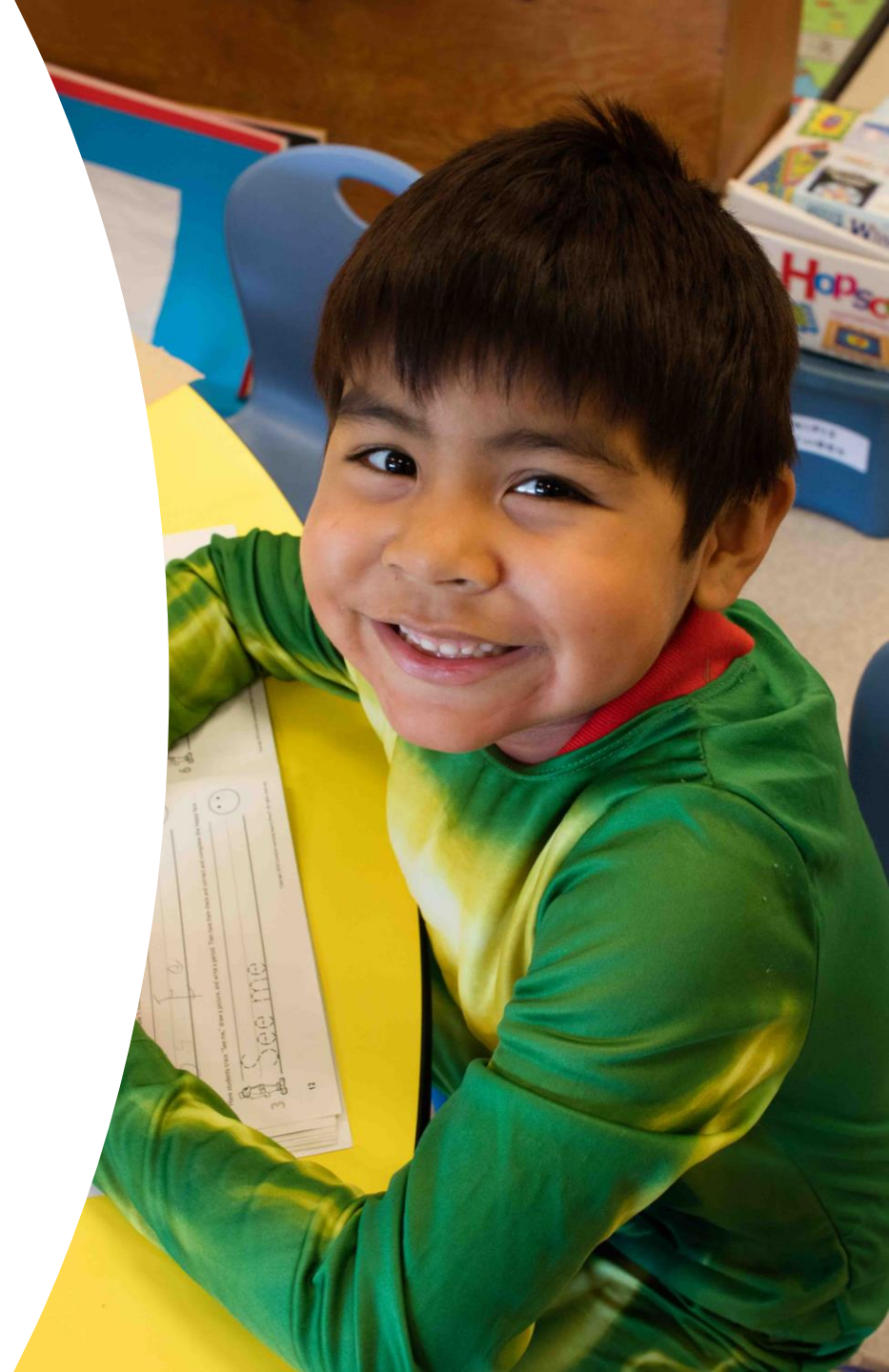


School District 92 Nisga'a 2018-21 Strategic Plan

Nisga'a Education is a way to learn and live the principles of life which entails : Sayt- K'il im Goot, Ayuukhl Nisga'a and Yuuhlimk'askw.

The Board of Education's primary focus is to work with students, families, staff and the community to ensure every student within the Nisga'a Nation graduates and leaves with dignity, purpose and opportunities.

Ts'im gan willak'is wil luu sgihl gandids.



The Board's Strategic Plan is a living document that will guide the District in its efforts to enhance opportunities for students to enable them to leave our system with 'dignity, purpose and opportunities'.



