

Sense of Belonging: Increase academic success and contribute to social-emotional well-being

Strategies	Practices and Actions	Evidence and Results
<p>Provide supports and learning opportunities</p>	<ul style="list-style-type: none"> ● Cultural room and safe space for students to work with Wahkohtowin Teacher (WT) at various times throughout the day ● Access to FSLW and daily breakfast program ● Access to nutritional snacks and emergency lunches 	<ul style="list-style-type: none"> ● The number of students participating in cultural activities is steady and consistent ● Many students both Indigenous and non-Indigenous participating ● Daily students arranging to work with WT, supported by classroom teachers with work completion communicated by teacher ● Average number of students coming for breakfast daily: 30-40 ● Average number of students getting an emergency lunch daily: 22 ● Regular student assigned to light smudge for students who wish to access smudge room
<p>Provide culturally significant opportunities for students</p>	<ul style="list-style-type: none"> ● Access to smudging ● Work with Elders/community members to support cultural instruction ● Provide conversational Cree language in Culture room ● Host cultural events ● Provide cultural opportunities (beading, sewing, drumming) ● Daily smudging as needed/wanted ● Liaison between teachers, WT, FSLW 	<ul style="list-style-type: none"> ● Average Number of students smudging daily 1-10 ● Number of kids registering for cultural enrichment or Cree Language Class: 10-16 (capped). Taught by Esther Wildcat ● Drum instructor has been contacted ● Number of Elders/community members leading or helping with programs during school year: Esther Wildcat has been present 2-3 times a week starting last May. She serves as an Elder, runs circles and contributes

<p>Community Engagement</p>	<p>and Indigenous families</p> <ul style="list-style-type: none"> • Contacts in the community to build relationships 	<p>to Aboriginal Studies class</p> <ul style="list-style-type: none"> • Number of events hosted: A smudge room blessing and pipe ceremony was held to open the new smudge room. Lorraine White led the ceremony. • All school showing of “Indian Horse” movie. Attended by over 50 Indigenous and non-Indigenous students and staff. Home visits: 5 home visits since Sept/18 • 3 meetings with Bernice Stoney in Ma Me O- joint effort to help youth • Attended Elders meeting in Ma Me O • Drop in meetings with Mimian Sakakin (feeder school) principal and grade 5 teacher and class • Planning a boy’s “coming of age” 2 day hunting trip with Elder, hunter, helpers. Finances to be shared with Ma Me O Satellite office (Bernice Stoney)
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<p>Increase Student Attendance</p>		<ul style="list-style-type: none"> • Attendance letters: Sent in September. Significant reduction in absences since last year this time. • 32 students have been picked up in the morning due to missed bus, bus not running since Sept/18
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Attendance, Study Habits, Work Ethic, Planning: Improve school attendance and academic success

Strategies	Practices and Actions	Evidence and Results
	<ul style="list-style-type: none"> • Monitor student attendance and assist teachers to contact families • Complete home visits to address attendance concerns 	<ul style="list-style-type: none"> • Indigenous student attendance rate • Communication records

Promote study habits, work ethic and planning	<ul style="list-style-type: none"> • Students will receive career goal planning via <i>myblueprint</i> student profile • Arrange presentations, speakers, role models to support our students in making positive healthy choices 	<ul style="list-style-type: none"> • Student profiles completed in <i>myblueprint</i> • Student participation in leadership and enrichment events and activities
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Academic Success: Achieve literacy at the same rate as all other students

Strategies	Practices and Actions	Evidence and Results
Reading Intervention Programs	<ul style="list-style-type: none"> • September diagnostic assessments completed • Supporting programs begin in October each school year 	<ul style="list-style-type: none"> • Number of students that receive supports: 15 • Student Assessment measures: Gr. 9 PAT results • Indigenous vs non-Indigenous PAT results • Our School Survey data

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Strategies	Practices and Actions	Evidence and Results
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<p>Mathematics Strategies and Supporting programs</p>	<ul style="list-style-type: none">● September diagnostic assessments completed● Supporting programs begin in October each school year	<ul style="list-style-type: none">● Number of students receiving supports● Gr. 9 PAT result:● Indigenous vs non-Indigenous PAT results● Our School Survey data
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