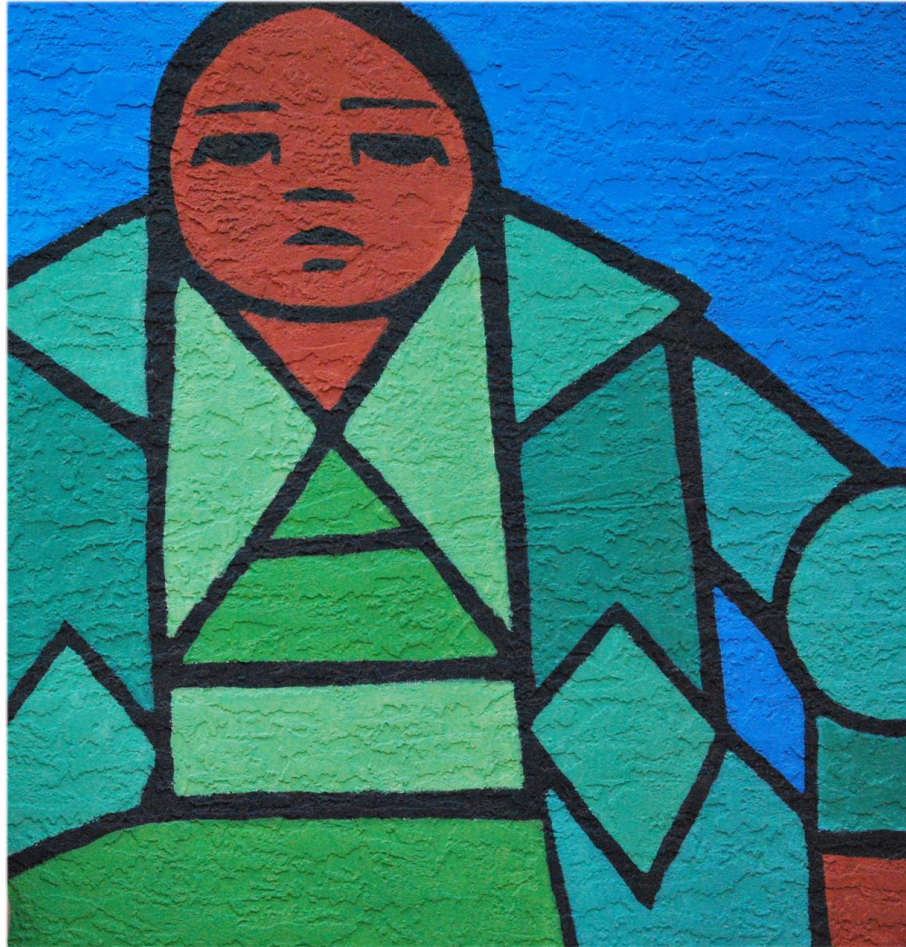


Abbotsford School District #34



Aboriginal Enhancement
Agreement
2007-2012

Abbotsford School District #34

Aboriginal Education Enhancement Agreement

Framework

Preamble

The Aboriginal Advisory Committee includes representatives from School District #34 (Abbotsford) including teachers, support staff, administrators, board of school trustees, senior management, Sumas First Nation, Matsqui First Nation, Sto:lo Nation, Metis association, Xyolhemeylh, and parent representation. We respect and honour the relationship that exists with both the First Nations in whose traditional territories we reside and our collective responsibility to promote the success of all Aboriginal students attending School District #34 (Abbotsford). We engaged the Aboriginal communities in meetings, information sessions, surveys, and dinners. We are continually mindful of including all of the parties that make up our Aboriginal communities. We went through an extensive process to identify the goals, rationale, indicators, and targets that will be the framework for our enhancement agreement. This process was inclusive of teachers, administrators, parents, students, community members, community agencies, Aboriginal associations, and First Nations. It is our intent and commitment to include all parties in the development and the implementation of this agreement. We are dedicated to continuing communication of the enhancement agreement with our Aboriginal communities.

Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners. Secondly, this agreement is meant to ensure the reliable collection of data that measures student achievement in the selected areas. This agreement is a commitment between our Aboriginal communities, the Abbotsford School District, and the Ministry of Education. The agreement will be the focus of our Aboriginal support services for the next five years. The strategies and structures that we put into practice will be as a result of the direction of this agreement.

