

School Success Planning Guide



What is School Success Planning?

T4EA School Success Planning is modelled on best practices in school improvement models around the world. Continuous improvement is a cyclical process of ongoing dialogue and planning, reflection, assessment, reporting, and refinement. Throughout the cycle we prioritize and set goals and action plans based on information to plan for our school and student success.

School Success Planning provides each First Nation with a tool to plan for each child's success, based on each community's goals, desires, and unique strengths.

Including the local knowledge, history, traditions, teachings, songs, stories, values and languages of each community throughout all aspects of the school's learning program, and as a priority in the school success plan strengthens and enhances the opportunities for success. The involvement of community is important in all stages of the development of the school success plan.

The model for continuous improvement originated with the Japanese concept of **"Kaizen"**, which means:

"Renew the heart and make it good."



How is "continuous improvement" similar to traditional ways of learning for Treaty 4 First Nations?



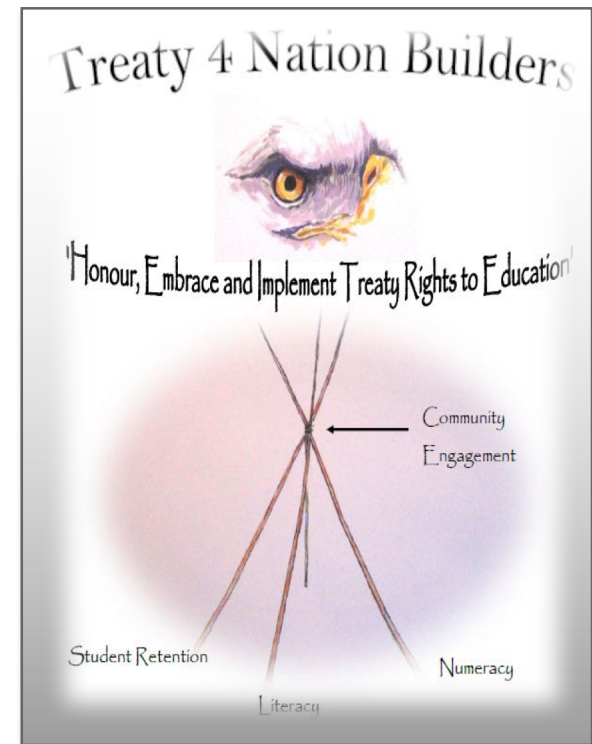
The Goal, Vision, and Mandate of the T4EA

Goal: Treaty 4 Nation Builders

Vision: *"Supporting Each of the Member First Nations in Advancing Treaty and Inherent Rights to Education"*

The program's mandate is set in three broad areas: **Literacy, Numeracy, Student Retention, and Community Engagement.**

- To improve **student achievement in the area of literacy and numeracy**, which broadly defined includes the ability to competently and confidently access and utilize information and resources to make positive choices for one's own lifelong learning path.
- To improve **student retention** in order to address the many complex factors that contribute to student disengagement and school dropout, including the development of community engagement strategies, cultural advocacy and an early learning strategy as key supportive measures.
- To **measure learner progress and achievement** in a variety of ways in and out of the classroom and to engage in specific measurement of reading and writing skills, mathematical skills, and student retention factors through a variety of assessments.



Why is community engagement important in each area of planning? How will we do this?