Strategic Plan

The plan consists of three strands of *Sayt- K'il'im- Goot*

- *One heart*
- *One path*
- *One Nation*





One Heart (Dignity)



ONE HEART



Under the direction of the District Principal of Nisga'a Language and Culture the school district will support and encourage the development of the following initiatives to build students' pride and confidence in who they are and where they come from:

Building opportunities

- Model and promote the Ayuuk philosophy and principles
- Ensure the equitable implementation of a common Nisga'a Language Curriculum in all schools of School District 92 Nisga'a
- Monitor the success of the ASKME implementation of the Nisga'a language
- Develop a fluency assessment to determine the growth of students at Grade 4, 7 and 9
- Develop a recognition process to encourage Nisga'a students to excel in language
- Work with community to help develop language nests to support ongoing fluency development
- Standardize the instruction of specific cultural curriculum for each grade level K-9. Develop grade specific units of instruction
- Oversee the hiring of language teachers and assistants
- Work with ministry to update and align Nisga'a language courses with new curriculum.
- Develop Nisga'a Board Authority authorized. (BAA) cultural courses.

Building Capacity

- Ensure that Nisga'a language teachers are utilizing effective language instruction and assessment pedagogy
- Supervise all Nisga'a Language instructors and prepare ongoing professional development opportunities for them
- Liaise with the Nisga'a Language Authority to ensure a consistent assessment of fluency is developed for aspiring Language teachers
- Liaise with the Council of Elders for advisement on the instructional process for Nisga'a language

Reporting

- Liaise with Board Language and Culture Committee
 - Develop policy to support language and culture
- Develop an Advisory committee that has broad-based community and District representation; creation of LEA or EA
- Regularly report at the monthly meetings of the Board
- Advise superintendent on all matters related to language and culture

One Path
(Opportunities)





Under the direction of the Superintendent continue to create student learning opportunities that lead to improvement in student outcomes, successful completion of the graduation pathway, build strength in literacy, numeracy and language & culture, provide multiple pathways to student passions, and build interventions to support those who struggle.

Elementary K-9

- Building partnerships with Early Learning organizations (LELP)
- K-3 Literacy and Numeracy focus
- Continue to enhance teacher capacity with literacy & numeracy strategies
- Intervention strategies developed for literacy/numeracy
- Functional Libraries-Books classified/L4U system /Staff trained
- Grade 6-8 exploratories developed (ADSTcurriculum)
- K-9 curriculum implemented

Secondary

- Implementing Graduation Program at grade 10 & creating individual pathways to graduation
- Enhance connection with Post-Secondary Dual credit opportunities
- Develop and implement 3 -year Technology enhancement plan
- Monitor Revised timetable for high school
- Continue to Improve elective opportunities
- Enhanced Extra-curricular opportunities for students
- Explore Alternate pathway program for vulnerable Middle year students
- Contact North BC pilot project to enrich training, credential & course opportunities
- Graduation Pathway plans for all grade 10-12 students

Recruitment Retention

- Develop strategies to encourage a new generation of teachers to invest in the School District
- Liaise with post secondary institutions' Education Departments and Faculty to promote school district opportunities
- Liaise with NLG communications department to develop promotional materials for use in recruitment

Building Capacity

- Continue curriculum and pedagogy development of teaching and support staff
- Continue building leadership capacity of administration through professional growth plans, as well as BCPVPA resources
- School plans for student success that focus on using 3 levels of evidence
- Engage in educational inquiry process
- Develop succession plans for Senior and District leadership



One Nation (Purpose)



ONE NATION



Under the direction of the Board of Education continue to foster the creation of positive community and government partnerships that build opportunity and purpose for our youth to thrive in their communities.

Authentic Voices

- Fully implemented District Student Advisory
- Student Trustee attending Board meetings
- Community engagement model developed; meet with school principals and Village Education Coordinators – Build communication partnership.
- Promote development of functioning Parent Advisory Committees in all 4 schools;
- Work with Principals to continue or create Parent Advisory Committees. BCCPAC has offered to work with us
- Surface the concept of creating a District Parent Advisory voice
- Develop Broad based community advisory committee

Governance

- Policy Review Initiated
- Develop formal model to engage elected village and Lisims Government officials
- New Trustee Orientation
- Continue Development of Committee structure that has broad representation

Ts'im gan wilaak'ils wil luu sgihl gandidils.

- Our hope is that when students cross the stage at graduation, they are:
 - proud of who they are and confident in their ability to do whatever they want (strong sense of self); are able to follow their dreams and attain post-secondary goals (whatever they may be – work, trades, university, arts...)
 - conversationally fluent Simalg'ax speakers
 - living their culture at school and in community
 - engaged and excited about learning
 - actively participating in the creation of learning opportunities
 - able to represent self, culture, and knowledge in various ways