Principles

The areas selected for enhancement are those where there is assurance that the data can be:

Tracked over time

Tracked with integrity

Effectively used to implement intervention

We are committed to the improvement of Aboriginal student achievement. It is recognized that the success of Aboriginal students is holistic. The Advisory Committee is committed to the development of the student as a whole (which includes academics, culture and language, and sense of belonging).

The Advisory Committee recognizes the importance of Aboriginal staff in the District and acknowledges the need for positive role models in the lives of our Aboriginal students. The Advisory Committee is committed to the continued support of increasing Aboriginal staff in the District.

Process

The process in which this agreement has been developed has been implemented purposefully and over time. We have been diligent to ensure that all stakeholders have been consulted in the development of this agreement. In order to gain a common perspective on the wants and needs of our Aboriginal families a survey was implemented to gather information from parents as to what is most important to their children's education. School Administrators, Teachers, Support Staff, and Students were then targeted in order to gather information on what is working and what is not working in schools in the area of Aboriginal Education.

Once an internal cross section of our District was completed, attention was focused on our Aboriginal Communities in the Abbotsford area. Meetings with both Sumas First Nation and Matsqui First Nation were held to discuss the enhancement agreement process. Family gatherings were held to invite families from our urban Aboriginal population to join us and discuss what the enhancement agreement process means to our Aboriginal students.

After the initial information gathering sessions were completed we took time to look at what the most salient points of the agreement are. At a two day planning session on the Sumas First Nation, representatives of our District's stakeholders including: students, parents, community contacts, members of Sumas First Nation, members of Matsqui First Nation, Sto:lo Nation representatives, teachers, support staff, administrators, senior management, and trustees gathered to plan out the framework of our enhancement agreement. After processing the suggestions of the members we were able to identify four major areas of focus for our agreement. It was then emphasized that all of the suggestions of the group are valuable and that they would be kept for the purpose of future discussion during the implementation stage of our Enhancement Agreement process. From this stage we took the time to again inform all parties about the work that had been done to that point.

Goals

We have identified four major goals in its Enhancement Agreement. The process for choosing these goals was implemented over time to ensure that the Aboriginal communities were consulted. A process of consultation was used in identifying the goal areas that the Abbotsford School District will focus on for the duration of this agreement.

Indicators and Targets

The process of identifying the indicators and targets that will drive the implementation of our enhancement agreement was thought provoking. At Aboriginal Advisory Committee meetings and at two stakeholder meetings we discussed what in fact the indicators of success are for each of the four goal areas. Meaningful discussion took place to identify the indicators. Once the process of identifying indicators was complete we looked back to our data to identify what we will track over time and what data is meaningful in the implementation of our agreement. In many cases we found that we already have the data we need to track the identified indicators. In some cases however we found that we would need to begin tracking new data, develop new measures, and ensure that data we already collect is reliable. Much of the data that we will track is provided to us by the Ministry of Education Aboriginal Branch. What is not provided in the Ministry report will be collected and measured by our own District.

Goal 1.

Increase the number of Aboriginal students meeting expectations in reading

Rationale:

All parties recognize the importance of fluency and comprehension in reading. In building competency in reading we believe that our Aboriginal students will experience success in all areas of their education. District and Provincial data will be used to track the success of our Aboriginal students in the area of reading

Indicators:

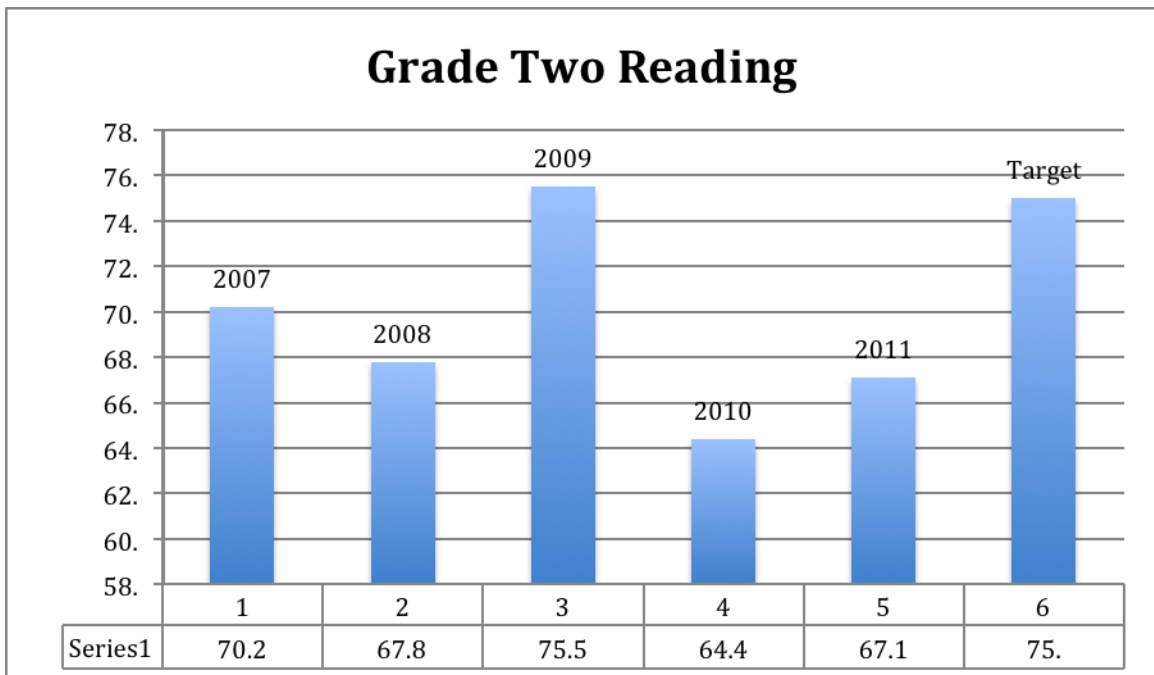
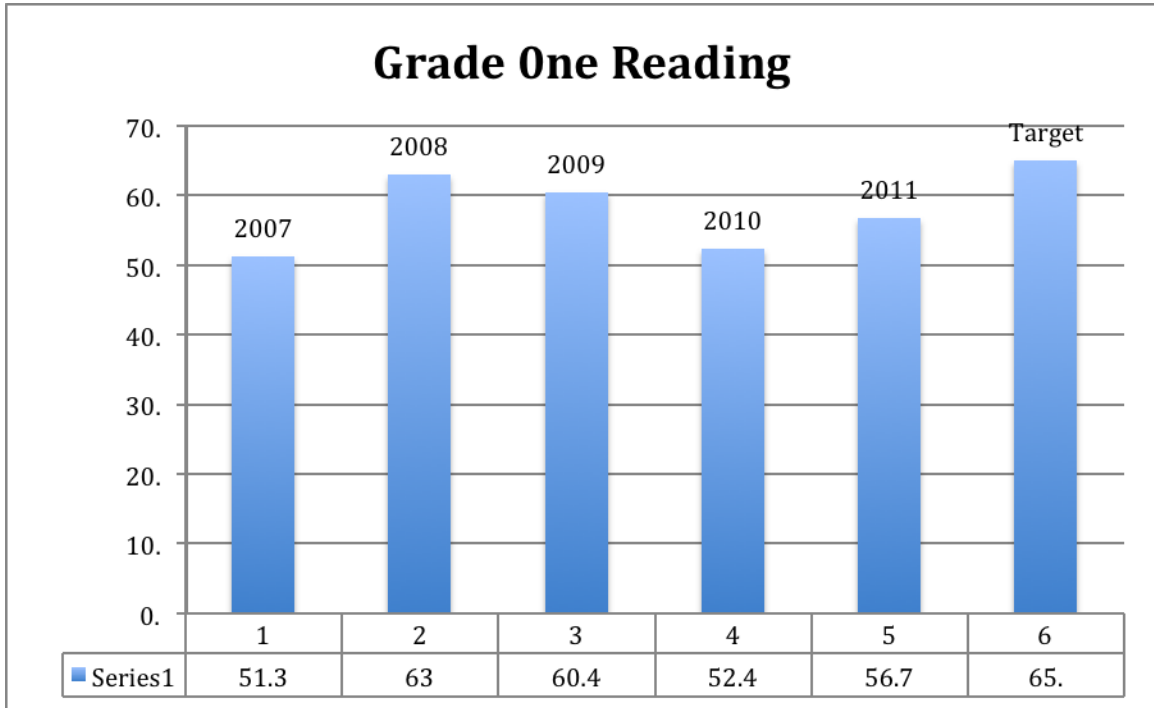
The number of Aboriginal students meeting expectations in reading in grade 1, 2, and 3 based on district reading assessments

