

Ndilo DEA
Operating Plan for 2017-2018 School
Year (ending June 30, 2018)

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Introduction

All reporting within the Ndilo District Education Authority (NDEA) Operating Plan is inclusive of K'alemi Dene School (KDS) in the community of Ndilo.

K'alemi Dene School opened its doors in 1998 with 15 Kindergarten to Grade 3 students in renovated portables. Since then the school has grown to 114 junior kindergarten (JK) to grade 12 students. The school moved from the original portables to a new building in 2009. For several years now, KDS has operated at a high utilization rate. To accommodate our growing high school population, we converted the computer room into a classroom and since the introduction of JK in 2014, we converted the activity room into a classroom.

Our Mission and Vision, stated below, were developed during a community meeting held at the school in the spring of 2010, shortly after moving into our new building. Community members and families of children enrolled at K'alemi Dene School participated in the development of the Mission and Vision statements. Each year the Mission and Visions are discussed at a community meeting held by the NDEA.

The school's goals, also stated below, are developed each year in collaboration with teaching staff and NDEA direction. They are based on data from the previous year including standardized assessments, report card outcomes and teacher observations. This data is analyzed and then school goals are developed. They are reviewed by NDEA throughout the year and updated yearly. K'alemi Dene's Schools School Improvement Goals were last updated in June 2017 for the 2017-18 school year.

Mission

K'alemi Dene School (KDS) is committed to providing quality education for our students by concentrating on four components of learning:

- Language & Culture
- Academics & Technology
- Dene Laws & Virtues
- Physical and Active Living

Through the development of skills in these areas, students will grow & develop into respectful, healthy, diligent, and strong Dene who will give back to their families, community and the North.

Vision

"Building our children's future today by teaching and learning the Dene way".

Goals

Our School Improvement Goals, as outlined in the School Improvement Plan for the 2017-18 school year, are as follows:

1. To increase the use of Williidah Yati and to further integrate YKDFN culture into KDS teaching practices.

2. To implement the KDS literacy plan in each JK-8 classroom.
3. To increase oral language skills in the early years.

Ndilo DEA Demographics

Table 1: Enrolment (FTE)¹ by school and by grade as of September 30, 2016

		Number of Students														FTE Total
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Ndilo	K'alemi Dene	8.00	10.00	9.00	6.00	9.00	10.00	8.00	8.00	9.00	4.00	7.00	19.00	4.00	3.00	114.00
DEA Total		8.00	10.00	9.00	6.00	9.00	10.00	8.00	8.00	9.00	4.00	7.00	19.00	4.00	3.00	114.00

Table 2: Registration in alternative programs as of September 30, 2016

Program	Number of Students (FTEs)
Alternative High School Program	N/A ²

About the region

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for Ndilo is 376.

The most prominent languages spoken in the Yellowknife Region (including Ndilo and Dettah) includes English (99.6%), French (16.1%), Tłı̄chǫ (Dogrib) (2.7%), Chipewyan (1.2%), North Slavey (1.1%), Cree (0.5%), Inuktitut (0.5%), South Slavey (0.4%), Gwichin (0.3%), Inuvialuktun (0.2%), and other languages (11.5%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

Our school is available as a meeting space and for special occasions. As well, our school population has grown and with the introduction of Junior Kindergarten three years ago, we had to convert our activity space and computer room into classroom space.

School Profiles

The Ndilo District Education Authority is responsible for one school, K'alemi Dene School. K'alemi Dene School serves the community Ndilo by offering grades JK through 12. The FTE enrolment in September 2016 was 114 students. There are the following grade classrooms and grade configurations:

¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.

² Not applicable as Alternative High School Programs are not currently offered at Ndilo DEA.

Table 3: Breakdown of Classrooms per Grade, K'alemi Dene School

Grade Levels (including split classes)	# of Classes
Grade JK-SK	1
Grade 1-2	1
Grade 3-4	1
Grade 5-6	1
Grade 7-8	1
Grade 9-12	3

There are currently 13 NWTTA positions staffed at KDS including one principal, one program support teacher, 8 classroom teachers, 2 educational assistants and 1 early childhood educator. The school also employs a bus driver, cook, and 3 student employees through Yellowknives Dene First Nation.

Student Development Information

Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across the Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children's developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity; communication skills and general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in lower 10% to 25% are considered 'at risk'. Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada. Vulnerable refers to the portion of children, which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition, which can mean being behind in developmental health.

In order to preserve confidentiality, EDI data is not reportable for the 2015-2016 school year for Ndilo DEA as the minimum reporting threshold was not met (i.e. completion of the questionnaire for at least 10 children in an Education Body).

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and the community. This work is managed by researchers at the Human Early Learning Partnerships (HELP). MDI includes questions that are linked to three areas of students' development: well-being, health and academic achievement. The Well-Being Index focuses on critical areas of students' development during the middle years: optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being' or 'Low Well-Being'. Green represents the percentage of children who are 'thriving' or doing very well. Yellow represents the children who are in the 'medium to high well-being' category and red represents the children who report 'low well-being'.

