year.

APPENDIX – GOAL TWO

GOAL TWO

Increase the number of Aboriginal students with academic success

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience

PERFORMANCE INDICATORS & TARGETS:

- To increase the number of Aboriginal students completing the BC graduation with the BC Dogwood Diploma

TARGET – To increase by 5% yearly (BC Dogwood Diploma)			
	Aboriginal	Non-Aboriginal	
2004-2005	46	84	Baseline year.
2005-2006	50	86	
2006-2007	57	86	Yes, target met.
2007-2008			
2008-2009			
2009-2010			

FN Programs:

- FNEC supports the Ministry of Education and BCTF Aboriginal coursework for teachers.
- FNEC to initiate Kwak'wala IRP and process to implement in schools by 2010; promote First Peoples English 12 course.

Schools:

- Secondary Schools to bring in Aboriginal professional workshops to promote careers, treaty process, and other best practices to improve performance of Aboriginal students.

School District:

- At the intermediate and secondary years the SD continue to offer in-service opportunities in the area of assessment, for example, 'Assess more; Mark less' or Ken O'Conner workshops.
- School district to continue to offer Restitution workshops part one and two.
- FNEC to initiate Aboriginal student scholarships.

- Increase percentage of Aboriginal students successfully completing English 12

TARGET – To increase by 3% participation rate			
Date	Grade 12	Grade 12 %	
2004 – 05	N= 15	35%	
2005 – 06	N= 18	48%	
2006 – 07	N= 17	50%	Yes, target met.
2007 – 08			
2008 – 09			
2009 – 10			

FN Programs:

- Target FNISW support to increase performance.

Schools:

- Continue to increase the number of Aboriginal student enrolling in English 12 versus Communications 12.
 - Offer First Peoples English 12 course.
 - increase the number of students completing English 12 with C+ or better.
- 'NEW TARGET'

TARGET – To increase performance C+ or better to 50% by 2010.			
Date	Number	Grade 12 %	
2004 – 05	n/a		
2005 – 06	n/a		
2006 – 07	4	24%	Baseline
2007 – 08			
2008 – 09			
2009 – 10			

Schools:

- Continue to implement English strategies and skills across the curriculum at all levels and all subjects.

- Increase percentage of Aboriginal student successfully completing Math 12

TARGET— To increase participation rate in Principles of Math 10 by 5% from 20% to 25%					
	Part. #	Part. %	Pass Rate #	Pass Rate %	
04/05	N = 13/ 61	21	5	38	Baseline year
05/06	N = 29/71	40	18	62	
06/07	32	42	28	88	Yes, target met.
07/08					
08/09					
09/10					

Schools:

- Increase the number of Aboriginal Students in Principals Math 10 not Essentials Math courses.
- Increased Aboriginal student participation and success in senior academic courses.

TARGET— To increase communications 12 success rate by 10 % from baseline year.		
	Percentage	
2005/06	67%	Baseline year
2006/07	100%	
2007/08		
2008/09		
2009/10		

FN Programs:

- Focus FNISW support in English 12 at both schools if data indicates decline in performance.
- Include First Peoples English 12 support by FNISW.

School:

- Explore support systems to ensure students pass English 12 with C+ by integrating FN content and seamless integrated support in classrooms.

TARGET— To increase the number of students participating in Biology 11 from 6 students to 10 students		
2004/05 baseline	N = 6	
2005/06	N = 3	
2006/07	N = 2	
2007/08		
2008/09		
2009/10		

FN Programs

- Schedule FNISW support in Sciences.
- All FN staff and school counselors to advise students Science 10 is key to graduation and post secondary entrance to certain career choices.

TARGET— To increase the number of students participating in Chemistry 11 from 3 students to 7 students		
2004/05 baseline	N = 3	Baseline year
2005/06	N = 2	
2006/07	N = 11	Yes, target met.
2007/08		
2008/09		
2009/10		

See Biology 11 suggestions.

