

FNMI Education Policy Framework Alignment	SCDSB Strategies and Student Achievement Indicators	UAEPP Implementation in SCDSB	
		Activity	Evidence
	Organize the “Urban Aboriginal Education Team” who will, under the direction of the Principal, develop and implement the strategic one year plan for the Barrie pilot project.	<p>Local Steering Committee Meetings</p> <p>Local Research Committee Meetings</p>	Meetings took place in September, October, November, January, February, May, April and our June meeting will take place on June 28, 2010. Meeting agendas are developed in consultation with committee members and minutes are prepared and approved by the committee. Four scheduled meetings in September, October, February and March with Haig Brown Research and Consulting and SCDSB Research department took place. Ongoing communication via email and telephone continues on regular and frequent basis.
<p>Goals: 2.1 & 2.2 3.1 & 3.3</p> <p>Performance Measures: 4 5 8 10</p>	<p>Indicators</p> <ul style="list-style-type: none"> - FNMI students in the site schools will be more engaged and view themselves as meaningful participants of the school community. - Increased student involvement in extra-curricular activities. - Increased interaction among FNMI students and staff/guidance/student success - A welcoming and nurturing environment will be created at site schools - Increased parental engagement in schools/attendance - Increased interaction between Aboriginal organizations in the Barrie area and SCDSB. - Increased integrated school and community response to social & emotional issues of students in site school - Refocus parent/teacher interview opportunities to encourage parental engagement. 	<p>STUDENT SUPPORTS Child and Youth Workers</p> <ul style="list-style-type: none"> - reduction in 1 in November, vacancy filled in March 	<ul style="list-style-type: none"> - monthly written reports provided - 78 student referrals on file - increased 1:1 support in classrooms - liaison between Guidance, Special Education and parents - participating with school staff during parent meetings & interviews - connecting community supports to students as requested - participation in SNCs and Case Conferences as requested - more complex student issues coming forward requiring additional board support - high FNMI student and peer participation rate for circles in Lodges and school libraries - positive family feedback about the feasts - parent open houses in the Lodges - Spring performance focus on FNMI cultures at one site - School wide FNMI focus at three additional site schools involving all students - Ojibwe Language and Beading groups - assisting students and parents during transitions - responding to social, emotional, physical and spiritual well-being of students
<p>Goals: 1.1 2.1 & 2.2 3.2</p> <p>Performance Measures: 1 4 7 9</p>	<p>Strategies</p> <ul style="list-style-type: none"> - Provide appropriate resources to schools to enhance awareness. Encourage and facilitate student work in schools and community centres. - Provide professional development for school staff on Aboriginal worldview and cultural teachings. - Develop capacity among SCDSB educators through Aboriginal PLC based on best practices in teaching of Aboriginal students and continued learning of cultural understandings. - Site schools and staff participating in the PLC will be provided with resources to enhance their awareness of Aboriginal cultures and information. - Implement an early literacy program with specific cultural components. <p>Indicators</p> <ul style="list-style-type: none"> - Increased staff awareness in each school 	<p>PROGRAM SUPPORTS</p> <ul style="list-style-type: none"> - Itinerant Resource Teacher - Targeted Professional Development - Modelled lessons - Resourcing <p>Schools</p> <ul style="list-style-type: none"> • Steele Street PS • Johnson Street PS • Terry Fox ES • Andrew Hunter PS • Cundles Heights PS • Barrie Central CI • Barrie North CI • Trillium Woods ES • Willow Landing ES • Eastview SS 	<p>Itinerant Resource Teacher Activities – monthly reports provided</p> <p>Grade 6,7,8 Social Studies & History; PLC planning and supporting schools with Teaching Learning Critical Pathway process; Métis artwork; Kindergarten and Grade One Art and drumming; Medicine Wheel teachings; Ojibwe Language Support; Smudging Ceremonies; Dance demonstrations; author visit; implementing Restorative Practice circles; Seven Teachings; Métis history; Métis finger weaving; Métis art; facilitated drumming circles; coordinate celebrations in the Lodges; classroom teaching on FNM Ideology; supporting authentic voice and authentic learning experiences for Grade 3 & 6 social studies; Sacred Medicines teachings; Grade 4 science modeled lessons; supporting Grade 7 & 8 literacy; organizing teacher librarian resource collection trip to Goodminds; supporting White Buffalo Circles; organizing classroom and school wide presentations – Quill to Quill (early literacy) and Orillia Museum of Art and History (Arthur Shilling study); supporting Barrie Central Native Studies class</p> <p>Sharing Success Circles – TLCPP process – “Sharing our Learning” – June 8</p>

	<ul style="list-style-type: none"> - Increase in focus dialogue among staff on differentiated instruction and assessment strategies for FNMI students - IRT modeled lessons in each school - Resource kits in each school to support curriculum - Native Studies course implemented - Increased library resources - Staff handbook and student agenda insert will be accessible to all SCDSB staff and students 	<ul style="list-style-type: none"> • Codrington PS • Oakley Park PS • Prince of Wales PS 	<p><u>Curriculum Resource Support Materials</u></p> <ul style="list-style-type: none"> - Literacy and Learning Baskets - Lesson plans to support books in the Literacy and Learning Baskets – The Seven Teachings - draft secondary units - summer writing teams for English, Geography and Law - draft lessons developed for local treaties - draft SCDSB staff handbook currently under review <p>Awareness</p> <ul style="list-style-type: none"> - draft Elder and Senator protocol -display cabinets in each school
--	---	---	---