The MDI also include questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.

In order to preserve confidentiality, MDI data is not reportable for the 2015-2016 school year for NDEA as the minimum reporting threshold was not met (i.e. completion of the questionnaire for at least 35 children in an Education Body).

Ndilo DEA Governance Structure

Ndilo District Education Authority:

1. Lila Erasmus, Chairperson
2. Rose Black, Vice-Chairperson
3. Cecilia Beaulieu, Trustee
4. Nyra Mackenzie, Trustee
5. George Goulet, Trustee
6. Muriel Betsina, Trustee
7. Vacant Position

- Superintendent – Metro Huculak
- Last election – May 2016.
- Members serve 3 year terms. An election is called every 3rd May.
- Meetings occur at minimum once per month but more often as required
- The number of staff at Ndilo DEA is 1 (Superintendent Services)

The Ndilo District Education Authority (NDEA) was established on June 25, 2013 under the Education Act of the Northwest Territories by order of the Minister. Its purpose is to administer and maintain the standards of educational programs in Ndilo as defined under the Act. A full range of instructional programs ranging from junior kindergarten through grade 12 are offered by the NDEA.

The NDEA is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the Education Act. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

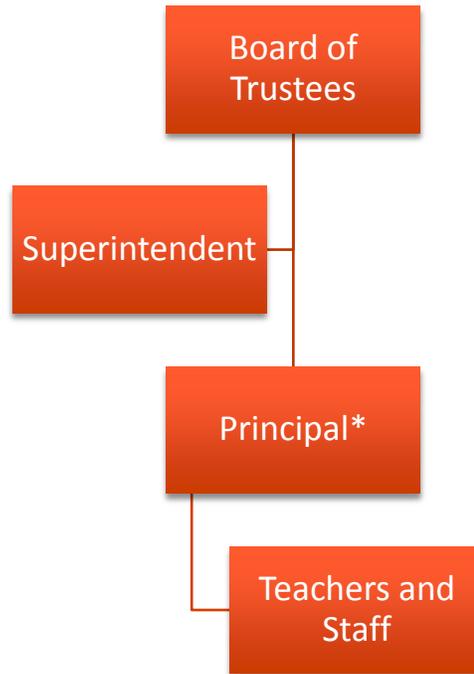
Prior to this K'alemi Dene School was guided by the Ndilo Education Committee (NEC) made up of Ndilo community members. This committee was established in 1998 when the school in Ndilo opened for its first year of operation. Over the years the committee lobbied for a brand new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'alemi Dene School and in partnership with the NEC contracted superintendent services from Yellowknife Education District Number One (YK1) to oversee the daily operations of the school.

The NDEA is responsible for making strategic decisions to guide only one school, K'alemi Dene School. The NDEA Chairperson is responsible for reporting to the Minister of Education, Culture and Employment. The NDEA directs the Superintendent and Principal who then work directly with the school. In May 2016, the NDEA held a second election and a new Board of Trustees were acclaimed.

It should be noted that the role of the principal is much different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the

NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, and supervising building maintenance. For example, the development of this operating plan was completed by the staff at KDS and then approved by the NDEA.

Governance Structure of the Ndilo District Education Authority



* Please note the Principal often receives instruction directly from the Board of Trustees.

Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate in order to advance the priorities of a healthy, just and prosperous society set by the 18th Legislative Assembly. Education bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for meeting some of these priorities, as detailed below, and Education Bodies must develop programs, strategies and activities that support these priorities, where applicable. The priorities are as follows:

- Implement the Educational Renewal Framework by:
 - Implementing Aboriginal Language and Culture-based Education Directive
 - Implementing the K-12 Inclusive Schooling Directive
 - Developing options to increase the approaches available to students that lead to graduation and to improve graduation rates to provide greater linkages to post-secondary schooling
 - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT.

ECE has four areas of focus in the delivery of high quality education to students in the NWT. Within each of these four areas, Education Bodies have the flexibility to plan and implement programs, strategies, and/or activities to meet the unique needs of students in their communities.

Language, Culture and Identity

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

In May 2010, the KDS staff engaged with parents, Elders and community members and developed the mission statement for K'alemi Dene School. This statement recognizes the importance of the Dene culture and place-based education for our school population. In September 2012, at the direction of the Ndilo Education Committee, a full time cultural instructor was hired to further develop KDS's language and culture programs with the leadership of our school Elder. With a full time cultural instructor, we have been able to expand our language lessons and culture camp experiences. Students participate in two 45 minute Williideh Yatii lessons per week. As well, we have also been able to offer an increased number of culture camp experiences, including;

- Berry harvesting,
- Net fishing during winter months,
- Trapping and snaring of fur bearing animals,
- Snowshoeing trip,
- Duck plucking, and

- Canoe trips

For the 2017/18 school year, our goal is to increase the use of Wiiliideh Yatii and to further integrate YKDFN culture into our teaching practices. The following three initiatives will help us to meet our goal:

1. Dedicated planning and reflection time in the KDS schedule so that the Dene Kede curriculum and indigenous perspectives are included in unit plans and classroom lessons.

