

YEAR ONE IMPLEMENTATION PLAN
Na'tsa'maht Enhancement Agreement

Year One Objectives

- Build staff awareness and understanding of the Na'tsa'maht Enhancement Agreement (goals, success indicators, strategies, etc.)
- Build student familiarity with Na'tsa'maht teachings
- Collect baseline data to track progress of the goals
- Utilize suggested strategies to support the goals
- Evaluate the effectiveness of strategies at end of the year
- Determine future targets at end of the year

The two goals of Na'tsa'maht are to **work together** with **one mind** and **one spirit**



One Mind Goal

To continue to build the intellectual, emotional, physical and spiritual strengths of Aboriginal students from their early years, leading to a Dogwood Diploma, and preparing them for post-secondary education, by providing safe, flexible, and culturally responsive learning environments

One Spirit Goal

To continue to develop awareness and knowledge of local First Nations, Métis, and Inuit: languages, cultures, histories and contemporary practices created through community collaboration and authentic resources founded on the First Peoples' Principles of Learning

Each school will develop an **implementation plan** and **cultural plan** for the year:

The **implementation plan** outlines how the school:

- a) tracks the progress of the goals using success indicators from a variety of data (see pages 26 & 28)
- b) supports the goals with specific strategies (see Appendix 1: pages 31-34)
- c) determines appropriate targets and effective strategies for future years

The **cultural plan** outlines how the school:

- a) balances cultural activities throughout the year including a celebration/showcasing of learning at the end of the year (based on the moon or seasonal cycles – see example)
- b) obtains learning resources to support classrooms throughout the year

Implementation Plan

Goal	Focus Area	Success Indicators (see pgs 25-28 - data)	Baseline Year 1	Target Year 2	Strategies to Support Goal (see Appendix 1: pages 31-34)
One Mind	Build and recognize Aboriginal Student... Intellectual Strengths (literacy, numeracy, math skills, graduation, post- secondary preparation,) Emotional Strengths (sense of belonging, transitions, safety, leadership, self-esteem, well-being) Physical Strengths (healthy choices, physical activity, involvement in extra-curricular) Spiritual Strengths (culturally relevant learning experiences, flexibility, personal and cultural identity)				
One Spirit	Develop staff and student awareness and understanding of local... Aboriginal history Aboriginal culture & contemporary practices Aboriginal language First Peoples' Principles of Learning				

YEAR TWO

Start of year

- Schools create Implementation & Cultural Plan for the Year (with school staff on School Planning Day)
- Schools set targets based on baseline data from previous year
- School develops inquiry questions from each of the 2 E.A. goals- one mind and one spirit. Suggestions will be provided (see below) *an example/model will be provided

End of year

- District event to celebrate success – focus on students showcasing learning & progress of the inquiry - includes school, classroom, individual initiatives
- Principal compiles a 'one-pager' report submits to AbEd Principal. Includes: inquiry question, highlights of initiatives, progress of goal & targets, evidence/data
- AbEd Principal compiles school reports and aligns data to goals, submits to A.E.C, Board of Education, and partner groups as needed
- A.E.C. to monitor and revise E.A. as needed

YEAR THREE - FIVE

Start of year

- Schools create Implementation & Cultural Plan for the Year (with school staff on School Planning Day)
- Schools set targets based on data from Year Two (may be revised as needed)
- School develops inquiry questions from each of the 2 E.A. goals- one mind and one spirit. Suggestions will be provided (see below) *an example/model will be provided

End of year

- District event to celebrate success – focus on students showcasing learning & progress of the inquiry - includes school, classroom, individual initiatives
- Principal compiles a 'one-pager' report submits to AbEd Principal. Includes: inquiry question, highlights of initiatives, progress of goal & targets, evidence/data
- AbEd Principal compiles school reports and aligns data to goals, submits to A.E.C, Board of Education, and partner groups as needed
- A.E.C. to monitor and revise E.A. as needed

Suggested Inquiry questions:

- How do we ensure that Aboriginal Perspectives and worldviews are embedded into practice and into every classroom? What are specific examples?
- How do we engage and inspire Aboriginal learners?

- How do we ensure we make space for Aboriginal voice? What conditions or spaces give rise to Aboriginal voice?
- Are there local examples of excellence to point to?
- How will we know we are meeting the needs of all Aboriginal learners? What is the evidence? How does it look and feel?

NAT'SA'MAHT IMPLEMENTATION
ONE MIND DATA FORM

Indicator	Intellectual Strengths	Emotional Strengths	Physical Strengths
Literacy & Numeracy Assessment			
DART			
# ESD			
# of C+ or better in Academic			
# in physical sciences			
Grade-to-grade transition			
# of Dogwood % of Dogwood			
Transition to post-secondary			
# of scholarships			
Satisfaction Survey			
School-based data			
Community-based data			
Anecdotal evidence			

**NA'TSA'MAHT IMPLEMENTATION
ONE SPIRIT DATA FORM**

Indicator	Aboriginal History	Aboriginal Culture and Contemporary Practices	Aboriginal Language	First Peoples' Principles of Learning
1 (a) School-based data: Role model visits				
1 (b) Classroom & staff presence in Aboriginal communities				
1 (c) Elders – in residence programs				
1 (d) Participants at School and Aboriginal community events				
1 (e) Whole-school Aboriginal activities (i.e. Pit Cook, Lahal games, etc.)				
1 (f) Language programs at School-related meetings held in Aboriginal communities**				
2 (a) Satisfaction Survey – Results of students and parents: Examples: Percentage of all students reporting they are taught about the history, language, and culture of local Aboriginal people				
2 (b) Percentage of all students reporting they are taught about Aboriginal peoples in Canada				
3 (a) Community-based data: Student and staff presence in Aboriginal communities** (includes classroom visits, Pro-D initiatives)				
3 (b) Participants at School and Aboriginal community events				
4 Anecdotal evidence: Anecdotal evidence (qualitative) such as focus groups, interviews, observations, etc.				