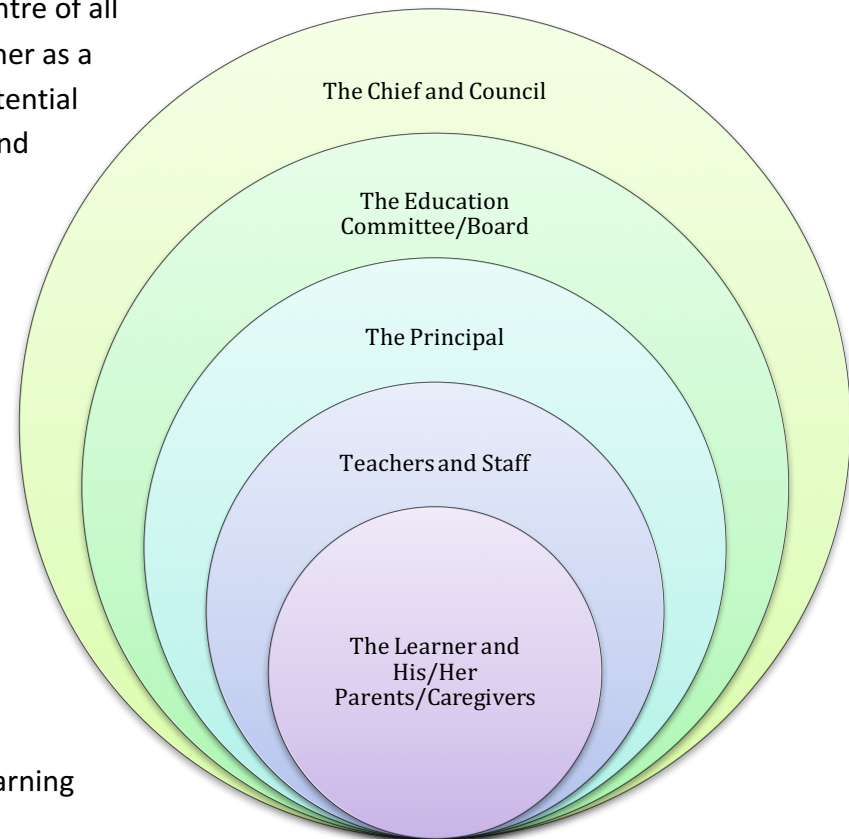


The School Success Team

The **Learner** as well as his/her parents and caregivers are at the centre of all we do. Our purpose and planning is toward the success of the learner as a future Treaty 4 Nation Builder. Through our collective efforts, a potential positive successful impact may also be felt through support from and for the learner's family. School success planning that includes the learner and his/her family promotes a collaboratively built plan that gives the learner ownership in their learning. *Successful learners mean successful communities.*

Teachers and Staff members work closely with learners on a daily basis. Their role in building relationships with children and youth is critical to success. Teacher and school support staff play a significant role in establishing and delivering a learning climate and program that nurtures success.

The Principal is the Instructional Leader in each school, with an important role to guide and inspire learning excellence and professional capacity. Principals have many tasks in the day to day operations of a smoothly operating school building, an effective learning program, and a welcoming community hub.



Education Board/Committee provides support to the Principal and the school staff in carrying out the vision of the political leadership for learning quality and success of students who attend the First Nation's school. The Board/Committee works with the Director of Education, together with the Principal to ensure that standards and criteria for school staff and programs are met, and establishes clear guidelines for policy and procedures for the school to follow. The Board/Committee is the primary liaison between the school program and the political leadership.

Community/Chief and Council sets the vision and mission for educational excellence in the First Nation. Chief and Council have a significant role to play in communicating a clear and consistent message of the importance of education and the value for lifelong learning within the community. Chief and Council communicate regularly with the Education Board/Committee to ensure the vision of education for their community is being carried out within the school program, and provide key information about the school to the First Nations community. Chief and Council have great potential as significant role models who exemplify lifelong learning to young people and encourage community members to be actively involved in their child's education.

The Elders' described their learning journey as beginning at birth, and building through each life stage (childhood, puberty, adulthood, parenthood, grandparenthood, and old age). They explained that a child is born with the gift of a learning spirit, which is to be nourished throughout life. As well, the stages of puberty and beyond also carry the role of the teaching of knowledge.

CCL 2008– Nourishing the Learning Spirit:

http://www.ccl-cca.ca/pdfs/ablkc/ATB2_EldersDialogue_EN.pdf



Who are the members of our School Success Planning Team?