One of our school goals is to ensure that all teachers plan with an indigenous perspective as a priority by including the Dene Kede curriculum and/or an YKDFN specific component in each integrated unit of study. Including indigenous content in our teaching helps students learn that their culture and traditions are important. Focusing on place-based education immerses students in the local heritage, culture, landscape, opportunities and experiences. Studies show that place-based education increases student engagement with learning and their sense of self-efficacy as experts in their community. It also helps students to learn about their identity and where they see themselves in the world. Some examples may include:

- Students will study the elements of stories and characteristics of storytelling by listening to community storytellers and then recreate their favourite story to develop classroom books. This book will serve as a classroom resource for years to come.
- When the grade seven-eight class learns about the properties of heat they will include an experiments that explores the warmest kind of fur or how to boil water the fastest for tea.
- While working on their class musical, student will make connections between events in their play and the Dene Laws.
- Before traveling students will research and learn about the local indigenous people of the place they are traveling too. As well, learning about the local First Nations culture will be included in trip planning.

To help us achieve this goal, we will schedule regular monthly meetings with teachers and cultural instructor and Elder. This will not add to our budget unless additional resources are necessary and will be considered on an individual basis. We will measure the success of this initiative when we ask teachers to specifically include a Dene Kede component or YKDFN perspective in their unit plans. We will also include a regular agenda item on the staff meeting agenda and teachers will be encouraged to discuss and celebrate their planning. This will encourage teachers to share their ideas and successes and discuss how to further improve. As well, it will show that this is a priority when it remains on each staff meeting agenda. Teachers will also have scheduled time during our professional development days for planning to complete this. We will also report to the NDEA on a monthly basis regarding the activities of each classroom.

2. Add an adult Wiiliideh Yatii class for classroom teacher and support staff.

KDS will also add a weekly Wiiliideh Yatii class after school for teachers and support staff. Wiiliideh Yatii is the dialect of Dogrib used by the majority of Yellowknives Dene First Nation People. This type of professional development provides staff with a foundation in Wiiliideh Yatii and a better understanding of the customs and culture of the community in which they teach. These lessons will be provided by our culture instructor and Elder.

This also encourages the language to be used more fluently throughout the school. Teachers will be able to extend Wiiliideh Yatii lessons throughout the day in real life contexts. Our goal is to increase the use of Wiiliideh Yatii so that phrases that have been taught are used by consistently in the building rather than using English.

This initiative will not add to our budget, it will be completed during school hours. It will require staff to commit 30 minutes/week after school. The KDS Language Instructor and Culture Coordinator will be asked to lead this lesson using lesson plans and resources used from their classroom practices.

3. Participate in ECE's pilot of a new Language Curriculum.

KDS will participate in ECE's pilot of the Our Languages Curriculum that was introduced in September 2017. This new curriculum will guide language instruction at KDS. Our Culture Coordinator has attended the in-service training. This new curriculum and teacher's guide will provide direction and assessment tools to our Wiiliideh Yatii program that will help us increase language use at KDS. Our staff will take advantage of the supports provided and provide feedback as required.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.

The NDEA and KDS have always prioritized the importance of healthy relationships as the foundation for excellent teaching. Research shows that students thrive in learning environments that promote positive relationships and provide healthy nutrition. Since 2009, KDS has offered a comprehensive food program that includes breakfast, snack and lunch five days a week.

With the development of the Safe School Plan for the 2016-17 school year, KDS already has several initiatives underway that promote health, wellness and student support. Staff were introduced to mindfulness and the MindUP curriculum in September 2016 with a contractor. JK-12 classroom teachers are implementing the program to suit the needs of their students. Using the Self-Regulation funds from ECE, we were able to purchase the book sets to accompany the curriculum and other resources to support mindfulness in our classrooms.

As included in our Safe School Plan, grade 7-10 teachers received in-service training on the Fourth R Program and the Talking about Mental Illness Program (TAMI). The Fourth R program helps middle and high school students explore healthy relationships and develop the skills to say no to their peers. TAMI

focuses on learning about mental illness and strategies to promote positive mental health. The TAMI coalition also brings trained speakers into middle school classrooms to share their stories and help breakdown some of the barriers surrounding mental illness. Furthermore, four KDS teachers will participate in Positive Behaviour Interventions and Supports (PBIS) Training session in August 2017. This professional development opportunity will help us to learn more about the program and if it will suit our needs.