TARGET—To increase the number of students participating in Physics 11 from 3 students to 4 students		
2004/05 baseline	N = 2	
2005/06	N = 1	
2006/07	N = n/a	
2007/08		
2008/09		
2009/10		

See Biology 11 suggestions.

- Increase grade 10 exam baseline student performance results

GRADE 10 – Principles of Math Exam

TARGET					
- To increase the Principles of Math 10 pass rate by 8% from 42% to 50%					
	Part. #	Part. %	Pass Rate #	Pass Rate %	
04/05	13	21	5	38	
05/06	29	40	18	62	
06/07			33	88	
07/08					
08/09					
09/10					

FN Programs

- Extra exam study sessions in the community before tests and exams.
- Exam study tips for parents and students.

Grade 10 English

- To increase the participation in English 10 by 7% from 53% to 60%					
- To increase English 10 pass rate by 5% from 59% to 64%					
	Part. #	Part. %	Pass Rate #	Pass Rate %	
04/05	33	54	20	61	
05/06	44	61	37	84	
06/07			46	92	
07/08					
08/09					
09/10					

Grade 10 Science

FN Programs:

To increase Science 10 participation by 10% from 43% to 53%				
To increase Science 10 performance by 10% from 27% to 37%				
	Participation #	Participation %	Pass Rate #	Pass Rate %
04/05	27	44	8	30
05/06	41	57	18	44
06/07			45	69
07/08				
08/09				
09/10				

- provide FNISSW support in Science 10; students to be enrolled in 'Native Support Program', PHSS.

Schools:

- At course selection promote grade 11 academic science courses.
- Elementary schools to promote science fairs with Aboriginal themed category; promote participation in the 'Mystic' science program and/or partner with the band schools' science fairs.

TARGET— To increase year end grades in all academic areas passed by 5% in grades 8, 9, and 10

GRADE 8 - PASSED

Grade 8	04/05	05/06	06/07	07/08	08/09	09/00
English	77%	86%	76%			
Mathematics	76%	76%	55%			
Science	82%	82%	60%			
Social Studies	74%	83%	63%			

Schools

- ESD program to be in addition to regular English courses; consider integrated seamless service.
- ESD Helping teacher support core English classes.

District

- Literacy strategies in-service provided by the district literacy helping teacher at First Nation staff meetings. Expand BARC (Boys and Aboriginal Reading Comprehension) workshops by helping teacher and FN Programs Principal to secondary level.

GRADE 8 – Number Passed

Grade 8	04/05	05/06	06/07	07/08	08/09	09/00
No.						
English	36/47	31/36	25/33			
Mathematics	34/45	29/38	24/44			
Science	50/61	37/45	29/48			
Social Studies	43/58	38/46	27/43			

GRADE 9 – PASSED

Grade 9	04/05	05/06	06/07	07/08	08/09	09/00
English	66%	74%	66%			
Mathematics	57%	55%	77%			
Science	80%	81%	69%			
Social Studies	61%	83%	76%			

Schools and FN Programs:

- Homework Clubs to continue.
- Teachers utilize new 'Shared Learnings' and other resources. Using Aboriginal content in science and all courses.
- Best practices fair – display teacher lessons incorporating Aboriginal content. Lead by FN Programs to celebration practices from 1994 to date.
- Recruit SD 85 teachers to present best practices from First Nation perspective at provincial conferences.
- Bring in visiting scientists, fishery, forestry to the classroom. Bring Historical gifts....to the classroom.

GRADE 9 – Number Passed

Grade 9 #	04/05	05/06	06/07	07/08	08/09	09/00
English	35/53	35/47	33/50			
Mathematics	20/35	22/40	23/30			
Science	45/56	42/52	36/52			
Social Studies	34/56	52/63	38/50			

GRADE 10 - PASSED

	04/05	05/06	06/07	07/08	08/09	09/00
Grade 10						
English	69%	74%	91%			
Mathematics	50%	57%	65%			
Science	61%	67%	54%			
Social Studies	87%	78%	75%			

FN Programs and Schools:

- Literacy in the content areas in-service in science.
- BARC expand to secondary with a focus in science.
- Create secondary school Board Authorized BAA courses in Science, such as, ethnobotany, fisheries, forestry, such as, NISS Forestry courses in 1990/91.