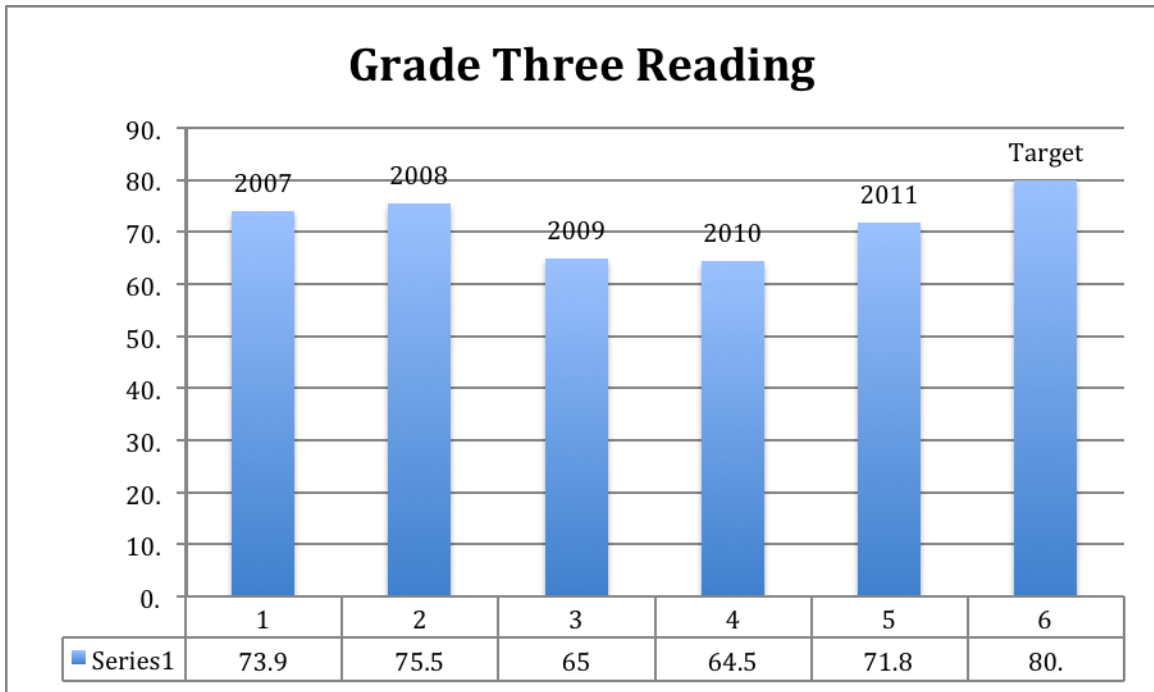
The number of students meeting expectations on the reading FSA in Grades 4 and 7

The number of students completing English 12

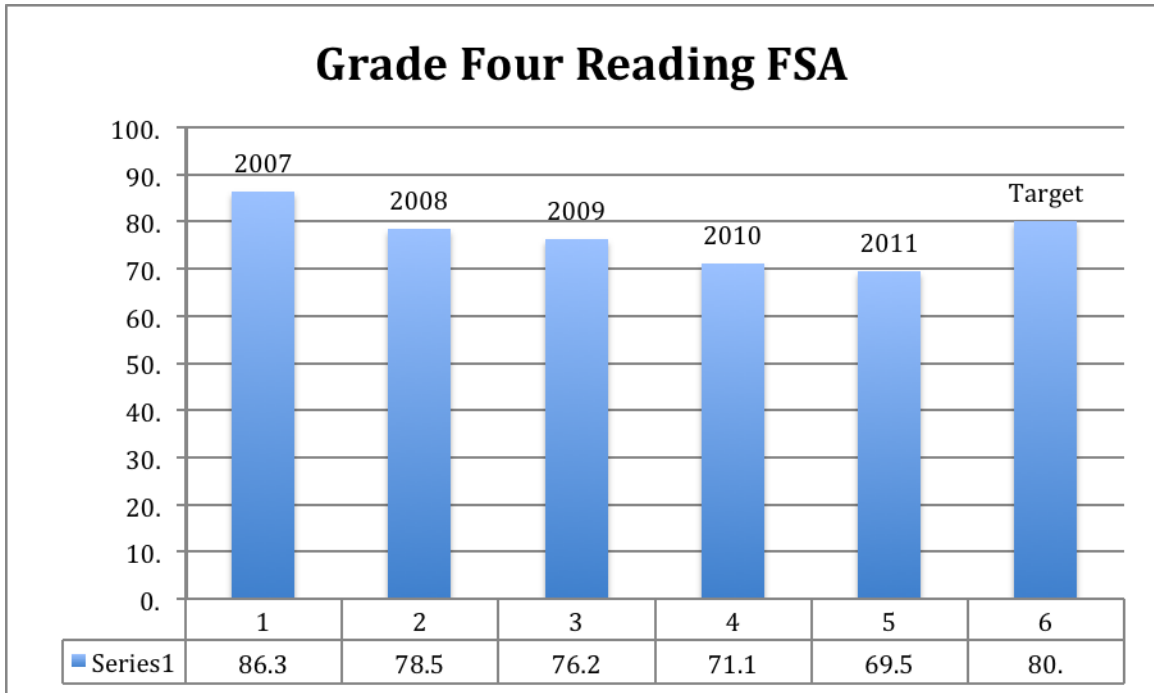
Targets:

The number of students meeting expectations in reading in grade 1, 2, and 3

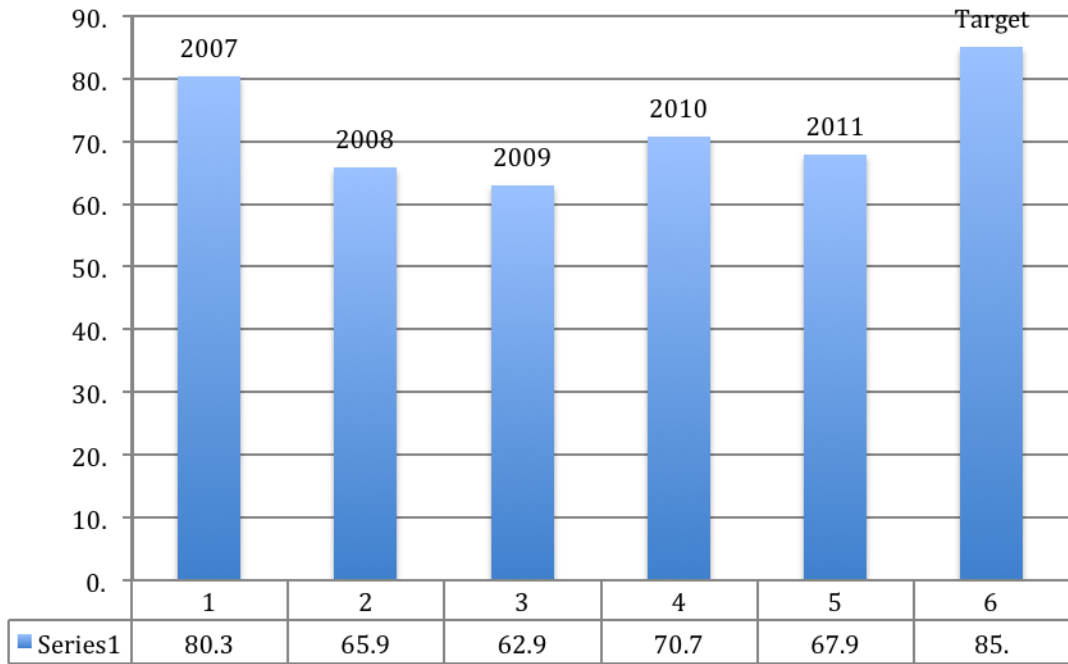