For the 2017-18 school year, KDS will implement the following initiatives to support health, wellness and students support:

1. Hire a community counselor to work in the school.

Over the past 3 years, KDS has seen an increase in students trying to manage various mental health issues. For the 2017-18 school year, KDS will hire a community counsellor to work one-on-one with students, small groups and with classes. Having a counselor, who is dedicated to working only with the KDS students, can potentially help students deal directly with overwhelming feelings, implement strategies for positive mental health and help students develop effective coping and social skills. Specifically, this initiative will help teachers and staff work with the whole child and address students' social and emotional needs which research shows are equally important as and directly linked to their academic needs.

This position will be a new hire for KDS. We will work with YKDFN band to fill this position. It will cost approximately \$75 000 for one year and combines several allocations including school counselling (\$31,702), wellness counsellors (\$23,311) and counselling/healing (\$16,990) for a total of \$72,003. This position will be paid for from our inclusive schooling specific funding including wellness counselor allocations and counseling/healing allocations. A challenge to this position is finding the appropriate location within the building to house these services. With KDS's high utilization rate, space is at a premium, especially space that is private and sound-proof.

2. Develop procedures for responding to incidents of bullying with a mechanism for reporting those incidents.

Procedures for responding to and documenting issues of bullying will be systematic and use data generated through our bullying reporting mechanism. Our process will include ways to appropriately and sensitively support the person who has been bullied and how to help the person who did the bullying to learn and grow. It will include a documentation process so that we can ensure each incident and its investigation is recorded. For our processes to be effective, the KDS Safe and Caring School Committee will meet quarterly to review data collected by the reporting mechanisms and reflect upon the processes put into the place.

In response to the Safe Schools Review and Recommendations, KDS will establish reporting mechanisms for bullying and develop procedures for responding to and documenting issues of bullying. First, KDS will develop a site-specific reporting mechanism for incidents of bullying that is easily accessible and anonymous (as possible) for students, staff and families. It will be designed by the KDS Safe and Caring School Committee to ensure that the reporting mechanism is in alignment with our school and community needs. The reporting tool will be ready to use by October 2017. We will use Google Forms to develop the tool with minor support from YK1's Technical support staff.

Teaching and Learning

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Teaching and Learning.

In 2014-15, KDS staff and the NDEA collaboratively developed the existing School Improvement Plan as a 5 year plan. It was written with the understanding that to see quality and sustainable change it would take time and consistency. The KDS School Improvement Plan is constantly reviewed and updated based on the evolving needs of our student population and community. The initiatives include:

1. Implement the KDS literacy plan in each JK-8 classroom during the 2017-18 school year.

During the 2016-17 school year, the KDS literacy committee (volunteered classroom teachers, program support teacher, administrator and literacy coach) developed a KDS Literacy Plan that includes best practices that will be used in each JK-8 classroom. The literacy committee developed a common set of beliefs about children, learning and literacy development. Then they researched and developed a list of best practices that would be used from JK-8. These strategies include:

- Literacy and learning centres provided daily to promote independence in curricular outcomes with an established and predictable routine. An example framework is The Daily 5. Components will include: established predictable routines, small group work, one-on-one conferences, independent work time, direct instruction, and 90 minutes of literacy instruction/day.
- On-going assessment will continue and assessment practices will be further refined. Data generated from Fountas and Pinnell Benchmark Assessment System (F & P), District Wide Write (DWW), Early Literacy Awareness Assessment (Kindergarten/ Grade 1 / Grade 2) and classroom practices will guide instruction to ensure students are receiving lessons targeted to their strengths in order to meet their needs. A rich assessment profile will be created for each student to ensure a complete picture of the child is available when making instructional decisions.
- Classroom teachers will meet at 6 week intervals to collaboratively complete "Assessment to Instruction" to enhance classroom assessment practice. Classroom teachers will also include an assessment practices as a component of their long range plans.
- Culture and language will be skillfully integrated into literacy learning to encourage student motivation and deepen their cultural understandings.
- Daily shared reading and writing - as a part of literacy centres and /or as a whole group.

- Teachers will ensure that there is a volume of levelled books available to meet the independent reading levels of children within the classroom with daily time provided for reading.
- Students will be exposed to rich language experiences to promote oral language development and increase vocabulary in both reading and writing. From our experience, we have learned that our students come to school with varying levels of language experiences. We also know that oral language and exposure to rich language is the foundation of literacy development.
- Teachers will provide students with daily meaningful and authentic writing experiences at their developmental level. Classroom teachers provide daily time built into their schedules for writing. While students may sometimes write in their journals, there must also be opportunities to explore different genres of writing throughout the year. DWW will be completed and assessed as scheduled throughout the school year. This data will be used to set learning goals and lesson planning. Additional writing pieces will also be assessed throughout the year to support literacy development and ensure ELA outcomes for grade level specified genres are being met. Writing continuums will be used regularly for self-assessment and to track student progress.
- Teachers will have an understanding of the ELA continuum and know where their students “fit”. This will ensure students are making forward progress.
- All staff will use common language when teaching such as familiar reading prompts.
- Understand and implement the Gradual Release of Responsibility so that students are becoming increasingly independent with their skills.

