

2019-2020 Project Plan for Sun West SD Outcome: Improving First Nations and Métis Student Engagement & Graduation Rate

<p>TITLE: Improving First Nations and Métis Student Engagement & Graduation Rate Which sector outcome does this project plan support? By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%. Updated: Dec 10, 2019</p>	<p>Owners: Shari Martin, Sue Lytle, Deb deCaux, John McPhee, Rhonda Blenkiron, Robert Dewey, Melissa Lander, Kelli Boklaschuk, Vicki Moore</p>
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1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

The education sector in the province is currently underserving the needs of First Nations and Métis students. Sun West School Division currently has a low enrolment of First Nations and Métis students and often does not have data due to these small numbers. In the past five years, work has occurred to support student self declaration, to track student reading and graduation rate progress and to increase teacher training and awareness of treaty resources and supports.

As of June 2014, 40% of First Nations and Métis students graduate within 3 years of starting grade 10. The graduation rate rises to 54% of First Nations and Métis students graduating within 5 years of starting grade 10. This leaves half the First Nations and Métis students in the province without a high school diploma and significantly disadvantaged. Data shows that First Nations and Métis students' 3-year graduation rates are significantly lower than non-First Nations and Métis students.

Additionally, engagement and attendance rates for First Nations and Métis students are lower than non-First Nations and Métis students.

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

- A. The Student First investigation and the work of the Joint Task Force on Education and Employment Outcomes indicated that more support was needed to assist students and staff in overcoming incidents of individual and systemic racism and other barriers to First Nations and Métis student success.
- B. Student success and family engagement has been limited by the impact of historical practices such as colonialism and residential schools. The Truth and Reconciliation Commission has demonstrated that there has been inadequate progress to redress the legacy of residential schools and advance the process of Canadian reconciliation.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Encourage partnership initiatives. (A, B, C, D)	Continue to raise awareness of importance of self declaration on registration forms to ensure data accuracy	School administrators; secretaries and central office support	June 2017	ongoing	Forms updated on Aspen and Permission Click	Perception/stigma
	Continue to share FNME resources via resource bank; ensure Sun West teachers and all reaty catalyst teachers have access to and reminders of First Nations and Métis students digital and print resources	Shari Martin Melissa Lander Treaty Catalyst teachers	Fall 2018	Ongoing	Digital platform and person/time to update information and keep links current	Time Accessing and using resources locating online
	Connect with expertise of First Nations and Métis educational organizations, youth, Elders, and communities to offer culturally appropriate learning opportunities such as blanket exercises, elder presentations, Martin Family Initiative, Office of the Treaty Commissioner (OTC), etc	FNME committee Administrators Teachers Superintendents	Fall 2017	Ongoing	Sharing of contacts among schools that have completed exercises	Time Contact information
Ensure learning environments are responsive to student needs, including positive relationships and shared responsibility. (A, B, C, D)	Support attendance at targeted professional development and other processes for school-based administrators that begin with a focus on the needs of First Nations and Métis students	FNME committee Administrators Teachers Superintendents	Fall 2017	ongoing	Use of <i>Smooth Transitions</i> Ministry rubric	Resources to support attendance;

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<p>C. First Nations and Métis student success is dependent on positive relationships, well managed learning environments, and shared responsibility for their learning as voiced in Student First, OurSCHOOL, and Following Their Voices research.</p> <p>D. Failing to mitigate the challenges of multiple transitions for First Nations and Métis students is correlated with decreased student success.</p>		<p>Review Sun West School divisions' reports: OurSCHOOL, EYE and reading and graduation data to determine achievement and areas of need for all students. Ensure examination of First Nations and Métis student results and support schools that have gaps and areas of need.</p>	<p>School based administrators, School operational superintendents</p>	<p>Fall 2017</p>	<p>Ongoing</p>	<p>Data resource</p>	<p>Time to interpret and understand resources</p>
	<p>Implement supports to assist schools and their work to overcome racism, build relationships, understanding and trust between FNM and non-First Nations and Métis peoples. (A, B, C)</p>	<p>Creation and sharing of items related to FNME education, historical facts on reconciliation, on resource bank etc for inclusion in lessons and in school newsletters</p> <p>Purchase of Metis kits for all Sun West Schools to be housed in the learning resource centres (libraries)</p> <p>Following Their Voices Application</p>	<p>Treaty catalyst teachers; FNME committee members</p> <p>Librarians</p> <p>DLC</p>	<p>Fall 2017</p> <p>February/March 2019</p> <p>May 2019</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Examples of articles and resources</p> <p>One kit per school</p> <p>Ministry process</p>	<p>Time to write resources and share; all people to participate</p> <p>Inservice for librarians; Promotion of resource at school level</p> <p>Time for process</p>
<p>3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i></p>	<p>5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i></p>			<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p>			
<p>The education sector and staff will be more competent in creating culturally affirming environments where all students readily feel a sense of belonging.</p> <p>The sector will have advanced the Calls for Action from the Truth and Reconciliation Commission related to this outcome and progress in reconciliation will be evident.</p> <p>First Nations and Métis student engagement will rise to the point that there is no difference in engagement levels and graduation rates between self-declared students and any other group of students in the province.</p> <p>Engaged students attend school and truancy rates (currently more than twice as high for self-declared students than for students who have not self-declared as First Nations and Métis) will drop as a direct result of improved student engagement.</p> <p>As engagement and attendance improve so will achievement, leading to the successful attainment of secondary credits and ultimately to an increase in the three year and five year graduation rate.</p> <p>Student transitions will be a weak correlation with student success.</p>	<p>Metrics include:</p> <ul style="list-style-type: none"> • OurSCHOOL engagement measures (composite scores for Intellectual Engagement, Inclusion, and Learning Context); • Number of administrators completing the administrator PD and number of teachers who are completing alternate/equivalent PD within their systems; • Graduation rates; Attendance rates; and Credit attainment – appropriate number and type (required vs. elective) <p>Improvement Targets:</p> <p>By 2020, Sun West School Division will achieve parity between First Nations and Métis and non-First Nations and Métis students on the OurSCHOOL engagement measures (composite scores for Intellectual Engagement, Inclusion, and Learning Context).</p>			<p>It is essential that connections with elders, OTC, and First Nations and Métis organizations and leaders be developed to support implementation of this plan and that the voices of First Nations and Métis students and families inform the actions.</p> <p>Most of this work needs to be completed through personal conversations between individuals and among groups.</p>			