The Story of our First Nation, The Story of our School

To introduce and create a meaningful frame for your School's Success Plan, consider taking time to include the history of the First Nation. Setting the goals and plans for education within the context of the nation makes an important connection between the school as a building, and the school as a central place of learning within the community.

Recognizing the sacrifices, perseverance and struggles of the ancestors, honours the marks they placed upon the Treaty that ensured Education as a Treaty Right for future generations.

Knowing *Who We Are, and Where We Come From* has been a consistent message heard by Elders, leaders and community members. This is important for all students to know in First Nations schools. This is the first step in honouring Treaty Rights to Education.



Who are the historical Chiefs and leaders of our Nation?

What is the history of our School?



Gathering Clues.... Data and Information

Data generates clues to guide us in supporting student success, and to help us make important decisions in our planning and delivery of instruction.

In contemporary times, success in learning requires thoughtful, respectful, and consistent observation and collection of information to guide our planning and decision-making about the children whose lives we guide in our classrooms.

Analysizing data, as a team, provides us with many perspective from which to gather important clues about our planning and actions.

T4EA Assessment Cycle:

Our ancestors gathered data continuously to make decisions about where and when to move camp, when to pick medicines and plants for foods, when to hunt, and when to provide teachings to children so they would have the tools to survive and be successful.



How Do We Know?



Data can be overwhelming! It's important to **stay focused** on your goals. Some first questions to ask: *Am I satisfied with the achievement of my students? Am I effective in my work with students? What are the strengths of my practice? What are the areas of potential growth?*

What Information is Available to Me/Us?

What Does this Data Tell Me/Us?

How Will I Plan for Ongoing Checks to Determine if My Goals are On Track?