This initiative can be implemented using existing staff and funds. KDS will continue to use the Fountas and Pinnell Benchmark Assessment System and District Wide Write at regular intervals throughout the school year to track students’ progress and adjust teaching as required. As well, the KDS literacy plan will be used as a guideline for teacher observation and evaluation to ensure the plan is being used effectively.

2. Increasing oral language skills in the early years.

For the 2017-18 school year, KDS would like to implement an oral language pilot project in our Junior Kindergarten-Kindergarten class. Oral language is the foundation of literacy development. Unfortunately, many of our young students come to school without the necessary language skills. Every year KDS refers approximately 50% of our JK-grade 1 student population to Stanton’s Speech and Language department for speech services. In the later grades, during psycho-educational assessments, many of our students are found to have low language and vocabulary skills. It has also been noted by our classroom teachers, that many students lack the vocabulary skills needed to decode texts using structure and meaning cues.

In 2016-17, in collaboration with our assigned Speech & Language Pathologist (SLP), KDS was able to train two educational assistants to provide articulation interventions. This one-on-one intervention time has helped many students to gain the articulation skills needed for phonological development.

However, children need to be immersed in rich language in order to develop receptive and expressive language skills.

This pilot project will enhance our play-based, early childhood program by embedding oral language into every aspect of our program. Using ECE's Student Support Initiative funding (\$15,000 for the 2017-18 school year), we will hire a speech and language pathologist to work with our classroom teachers and implement The Hanen Centre's Learning Language and Loving It Program. The SLP will provide important background knowledge about how children develop oral language, then work directly in the classroom with students and modeling for the teachers. Weekly planning time will also be included. This planning time will include reviewing student progress, developing activities and resources and setting goals for the week.

Professional Learning

Ndilo DEA is responsible for providing professional learning opportunities to build the capacity of their education staff in the North. These opportunities are planned in alignment with both ECE and Ndilo DEA priorities.

Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

1. Professional Learning Communities

Professional Learning Communities (PLC) when implemented with fidelity, create a coordinated and collaborative approach to ongoing, date driven, job embedded professional development that is most effective for the adult learner (Barber, 2007). As per our Strengthening Teacher Instructional Practices Proposal, we will work to develop effective PLC processes that will focus the learning community on further refining instructional practices and student growth. Regular PLC time will be scheduled into the teachers schedule with the PST, Language and Culture Instructor and principal joining as much as possible. Teachers will be asked to examine and reflect upon their classroom learning intentions and assessments then plan next steps.

During PLC time, teachers will be asked to complete an Assessment to Instruction Cycle at 6 week intervals. During their PLC time, teachers will examine assessment data to determine their students' strengths and stretches. Then they will set goals for their students based on curricular needs, and then plan to meet those goals. Teachers will develop a plan to assess their goals in the next six weeks. This will be done in collaboration with the PST.

By developing more effective processes to support our PLCs, we are demonstrating our commitment to supporting teacher capacity and effectiveness, which in turn will improve student achievement. It is equally important that the PLC goals reflect KDS goals that were developed collaboratively. Keeping our processes streamlined and focused will help us achieve and sustain change for the improvement of our school and learners.

2. Oral Language in the Early Years

As outlined in the Teaching and Learning section of this document, job embedded professional development for planning and assessing oral language development will be provided. An SLP will work directly in the classroom modeling strategies for teachers and working directly with students. Then the SLP will work solely with the classroom teacher and educational assistant to set goals for the week, plan activities and strategies to accomplish those goals and discuss any potential roadblocks.

3. Indigenous Education, Literacy & Numeracy

Strengthening our ability to integrate an indigenous education component into our units of studies and further developing our literacy and numeracy skills will remain school improvement goals for the 2017-18 school year. To reach these goals we will use the PLC model. Teachers will review and reflect upon data sources, set goals for improvement in these areas and assess progress and learning. Dedicated regular time will be built into the KDS schedule to support this learning and planning. As well, School Improvement Planning and Strengthening Teacher Instructional Practices days will be used. Additional dedicated professional development topics will be added as needs arise. We also will participate in YK1 professional development activities that will help us to meet our school improvement goals.

Table 3 indicates the themes for regional professional learning opportunities in the 2017-2018 school year.

