

RHS Level 3 Action Plan: Inspiring Success

	<p>Priority Action: Actualize the vision and goals of <i>Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework</i>.</p>		<p>Which PEP Areas of Focus does this action plan support?</p> <ul style="list-style-type: none"> o Skills and Knowledge o Mental Health and Well-Being o Connections and Relationships o Inclusive, Safe and Welcoming 	
<p>Leaders:</p>	<p>Secondary Leader: TBD</p>	<p>Team Members:</p>		<p>Project Manager:</p>
<p>1. Where We Are: Current Situation</p>		<p>2. What Will Influence Our Actions: Effective Practices and Research</p>		<p>3. What Will Be Different</p>
<ul style="list-style-type: none"> • We are in an Indigenous community. • The Indigenous population continues to grow in Saskatchewan. • Through the OurSCHOOL survey in 2021-22, 47 per cent Indigenous students reported a sense of belonging in their school compared to 66 per cent for non-Indigenous students. • First Nations and Métis content, perspectives and ways of knowing are always integrated within renewed curricula. There are multiple opportunities for First Nations teachers, Elders and Knowledge Keepers to be involved in the curriculum development process. 		<ul style="list-style-type: none"> • Work toward the five goals of <i>Inspiring Success</i>: <ol style="list-style-type: none"> 1. First Nations and Métis languages and cultures are valued and supported. 2. Equitable opportunities and outcomes for First Nations and Métis learners. 3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level. 4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. 5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation. • Engage diverse Elders, Knowledge Keepers and others to provide guidance. • Align this work with the Truth and Reconciliation Commission's Calls to Action. • Align this work with previous and current sector work: <ul style="list-style-type: none"> o Learnings from <i>Following their Voices</i> o Kindergarten to Grade 12 curricula 		<ul style="list-style-type: none"> • Using authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content. • Deepening relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools. • Increasing opportunities for students to strengthen their connection to the land through experiential land-based learning¹. <p>Targets: To recognize and respect other ways of learning and knowing. Actively seek out local knowledge, reflect on local experience in regard to the TRC and LBL, and gain greater learning and understanding of FNMI culture, history, way of life in the context of Indigenous worldviews. Continuous involvement of community elders, knowledge keepers. We are all about relationship building.</p> <p>Measures By 2026, in partnership with the Saskatchewan School Boards Association, the Indigenous Education Responsibility Framework will be utilized as a tool for measurement for both targets in this priority action. Improvements in Indigenous education will be measured through evidence showing progression across the continuum for each Inspiring Success stepping stone.</p> <p>Success criteria will be developed for each of the stepping stones within the Indigenous Education Responsibility Framework and will include data components to assist in demonstrating location on the continuum.</p> <p>Progress Monitoring – Commitment to how often data will be reviewed to determine progress towards achieving the target.</p> <ul style="list-style-type: none"> • Triangulation of Assessment: Conversation, Observation, Products - creating a school culture of assessment conversations. • Home Visits • Coordinate calls home - proactive, food • Graduation rates, post-secondary attendance/achievement

¹ Land-based learning supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.

	<ul style="list-style-type: none"> o Kindergarten to Grade 9 Treaty Education o Kindergarten to Grade 9 Indigenous Languages Framework Learning Resource o Saskatchewan Curriculum Broad Areas of Learning o Invitational Shared Services Initiatives (ISSI) 	<ul style="list-style-type: none"> • Career Education - Life choices • Involve parents to promote success (emails to parents, Assignments)
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4. Implementation, Evidence and Progress Monitoring - To be completed by the Priority Action Team

Milestones <i>What sequence of milestones are required to complete the outcome and move the project forward?</i>	Steps/Deliverables <i>What are the key actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?</i>	Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables		Action Leads <i>Who among the PEPIT will provide leadership/ management of the work related to each action?</i>	Resources Required <i>Team members, financial, stakeholders.</i>
		Start Month/Year	End Month/Year		
Use the <u>Indigenous Education Responsibility Framework</u> for assessing and creating local action at RHS	Using this framework, determine new measures for tracking progress of implementing the goals of "Inspiring Success". Then align this work with the Truth & Reconciliation Calls to Action & TEL's.	Fall 2023	June 2024	Admin & Committee	
Provide for professional growth opportunities	Personal or group PD opportunities/conferences			All staff	
Use FTV Student/staff/parent surveys and OUR school surveys to inform/guide school action plans	FTV Surveys, OUR school Surveys, Observations, Listen to students, converse with students, Engage with students	Fall 2023		Mr. Birkham, Shawna, Mrs. Favel	
Elders and Knowledge Keepers to be involved in moving the action plan forward	Update this Resource list. Each teacher to do 4 x year land based learning opportunities (with curricular ties)		June 2024	Admin & All Teachers & EA's	
Every RHS student to be exposed to the Ile-X Michif Language and culture	Michif 7, 8, 9, 10, 20 and 30 course offerings (Develop scope & sequence at the middle years level)			Shirley Gardiner, Elders, Knowledge keepers, Teachers learning to speak	
Ensure RHS has access to resources to promote Indigenous Ways of Knowing	Purchase subscriptions, connect to websites, teach to the seven grandfather teachings/medicine wheel			All staff	
Teach the curricula	Celebrate...Create the Digital wall of success. Partner with other agencies to bring more opportunities i n Ile-X for post-secondary, Entrepreneurship, etc...so the only option is not to leave.				

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