Planning in the Cycle

FALL

- Data Review
- School Dialogues
- Community Dialogues
- Action Planning

WINTER

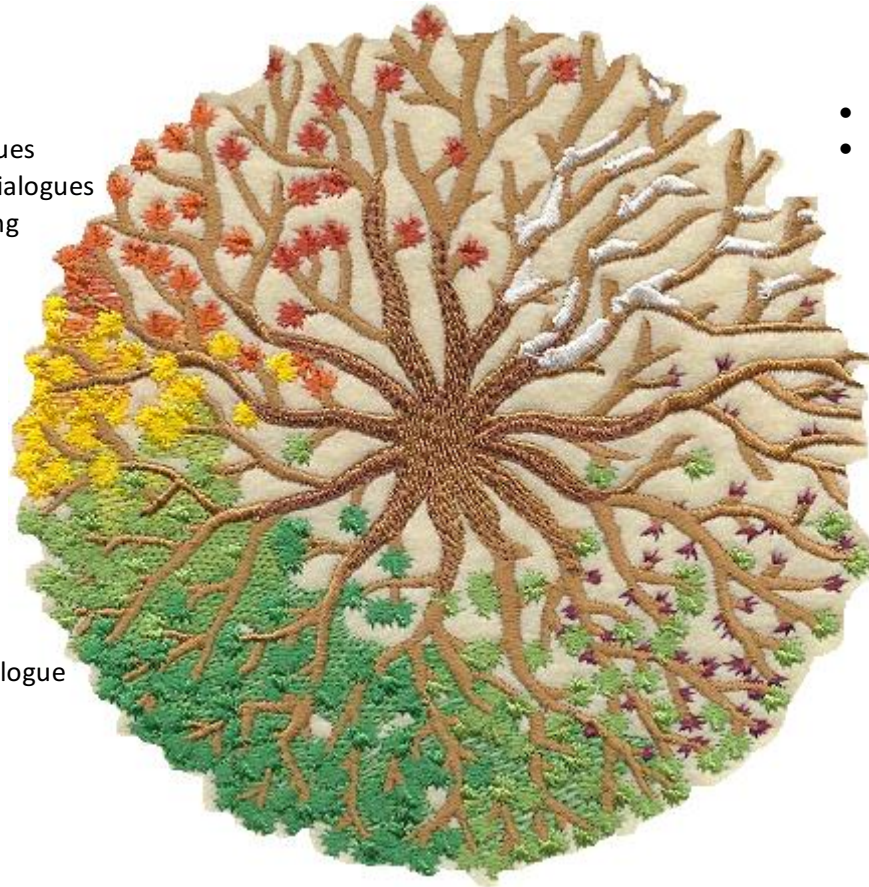
- Action Planning
- Into Action

SUMMER

- School/Community Dialogue
- Reporting

SPRING

- Into Action
- Communication Planning
- Reflection, Review, Refinement
- School/Community Dialogue



September – November

First School Success Team Meeting of the New School Year, school-based meetings, community meetings

Bring all information to the table – *all relevant data and other information*, school year calendar, staff lists, teacher/Principal goals, contact lists.

Contact external supports and resources – T4EA staff, Elders and community members, local agencies and other services providers

Develop/Revise School Success Plan for the new year

December - February

Assign leadership roles to engage in ongoing action planning.

Determine checkpoints for data collection.

Make your plan visible – Show everyone that the success of students is important!

Make School Success Planning a focus of each staff meeting.

Invite community and leadership to view the plans in action.

March - May

Continue actions toward goals.

Continue discussions about planning and goals, continue involving community and leadership in the school.

Develop/review your school's communication plan for sharing data.

Review new data as it becomes available with your School Success Team – share with staff.

Make connections between new data and your plans and goals.

June - August

Organize an annual review of your School Success Plan.

Provide Annual Cycle Reporting: Make your planning and data collection visible in respectful ways – invite feedback and input from students, staff, community.

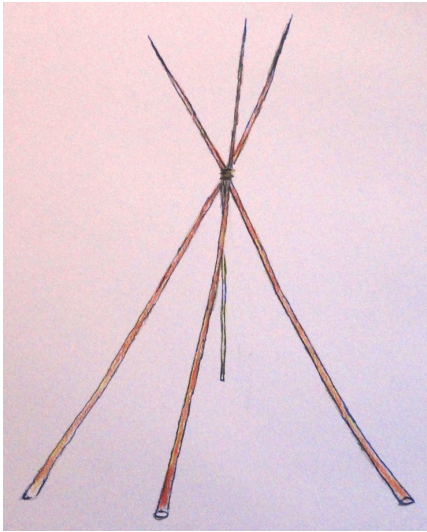
Celebrate growth – Celebrate graduating students!

Plan ahead for the next cycle.

Rest and renew.



Setting Goals for Student Success



At the centre of the tipi is the strong tie that holds the tripod frame together. This tie represents **Who We Are** – children, youth, and families.

Each pole in the tripod is the foundation of learning success represented as “literacy”, “numeracy”, and “student retention”.

Our goal is to contribute to the development of literate, numerate Treaty 4 Nation Builders – once this success is achieved, it remains within each individual who carries this gift and has the ability to share it with others.

The tipi represents a powerful metaphor of building a strong and resilient structure within each of the children and youth in our school, and our potential to influence and generate healing, unity and balance in communities. The tipi is a sophisticated and remarkable structure of our ancestors that remains viable today. Consider its structure: durable, flexible, renewable, portable, practical, and beautiful. Every part of the structure, from the poles, to the pegs, the hide covering to the ties represents our connection, our roles and responsibilities to our environment.



SMARTER Goals

Specific

Measurable

Attainable

Relevant

Time-Bound

Engaging

A specific goal has a much greater chance of being achieved than a general goal.

A measurable goal includes specific criteria to measure progress. How will I/we know that we have made progress, or need to re-focus?

A goal that motivates and inspires people to believe they can move forward is more likely to be attempted.

A goal that considers the current context and realities of the school, community, and students.

