

**2018-19 Project Plan** First Nation, Métis and Inuit Achievement in Support of Sector Hoshin and Sector Outcome Following Their Voices

<p><b>TITLE:</b> Which organization hoshin, sector hoshin or sector outcome does this project plan support? Collaboration between FNM and non-FNM partners will result in significant improvement in FNM student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% in June 2020.</p> <p><b>Date of Original Draft: March 10, 2015</b> <b>Date Last Updated: April 16, 2018</b></p>	<p><b>Primary Owner: Terry Craig</b> <b>Lead Unit/Branch:</b> <b>Team Lead(s):</b></p>	<p><b>Secondary Owner: Cheryl Treptow</b> <b>Expert Advisor:</b> <b>Other Team Members:</b></p>
---	--	---

**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, Métis and Inuit students.

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

Additionally, engagement and attendance rates for First Nations, Métis and Inuit students are lower than non-First Nations, Métis and Inuit 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, Métis and Inuit 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.
- C. First Nations, Métis and Inuit 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.
- D. Failing to mitigate the challenges of multiple transitions for First Nations, Métis and Inuit students is correlated with decreased student success.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Promote self-declaration at all schools.	Track numbers through self-declaration on division registration form.	Terry Craig	Sept. 2018	Ongoing	Communications Officer, School Admin, Superintendent	
Utilize data to track achievement of FNMI students. Use database to identify trends and achievement.	Monitor success of self-declared students (credit attainment, graduation, reading levels). Share data with School admin.	Terry Craig	October 2018	April 2019	Matthew Grupp	
Evaluate implementation of treaty education outcomes from K-grade 9.	Develop assessment tool to report on student achievement pertaining to treaty education.  All schools will report on student treaty education outcomes and FNMI initiatives in their schools.	Terry Craig, Lead learners group	Sept. 2018	Nov. 2018	Collect outside examples (other school divisions). Lead Learner time.	
Reconciliation Team Cultural Facilitation camp.	Develop Reconciliation Team to promote a train the trainer model.	Terry Craig, Lead learners group, administrators	Sept. 2018	Ongoing	MLTC, FNM Achievement Fund	
Develop authentic partnerships with local FN authorities	Meet with key stakeholders, invite to participate and enhance NWSD programs and reconciliation efforts.	Terry Craig	Sept. 2018	Ongoing	Travel/meeting costs	
Assign certain Elders/Knowledge Keepers to ML schools.  Continue to promote Elders program in schools across the division.	Presentations/workshops, local liaison between indigenous community and indigenous students and parents.	Terry Craig	Sept. 2018	Ongoing	OTC, Ministry, MLTC, local indigenous authorities	
Implementation of Following Their Voices at Carpenter High	Follow FTV model.	Terry Craig	Sept 2018	Ongoing	Terry, Ministry, Davin, CHS admin and lead teacher	

	<p>Create Reconciliation Team Action Plan</p>	<p>To include: Develop understanding of how to enhance teaching treaties in the classroom per Ministry curriculum.</p> <p>Align division initiatives to the Truth and Reconciliation Commission of Canada's Educational Calls to Action.</p>	<p>Terry Craig, Cheryl Treptow</p>	<p>Sept 2018</p>	<p>November 2018</p>	<p>Travel, meeting costs, sub costs</p>	
	<p>All students in grade 4 and grade 9 will participate in a Blanket Exercise.</p>	<p>Lead learner group will facilitate in cooperation with school administration.</p>	<p>Lead learners, school administrators</p>	<p>Sept 2018</p>	<p>June 2019</p>	<p>Travel, resource kits, Elders, counsellor time, sub costs</p>	
<p><b>3. Future State</b> (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><b>5. Metrics</b> (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. <b>These should relate to the actions noted above in the implementation plan.</b> Identify measures that are anticipated to change monthly.]</i></p>			<p><b>6. Engagement</b> (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>Long term targets for improving achievement: Graduation rates: 2016-17: 50% Actual: 40.7% 2017-18: 55% 2018-19: 60% 2019-20: 65%</p>	<p>Data collected from registration forms Collection of FNMI achievement data (credits attained, reading levels, graduation rates, attendance) Track elder visits Number of blanket exercises Treaty education assessment</p>						