Table 3: Professional Learning themes for education staff in the 2017-2018 school year

Regional Professional Learning Theme	
Professional Learning Communities	<ul style="list-style-type: none"> Developing processes for professional learning communities that focus on assessment and goal setting Using 'Assessment to Instruction' cycle to use assessment data to drive instruction, set goals, track progress, and determine next steps
Oral Language	<ul style="list-style-type: none"> Building capacity in our early elementary teaches to help students develop strong oral language skills
School Improvement Goals	<ul style="list-style-type: none"> Using assessment data to research and plan instruction Ensuring the KDS Literacy Plan is being used in every JK to grade 8 classroom Building in reflection time to assess our Indigenous education, literacy and numeracy goals then providing necessary professional development

Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

1. Literacy

We continue to implement the initiatives and strategies that we developed with our KDS Literacy Committee. For more detail please refer to 'Teaching and Learning'. This committee includes our Program Support Teacher, Administration and all classroom teachers from grades K – 8. Some of the main initiatives include the establishment of a literacy committee, school wide literacy terms, consistent literacy programming, and Professional Learning Communities that focus on literacy and a Levelled Literacy Intervention Program.

2. Wiiliideh Yatii Integrated Programming

As we are an Indigenous school, we strive to incorporate Wiiliideh Yatii and Dene culture and beliefs into all that we do. We have a full-time Indigenous Coordinator that works closely with our school Elder, Cultural Instructors, community members and classroom teachers to plan and implement a number of initiatives including:

- Daily Wiiliideh Yatii use – we begin each day with our school prayer in our language. We also use Wiiliideh throughout the day integrated into our classroom conversations. Students are encouraged to speak Wiiliideh Yatii throughout the day.
- We have developed our own Wiiliideh Yatii website to provide support and encouragement for teachers as well as students.
- Our Language Instructor will be offering weekly Wiiliideh Yatii lessons after school for our teachers in the upcoming school year (2017/18)
- We have a wide variety of on the land experiences for our students including: berry picking, ice net fishing, trapping, snaring, snowshoeing, canoeing and duck hunting & plucking. In partnership with the YKDFN we have sent students moose hunting in the past. We hope to continue this initiative when possible.
- Teachers need time and support to inclusively weave Dene Kede, YKDFN history & culture and indigenous teachings into their year, unit and lesson plans. We will be including PLC planning time with the Indigenous Coordinator, Elder and Cultural Instructors during the 2017/18 school year.

3. Assessment

KDS is striving to gather and organize our assessment data so it can effectively inform our programming decisions and teachers' lessons. To support teachers in collecting a triangulation of assessment data, we have worked with a contractor and completed a number of professional development initiatives that focus on Assessment for and as learning.

Teachers have also been supported in delivering the Fountas and Pinnell Benchmark Assessment which is used prior to each reporting period and guides teachers' instruction decisions. Additional literacy assessments utilized by our teachers include running records, district wide writes and a wide variety of vocabulary checklists. Within each classroom, students are actively utilizing self and peer assessment tools that enable students to better understand objectives and specific ways to improve.

4. Monthly Circle Ceremony

At the end of the day on the last Friday of each month, KDS holds a Circle Ceremony to recognize all of our students' hard work. Each class celebrates cultural participation, perfect attendance as well as literacy, numeracy, and physical education accomplishments. Each class also selects a Rainbow Reward winner that highlights students getting caught being good. During this ceremony, students often perform a song, fiddle tune or poetry recital. This is a great event that everyone looks forward to. The pride that students show while their teachers are "bragging" about their successes is priceless.

5. High School Broadening Horizon's Trip

School attendance remains the biggest challenge for our high school students. In order to encourage regular attendance, we have been organizing a year-end trip. This trip is fundraised using catering and jobs at the school. In order to participate in this trip, students need to complete all the required academics (pass all courses), maintain a positive attitude and attend school 80% of the time. This initiative really seems to help the students get to school and remain on task.

Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on the land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.

1. Daily phone calls home

To promote student attendance we will continue to make daily phone calls to and provide support to families where needed. This daily contact with families helps them to know that their children and their children's education are priorities at KDS. The calls are made every day at 9:30 am and are recorded for attendance purposes. For families who struggle with attendance, we work closely to provide supports tailored to their needs. This initiative is built into the daily schedule of the administrative assistant and principal for more challenging cases. It is implemented with no additional funds necessary.

2. Transportation

Prior to 2014, KDS utilized the public transportation from the City of Yellowknife to get students living in Yellowknife to the community of Ndilo. However, in 2014 the City drastically changed their bus routes and made it difficult and longer for students to get Ndilo. At times, students would wait 45 minutes to transfer buses and in the winter months this was not appropriate. In January 2015, the NDEA decided to use a bus and hire our own bus driver to help transport students to school and home. This program has been helpful at ensuring our students get to school safely, on-time and every day. A 23 passenger bus was purchased using donated funds from Dominion Diamonds and other organizations. This initiative costs the school approximately \$40,000.00 in wages, \$8,000.00 in gas and \$2,000.00 in maintenance for a total of \$50,000.00 per year. Despite having two routes runs each day, we still had too many students requiring transportation to school. One of our high school teachers also drives our 15 passenger van each day and picks up between 10 - 14 students from one of our bus stops. With these two modes of transportation, we are able to transport our 59 bus students.

