

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	<p>Build and recognize Aboriginal Student...</p> <p>Intellectual Strengths (literacy, numeracy, math skills, graduation, post-secondary preparation,)</p> <p>Emotional Strengths (sense of belonging, transitions, safety, leadership, self-esteem, well-being)</p> <p>Physical Strengths (healthy choices, physical activity, involvement in extra-curricular)</p> <p>Spiritual Strengths (culturally relevant learning experiences, flexibility, personal and cultural identity)</p>				
One Spirit	<p>Develop staff and student awareness and understanding of local...</p> <p>Aboriginal history</p> <p>Aboriginal culture & contemporary practices</p> <p>Aboriginal language</p> <p>First Peoples' Principles of Learning</p>				

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?