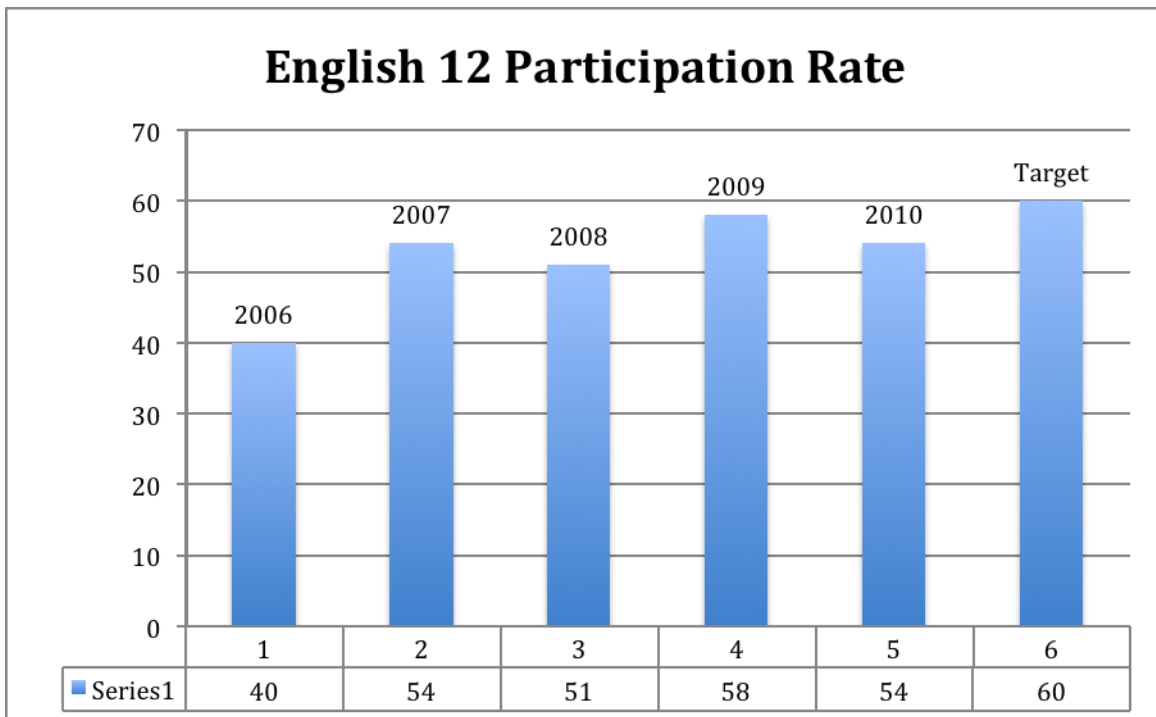
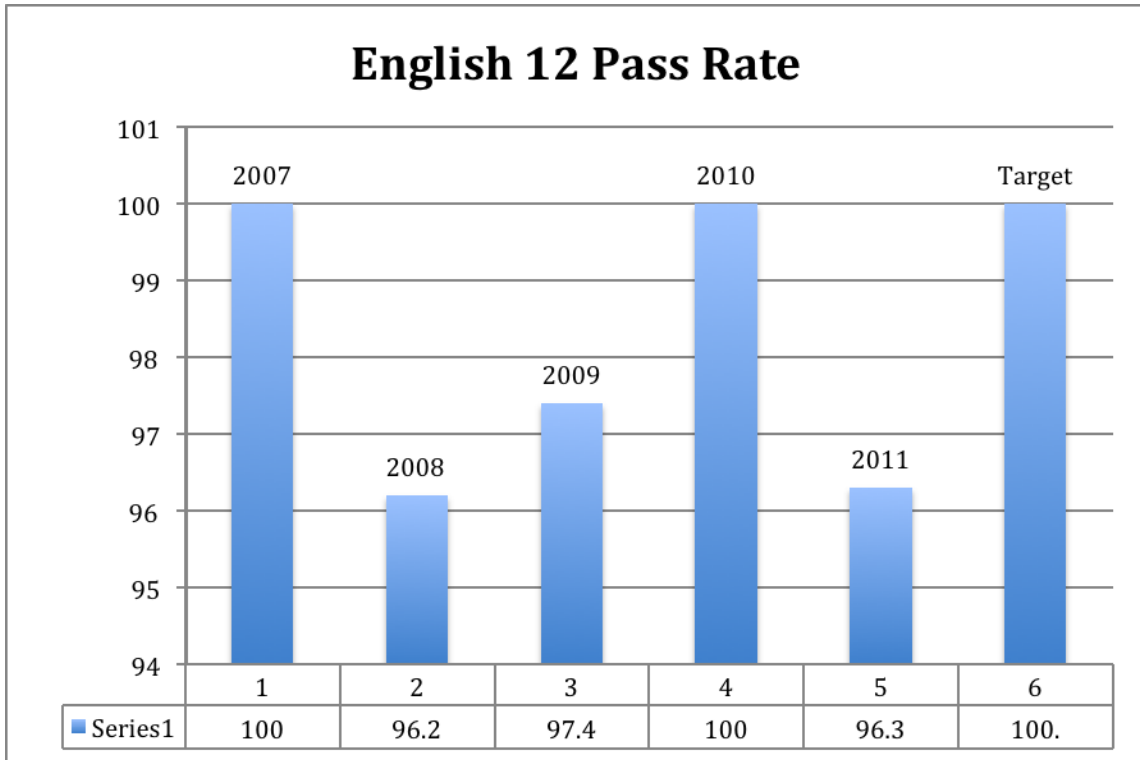
The number of students meeting expectations in grades 4 and 7 on the FSA