A goal should be planned and monitored within the School Success Planning Cycle.

A goal includes many ways for community, parents, caregivers, Chief and Council, Elders, and others, to be involved in all areas of the planning, development, delivery and review.

A goal, and School Success Plan, should be shared widely, through a specifically designed communication plan within the School Success Planning cycle.

SMARTER Goals – SAMPLES and TEMPLATES

SMARTER Worksheet – School Year 20__/20__

School Name: _____

SMARTER Goal Statement:

Answers at time of development

Mid Year Checkpoint

Year End Checkpoint

| | | | |
|---|--|--|--|
| Specific <ul style="list-style-type: none"> What is the desired result? (who, what, when, why, how) | | | |
| Measurable <ul style="list-style-type: none"> How can you measure progress? What data is being used to help us with this goal? | | | |
| Achievable <ul style="list-style-type: none"> What skills are needed? | | | |



| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • What resources are necessary? • Do we have the required capacity to achieve this goal? | | | |
| Relevant <ul style="list-style-type: none"> • How is this goal about us, as First Nations? • How is our culture, language, and context included in, and across, this goal? | | | |
| Time-bound <ul style="list-style-type: none"> • What are our checkpoints? • Have we set important markers for assessing our progress toward this goal? | | | |
| Engaging <ul style="list-style-type: none"> • How is the community involved in our planning? • Who needs to be involved? | | | |
| Reporting <ul style="list-style-type: none"> • How will we communicate our plan and progress? | | | |

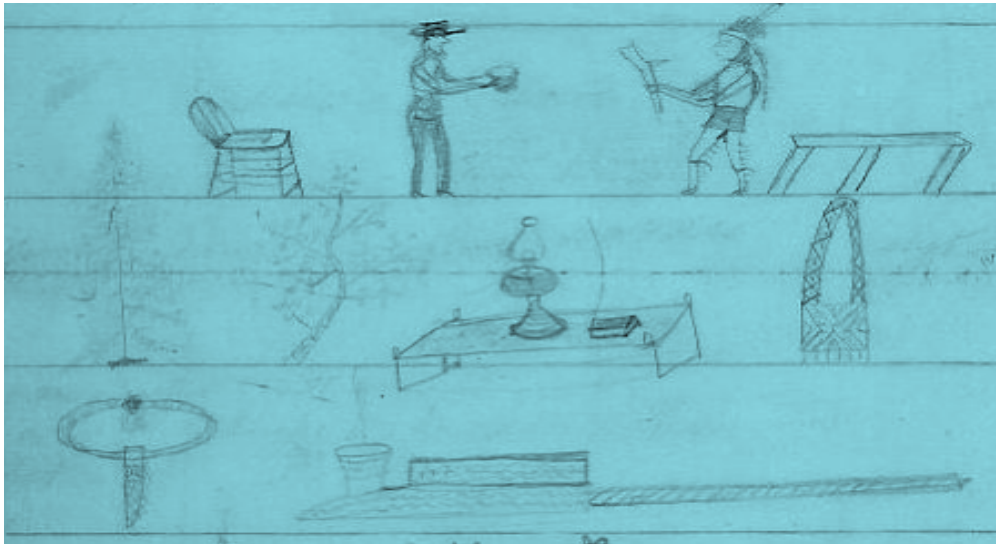


| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Who needs to know about our plan and progress? • Who will take responsibility for communication? | | | |
|---|--|--|--|



Composing your School's Success Plan

Each community is unique. First Nations schools are the concrete evidence of our Treaty rights to education, but it is what happens within each First Nations school that makes the difference! This is where the community determines what their dreams and desires are for the learning program, how to measure success, and how to clarify the expected outcomes of learning for each child and youth who attends the school.



Treaty 4 states that the Crown
*“agrees to maintain a school in the
reserve allotted to each band as
they settle on said reserve and are
prepared for a teacher.”*



What are the Hopes, Dreams and Desires of our Community for this Generation of Treaty 4 Nation Builders from our First Nation.....and for Future Generations?