3. Breakfast and snack program

Since 2010, KDS has provided students with a formal breakfast program. KDS opens its doors at 8:00 am to offer a breakfast program to all students. It is a very simple menu of cereal and yogurt with fruit being offered at 10:30 for snack. On occasion, with the generous support of Polar Eggs, we are able to offer a hot breakfast. This program ensures that students start their day with a full stomach.

To support this initiative, we have changed the schedule of an educational assistant to open the school at 8:00 am. We have also hired a school community cook. The costs for this program include \$40,000 in wages and \$30,000 in supplies for a total of \$70,000. To support this program, we apply to Breakfast for Learning (\$7,000), Food First (\$11,200), Healthy Foods for Learning (\$10,000) and Active After School (\$3,000) for a total of \$32,200 additional funding for nutritious food.

4. Celebrate regular attendance each month

Students who attend regularly are celebrated at the monthly KDS Circle Ceremony. Regular attenders acknowledged for their good work getting to school every day and for the progress they are making. At this time, we also discuss importance of getting to school regularly and how it greatly impacts one's success at school and in life. This initiative does not require additional staffing or funds.

5. High School Broadening Horizon's Trip

School attendance remains the biggest challenge for our high school students. In order to encourage regular attendance, we have been organizing a year-end trip. This trip is fundraised using catering and jobs at the school. In order to participate in this trip, students need to complete all the required academics (pass all courses), maintain a positive attitude and attend school 80% of the time or more. This initiative really seems to help the students get to school and remain on task.

6. Active After School

Our school delivers a wide variety of Active After School Programs including a widely successful skiing program (over 30 skiers), gym passes for high school students, a Girls' Adventure Club, dance classes, mountain biking, snowboarding and a variety of other sporting events.

7. Participation in Sporting Events

At KDS we participate in a wide variety of sporting events and trips. Students get to travel for soccer, volleyball, badminton, table tennis, cross country running and track and field. They also attend a number of tournaments in Yellowknife. Active living and participation in organized sports is encouraged. We encourage all students to get involved as we know the positive impact on group and organized sports has on student success.

However, in order to participate, students need to attend school regularly, complete all of their academics and maintain a positive attitude. Along with these requirements comes the support for students to catch up, get to school and be kind. We have also supported students in joining basketball, volleyball and soccer teams outside of school.

Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines Ndilo DEA's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, Ndilo DEA considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years are allocated according to the School Funding Formula.

As the NDEA uses YK1's superintendent services, our teachers are YK1 employees and enjoy the same benefits as such. This also means we follow the YK1's hiring policies.

Table 5: Budgeted Person Years for General School Staff by School

School		General School Staff									Total
		Admin istrati on Staff	Teacher s*	Consul tants	Secret aries	Custodi ans	School Community Counsellors	Bus Drivers	Cooks	School Administra tion	
Allocated	Regional	0.25	9.90	0.25	0.40	1.08	0.34	0.00	0.00		12.2
	Regional KDS	0.25	9.90	0.25	0.40	1.08	0.34	0.50	0.80		13.52
TOTAL		0.25	9.90	0.25	0.40	1.08	0.34	0.50	0.80		13.52

*Teachers include NWTTA members who are classroom teachers, principals, assistant principals, librarians, guidance counsellors, etc.

Table 6: Allocated and Budgeted³ Person Years for Inclusive Schooling and Aboriginal Language Staff by School

School	Inclusive Schooling Staff										Aboriginal Language Staff			
	Regional Coordinator		Program Support Teachers ⁴		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS		Total AL Staff	
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B
Regional Office														
KDS	0.5	0.5 ⁵	1.00	1.00	1.68	2.0 ⁶	0.25	0.25 ⁷	0	0	3.43	3.75	1.77	1.77
Total														

* A is allocated
 † B is budgeted

³ With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all "Budgeted" columns.

⁴ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.

⁵ The NDEA has named the KDS principal to also be the RISC.

⁶ Please note it is very difficult to hire part time positions something not considered by the funding formula. We will use part of our surplus to hire to full time educational assistants.

⁷ NDEA will combine these funds with School Staffing under School Counselling to be able to hire a Wellness Counsellor.

Outlined below are the hiring and training strategies that are used to fulfil the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention.

1. Hiring and Training Strategies for Inclusive Schooling

With respect to the new Inclusive Schooling formula, the NDEA will continue to work with one PST as that is what our numbers support. Currently, we are looking to hire a PST for a one year term contract for the 2017-18 school year as the current PST has been re-assigned for a one year term. As previously mentioned we will follow YK1's hiring policies to fill this position. As well, we will utilize YK1's training opportunities to provide any needed training to comply with ECE's Inclusive Schooling Directive.