GRADE 10 – Number Passed

Grade 10	04/05	05/06	06/07	07/08	08/09	09/00
English	27/39	37/50	41/45			
Mathematics	10/20	21/37	24/37			
Science	20/33	30/45	25/46			
Social Studies	34/39	29/37	44/59			

- To increase Aboriginal intermediate level numeracy FSA results. Target met.

TARGETS: - To increase pass rate by 3% yearly in grade 7 FSA numeracy results..

	Participation #	Participation %	Pass Rate #	Pass Rate %
04/05	31	84	17	63
05/06	25	64	14	56
06/07	29	88	21	78
07/08 NEW BASELINE				
08/09				
09/10				

FN Programs, District and Schools:

- In-service for grade 5 teachers.
- FN staff in-service on researched approaches to teaching Aboriginal students in numeracy.
- Math workshops for parents.
- Elementary principals noted that the Foundation Skills Assessment, FSA may be a new baseline, due to new electronic testing, format, marked in-district.
- Diagnostic Math Assessment (DMA) pending.

- Increased 'First Nation Early Literacy' level success rates of PM Benchmark

TARGET—To increase overall PM Benchmark gain for both grades to be Level 10 for grade one; Level 18 for grade two.				
Colour indicates cohort grades	Grade One #	Grade One %	Grade Two #	Grade Two %
	Level 10 & above		Level 18 & above	
04/05	9/15	60%	17/23	74%
05/06	9/16	56%	12/15	80%
06/07	5/18	30%	6/17	35%
07/08		55%		41%
08/09				
09/10				

FN Programs:

- Service to be inclusive model in regular classrooms K-3: at ABES, RSES, EVES, and FRES. Include smaller schools in the cycle.
- Focus on IRP objectives in Oral Language, traditional storytelling, and comprehension strategies.

Schools:

- Implement six week model at ABES, RSES, EVES, and FRES. Include smaller schools in one cycle.
- 'Oral language' pilot (K – 3) completed for the Network of Performance Based Schools in January 2008.
- Promote FN library at all elementary schools.
- Aboriginal content be promoted in home reading programs; invite grandparents for read-ins; themed reading days; authors-in-residence at all schools; grade 3 and grade 11 together to co-write a story and illustration; AJ Elliott newsletter initiative is a model.

APPENDIX - GOAL THREE

GOAL THREE

All Students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

RATIONALE

Acknowledge Aboriginal content in all curriculum areas which increases respect of Aboriginal cultures, values, history of our local communities and increases Aboriginal student sense of belonging.

PERFORMANCE INDICATORS & TARGETS:

- Increase BC First Nations Studies 12 participation rates for all students

TARGET— To increase the # of students by 15 students. Target Met.

BC First Nation 12		
	Aboriginal Participation #	Non-Aboriginal Participation #
04/05	12	-
05/06	18	5
06/07	20	16
07/08		

FN Programs

- Look at performance data.
- FN Studies 12 to be promoted for all students; enroll non-Aboriginal students in the course, too. Offer in both semesters. Schedule in block opposite Socials 11; Invite guest speakers to program. Streamline local content into BCFNS12 in Socials 11.

- Increase year end DART assessment results in grade 3, 6, and 9.

TARGET— increase by 3% yearly.

District Assessment Reading Team, DART					
GRADE	05/06	06/07	07/08	08/09	09/10
Aboriginal Students - Minimally Meets, Fully Meets, Exceeding Expectations					
3	89%	91%	86%		
6	78.5%	80%	79%		
9	55.5%	59%	83%		

Schools and District:

- School incentives to include books and literature prizes, such as, 'My Elders Tell Me'.
- Teachers to use teaching materials that are culturally relevant at all levels with a focus in grade 9.
- BARC to continue in 08/09.
- Native Support Program, NSP at PHSS to house a classroom library with 500 contemporary titles. Develop a book drive to build the library.