<p>Goals: 1.1 2.1 & 2.2</p> <p>Performance Measures: 1 4</p>	<p><u>Strategies</u> Analyze existing data and future self-identification and qualitative ethnographic data for purposeful program planning.</p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> - Elementary: evidence of increased student achievement in PM Benchmarks, CASI, Grade 3 & 6 EQAO results - Secondary: improved student achievement as evidenced in the Secondary School Indicators – Grade 9 EQAO Math, OSSLT & OSSLC results, credit accumulation at end of gr. 9 & gr. 10, annual school leaver rate and graduation rates - Learning skills as evidenced on the Ontario Report Card 	<p><u>LOCAL RESEARCH</u></p> <p><u>Haig Brown Research and Consulting</u></p> <ul style="list-style-type: none"> - Spontaneous Laughter and Good Marks” and “The Schools Speak:” Creating Conditions for Success of First Nation, Métis and Inuit Students in the Simcoe County District School Board - Student Perspectives - Student Focus Groups - Teacher Survey - Teacher Focus Groups - “ From Faint Spark to Glowing Fire” Priorities for First Nation, Métis and Inuit Education in the Simcoe County District School Board <p><u>SCDSB Research</u></p> <ul style="list-style-type: none"> - “What the People Said” - Student Achievement data analysis <p>The SCDSB IT and Research department has established tools to collect FNMI student achievement data for self-identified students. We have disaggregated student achievement for self-identified FNMI students and are building this focus into our 2010-2011 board improvement plan.</p>	<p><u>The Schools Speak Recommendations</u></p> <ol style="list-style-type: none"> 1. Sustainability of the transformation that the UAEPP has inspired needs to continue; 2. Contributions of the Child and Youth Workers were seen by most as essential to success; 3. Intensive and sustained professional development; and 4. Further development of parental and community connections is central to student success <p><u>Teacher Survey</u></p> <p>Thirty-six teachers in schools that are involved with the Urban Aboriginal Education Pilot Project attended Professional Learning Community (PLC) sessions for this initiative. Each was asked to complete a survey that would help to give the project team ideas around the current state of teacher knowledge, motivation to learn more, and comments on specific ways to implement Aboriginal content.</p> <p><u>“From Faint Spark to Glowing Fire” – Sustaining Success: Planning for Growth</u> was a workshop to review progress to date and set priorities for the future of the best possible practices for supporting the success of First Nation, Métis and Inuit students. The outcome was a clear set of priorities for immediate and long term action:</p> <ul style="list-style-type: none"> - Circle/Lodge/Space for gathering for all schools; Language classes; Elder/ Senator schedule for schools; Full time FNMI staff within schools and more PLCs with FNMI focus <p><u>“What the People Said” Preliminary Result</u></p> <table border="1" data-bbox="1881 470 2607 974"> <thead> <tr> <th colspan="5">Percentage of FNMI Content in Classrooms</th> </tr> <tr> <th>The level of FNMI content in classrooms in terms of:</th> <th>N</th> <th>None Currently</th> <th>Some</th> <th>Prominent</th> </tr> </thead> <tbody> <tr> <td>First Nation, Métis, and Inuit texts / books</td> <td>41</td> <td>15%</td> <td>81%</td> <td>5%</td> </tr> <tr> <td>Hands-on FNMI learning materials</td> <td>40</td> <td>48%</td> <td>53%</td> <td>-</td> </tr> <tr> <td>Curriculum infused with FNMI culture</td> <td>40</td> <td>28%</td> <td>73%</td> <td>-</td> </tr> <tr> <td>Seven Grandfather teachings</td> <td>41</td> <td>54%</td> <td>39%</td> <td>7%</td> </tr> <tr> <td>FNMI culture related art projects</td> <td>41</td> <td>44%</td> <td>49%</td> <td>7%</td> </tr> <tr> <td>Contributions of FNMI peoples</td> <td>41</td> <td>49%</td> <td>46%</td> <td>5%</td> </tr> <tr> <td>FNMI history</td> <td>41</td> <td>29%</td> <td>68%</td> <td>2%</td> </tr> <tr> <td>Restorative practice circles</td> <td>41</td> <td>42%</td> <td>51%</td> <td>7%</td> </tr> </tbody> </table>	Percentage of FNMI Content in Classrooms					The level of FNMI content in classrooms in terms of:	N	None Currently	Some	Prominent	First Nation, Métis, and Inuit texts / books	41	15%	81%	5%	Hands-on FNMI learning materials	40	48%	53%	-	Curriculum infused with FNMI culture	40	28%	73%	-	Seven Grandfather teachings	41	54%	39%	7%	FNMI culture related art projects	41	44%	49%	7%	Contributions of FNMI peoples	41	49%	46%	5%	FNMI history	41	29%	68%	2%	Restorative practice circles	41	42%	51%	7%
Percentage of FNMI Content in Classrooms																																																					
The level of FNMI content in classrooms in terms of:	N	None Currently	Some	Prominent																																																	
First Nation, Métis, and Inuit texts / books	41	15%	81%	5%																																																	
Hands-on FNMI learning materials	40	48%	53%	-																																																	
Curriculum infused with FNMI culture	40	28%	73%	-																																																	
Seven Grandfather teachings	41	54%	39%	7%																																																	
FNMI culture related art projects	41	44%	49%	7%																																																	
Contributions of FNMI peoples	41	49%	46%	5%																																																	
FNMI history	41	29%	68%	2%																																																	
Restorative practice circles	41	42%	51%	7%																																																	