2. Hiring and Training Strategies for Aboriginal Language Staff

The NDEA has identified the need for succession planning to support a smooth transition for the 2018-19 school year. Our current cultural and language instructor will be taking a leave of absence during that time. Our Wiilliideh Yatii program and multiple cultural experiences are vital to the success of our school. Whenever possible, potential candidates within the YKDFN population are encouraged to function as a casual staff within our school and during our cultural experiences. KDS is always looking for Wiilliideh Yatii speakers and cultural experts, who enjoy working with children, to share their skills with our students and staff.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that requires an evaluation in the next school year is [two](#).

Ndilo DEA Governance

DEA/DEC Operations

Education Bodies are governed by the *Education Act of the Northwest Territories*. A complete list of responsibilities can be found in the *Education Act* (Sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the Ndilo DEA are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend. It is the responsibility of the Ndilo DEA to ensure that only members who attend meetings receive these monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for board members/trustees is **\$18,000.00**

Outlined below are plans to reduce unqualified honoraria and travel allowances for members who did not attend meetings for the next school year.

Our NDEA receives a per diem for each meeting they attend. We only pay our trustees after they have attended a meeting, not annually. Accordingly, the NDEA does not find itself in a position of having to recover travel allowances for members who did not attend meetings.

The NDEA Chairperson receives \$300 for a full day meeting and \$150.00 for half a day. All other trustees receive \$250.00 for a full day meeting and \$125.00 for a half day. These amounts were decided by a vote during by the NDEA and are based on amounts shared from ECE.

Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 7: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)?	No
If yes to above, has this position been dedicated to managing records and documentation?	
Do you know the total number of records boxes to be processed?	No
If yes to above, how many?	
Do you have a schedule for processing records boxes?	No
If yes to above, how many do you plan to process this year?	

At present, the NDEA does not have a staff member trained in the management of records and documentation. A position will be identified when the GNWT provides more information regarding training and funding.

Financial Management

Accurate Implementation of Operating Budget

Ndilo DEA developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 8: Statement of Revenues and Expenses

Divisional Education Council/District Education Authority			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget - Consolidated			
	2017-2018 Budget	2016-2017 Approved Budget	2016-2017 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	2,423,062	2,182,969	2,391,000
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution			157,057
Capital Contribution			
Total GNWT	2,423,062	2,182,969	2,548,057
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			
Other			
Total Generated Funds	0	0	0
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0

TOTAL REVENUES	2,423,062	2,182,969	2,548,057
EXPENSES			
Administration	133,000	85,000	*
School Programs	1,667,475	1,650,917	
Inclusive Schooling	416,182	510,066	
Aboriginal Language/Cultural Programs	206,267	184,587	
Transfers to Capital			
Debt Services			
Operations & Maintenance			
TOTAL EXPENSES	2,422,924	2,430,570	2,748,797
SURPLUS (DEFICIT)	138	-247,601	0
ACCUMULATED SURPLUS (DEFICIT)	<u>495,307</u>	<u>495,169</u>	<u>742,770</u>

*These numbers will be available when our 2016-17 audit is complete.

Table 9: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted
Regional Coordinator(s)	76,706	76,706
Program Support Teachers ⁸	140,297	140,297
Support Assistants	141,784	148,433
Wellness Counsellors	23,311	23,311
Magnet Facilities Staffing		
Others – please define:		
Staff Development	7,300	7,300
Staff Development Travel	3,000	3,000
Specialized Learning Material/Assistive Technology	18,572	18,572
Services Purchased/Contracted		
Magnet Facilities		
Southern Placements		
Counseling/Healing	16,360	16,360
Materials		
Not budgeted to date		
Total Inclusive Schooling spending	427,330	427,330

⁸ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students.

Table 10: Details of Expenditures 2017/18

**Divisional Education Council/District
Education Authority
DETAILS OF EXPENDITURES - Consolidated
Annual Budget**

FUNCTION	ADMINISTRATION	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	TOTAL
<u>SALARIES</u>					
Teachers' Salaries		1,238,367	361,182	186,267	1,785,816
Instruction Assistants					
Non Instructional Staff		171,250			171,250
Board/Trustee Honoraria	18,000				18,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		16,858			16,858
Leave And Termination Benefits					
<u>SERVICES</u>					
<u>PURCHASED/CONTRACTED</u>					
Professional/Technical Services	115,000		15,000	20,000	150,000
Postage/Communication		10,000			10,000
Utilities					
Heating					
Electricity					
Water/Sewage					
Travel					
Student Transportation (Bussing)					
Advertising/Printing/Publishing					
Maintenance/Repair		71,000			71,000
Rentals/Leases		25,000			25,000
Other					
Other Contracted Services			10,000		10,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials		135,000	30,000		165,000
Freight					
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	133,000	1,667,475	416,182	206,267	2,422,924