Grade 7 Reading FSA



The number of students completing English 12



Goal 2

Increase school completion of Aboriginal students

Rationale:

All parties have identified a need for more of our Aboriginal students to successfully complete school. We recognize the importance of students receiving either a Dogwood certificate or a School Leaving certificate. We also recognize that the improvement of school completion is a multi level commitment. It is important that this goal be a focus at the elementary, middle and secondary levels. In order to embed strategies and structures at all levels, school completion will be tracked throughout the grades. This will be done in an effort to include early intervention as a key indicator of student success.

The District tracks the following sources of data when considering school completion: 6 year dogwood completion rate, raw number of grade 12 graduates, grade to grade transitions, primary and intermediate literacy data, provincial exam scores, FSA results, course completion rates, and letter grade marks. All of these data sources have been used in the development of indicators, strategies, and structures.

Indicators

6, 7, and 8 year dogwood completion rate

The number of students that receive a dogwood

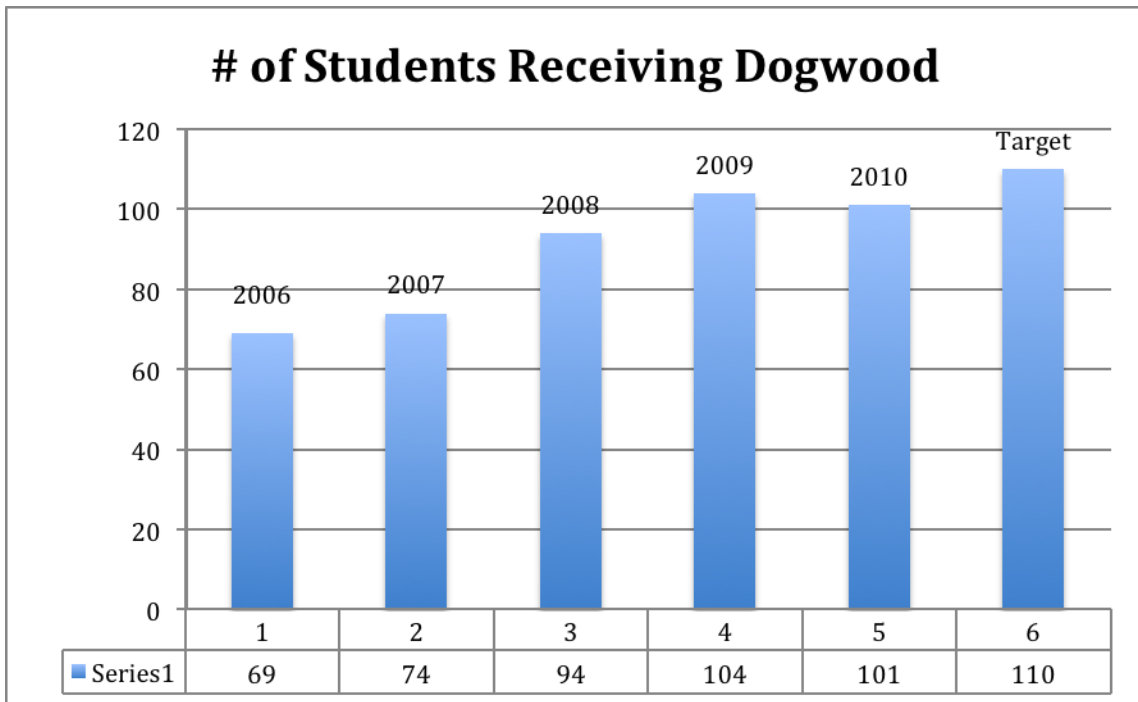
Secondary transition rates

Targets:

6, 7, and 8 year dogwood completion rate

Year	6 Year	7 Year	8 Year
2007	57%	61%	64%
2008	62%	69%	
2009	61%		
2010	68.3%		

Number of students that receive a dogwood



Secondary Transition Rates

2009-2010

School_Name	GRADE	TRANSITION	COUNTS	Percentage	
Abbotsford Collegiate	09	YES	<u>33</u>	92%	
		NO	<u>3</u>	8%	
	10	YES	<u>38</u>	97%	
		NO	<u>1</u>	3%	
	11	YES	<u>29</u>	88%	
		NO	<u>4</u>	12%	
Abbotsford Traditional Secondary	09	YES	<u>4</u>	100%	
	10	YES	<u>2</u>	100%	
		YES	<u>2</u>	67%	
	11	NO	<u>1</u>	33%	
		YES	<u>15</u>	65%	
	Alternate Program	09	NO	<u>8</u>	35%
YES			<u>12</u>	35%	
10		NO	<u>22</u>	65%	
		YES	<u>6</u>	46%	
11		NO	<u>7</u>	54%	
		YES	<u>19</u>	100%	
Rick Hansen Secondary	09	YES	<u>9</u>	90%	
		NO	<u>1</u>	10%	
	11	YES	<u>11</u>	79%	
		NO	<u>3</u>	21%	
	Robert Bateman Secondary	09	YES	<u>21</u>	100%
		10	YES	<u>19</u>	100%
YES			<u>26</u>	87%	
11		NO	<u>4</u>	13%	
		YES	<u>29</u>	97%	
W.J. Mouat Secondary		09	NO	<u>1</u>	3%
	YES		<u>39</u>	100%	
	11	YES	<u>28</u>	93%	
		NO	<u>2</u>	7%	
	Yale Secondary	09	YES	<u>25</u>	96%
			NO	<u>1</u>	4%
10		YES	<u>27</u>	96%	
		NO	<u>1</u>	4%	
11		YES	<u>11</u>	69%	
		NO	<u>5</u>	31%	

Goal 3

Increase cultural pride in Aboriginal students

Rationale:

All parties recognize how important the implementation of culture is in our schools. The Advisory also honours the necessity of traditional language as an integral aspect of culture. At the district level we are able to track how many cultural presentations are given in schools by grade, level, and school. The District will implement a student survey to identify the level of cultural pride in Aboriginal students. In the first year of the implementation of this agreement a survey will be developed and implemented to gather baseline data. This data will be the foundation for further data collection and the development of targets.

In order to meet this goal a commitment will be made to increase the number of cultural presentations given in each school and to track the the number of students involved in cultural presentations

Indicators:

the number of positive indications of cultural pride on a student survey





Grade 6 Survey Data

5. Are you proud to be an Aboriginal person?

		Response Total	Response Percent
Never		2	3%
Some of the time		1	2%
Most of the time		5	8%
Always		58	88%
		Total Respondents	66
		(skipped this question)	2

Grade 9 Survey Data

4. Are you proud to be an Aboriginal person?

		Response Total	Response Percent
Never		2	2%
Some of the time		15	15%
Most of the time		17	17%
Always		66	66%
		Total Respondents	100
		(skipped this question)	1

Goal 4

Increase sense of belonging of Aboriginal students in school

Rationale:

All parties acknowledge how important a sense of belonging is for Aboriginal student achievement. By building a greater sense of belonging in students We believe that our Aboriginal students will achieve at a higher level in other key areas. The District will use both the satisfaction survey and the District's student survey to gather data on belonging. Student attendance and involvement in extra curricular activities will also be used as indicators of success for this goal.

Indicators:

Increase the number of students that indicate that they feel like they belong in school on the student survey

Student Attendance





Increase the number of students that participate in extra curricular activities

Performance Data

The following data is taken from a district survey deployed at the grade 6 and 9 level:





When you are at school do you feel like you belong? (Grade 6)

4. When you are at school do you feel like you belong?

		Response Total	Response Percent
Never		3	5%
Some of the time		15	23%
Most of the time		21	32%
Always		27	41%
		Total Respondents	66
		(skipped this question)	2



When you are at school do you feel like you belong? (Grade 9)

3. When you are at school do you feel like you belong?

		Response Total	Response Percent
Never		6	6%
Some of the time		9	9%
Most of the time		36	36%
Always		49	49%
		Total Respondents	100
		(skipped this question)	1



Do you participate in extra-curricular activities at school? (Grade 6)

6. Do you participate in extra-curricular activities at school?

		Response Total	Response Percent
Yes		42	64%
No		24	36%
		Total Respondents	66
		(skipped this question)	2

Do you participate in extra-curricular activities at school? (Grade 9)

5. Do you participate in extra-curricular activities at school?

		Response Total	Response Percent
Yes		56	56%
No		44	44%
		Total Respondents	100
		(skipped this question)	1