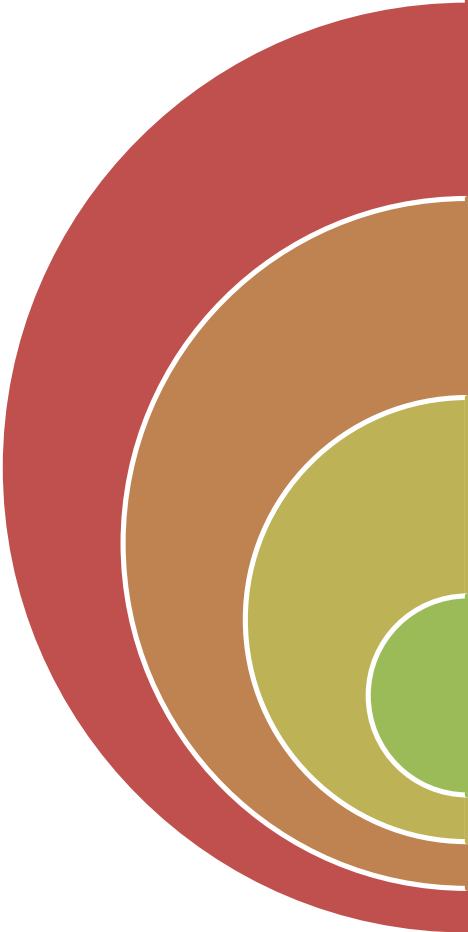


SSP Checklist

| ITEM | Yes | No |
|---|-----|----|
| First Nations Context – Historical Information and Demographic Data, Current and Past Leadership, Education Governance | | |
| First Nations School Context – History of our School | | |
| School Demographic Data – Staff Profile, Teacher/Staff Certification, Retention, Class/Student Assignments | | |
| School Demographic Data – Student Profile, Attendance, Retention Rates, Class Sizes, Multigrade Classrooms, Nutrition Program, Special Programming | | |
| School-Based Achievement Data | | |
| Community Engagement Data – Elders, Education Board/Committee Meetings, Education Portfolio/Chief and Council Meetings, Community Meetings, Parent/Caregiver Meetings or Gatherings | | |
| Cultural Advocacy – Inclusion of First Nations culture, language and history in the plan | | |
| Letters of Support – T4EA, Board/Council Motions, Partnership Letters, Funding Grant Letters | | |
| Alignment of Vision – to First Nations mission and goal, to T4EA Goal, Vision and Mandate | | |
| Additional Information – photographs, student and staff voices, community comments, samples, quotes | | |
| Other Items: | | |



Composing Your School's Success Plan

| | | |
|--|------------------------------|--|
|  | <h3>Who We Are</h3> | <ul style="list-style-type: none">• School Name, First Nation• Optional: Add a photo of the school or a historical photo |
| | <h3>Set the Context</h3> | <ul style="list-style-type: none">• Historical Background of the First Nation• Historical Background of the School - How this school came to be• Current Leadership and other Key Educational Leadership Positions• Optional: Add photos of past Chiefs, current Chief and Council, and other pertinent photos or graphics |
| | <h3>Focus on the School</h3> | <ul style="list-style-type: none">• Current Staff Listing with Contact Information• Staff Demographics (grade taught/supported, years at the school)• Student Demographics - Grades served, Current Enrolment Data (total, and by grade)• Optional: Other photos and/or data (timeline of staff, student retention)• Special Programming in the School (nutrition, counseling, interagency partnerships) |
| | <h3>Gather Data</h3> | <ul style="list-style-type: none">• Attendance/Nominal Roll - include up to past 3 years, if possible• Incident Reports• IEP Data• All Achievement Data |
| | | |



Ideas for Sharing your School's Success Plan

