



**A FRAMEWORK FOR SCHOOL IMPROVEMENT  
FOR MI'KMAW SCHOOLS**

**BY JEFF ORR, PH.D. AND FRANK MACCORMICK, M.ED.  
JUNE, 2007**

**TABLE OF CONTENTS**

1.0	INTRODUCTION	2
2.0	CONDITIONS FOR SCHOOL IMPROVEMENT	6
3.0	THE SCHOOL IMPROVEMENT CYCLE	7
4.0	TIME CHART OF ACTIVITIES BY YEAR IN CYCLE	8
5.0	SCHOOL IMPROVEMENT ROLES AND FUNCTIONS	9
6.0	SELECTION OF SCHOOL IMPROVEMENT TEAM LEADERS	13
7.0	CONDUCTING THE SCHOOL REVIEW	14
8.0	SIGNIFICANT SCHOOL IMPROVEMENT QUESTIONS	15
9.0	STEPS IN DEVELOPING THE SCHOOL IMPROVEMENT PLAN	17
10.0	TEMP;LATE FOR WRITING A SCHOOL IMPROVEMENT PLAN	24
11.0	THE MK VALIDATION PROCESS	27
12.0	RECOMMENDATIONS	28
13.0	APPENDIXES	
13.1	MK VALIDATION REPORT TEMPLATE	30
13.2	ANNUAL UPDATE AND REVIEW	34
13.3	SIGNIFICANT SCHOOL IMPROVEMENT INDICATORS	41
13.4	BEAR RIVER INSPECTION REPORT	45
14.0	REFERENCES	48
15.0	ACKNOWLEDGEMENTS	53

## 1.0 INTRODUCTION

Prior to the signing of the second Mi'kmaw Kina'matnewey Agreement with Canada in 2005, Canada, through INAC, requested that MK demonstrate the success of programming under the schools which are part of the agreement. In the absence of prior agreement about what would be appropriate evaluation criteria, MK and INAC contracted a best practices study to look at identification and documentation of appropriate indicators of school success. The report demonstrated better graduation rates, improved cultural and language learning, increased offerings of programs on reserves, and significantly more qualified First Nations educational staff during the term of this formal Agreement (Orr & Cameron, 2004). However, neither this report, nor other formal school evaluations like it, has contributed to ongoing processes of continuous school improvement.

In addition to Reporting Requirements under the Annual Report which are prepared by MK under Section 11.1 in the new agreement, MK is required to submit student enrollment data under Section 11.2 that will include “statistics, by participating community, members and non-members, grade level and *other relevant areas as agreed to by the parties.*” [emphasis added]. Given this mutual interest in reporting information, MK and INAC entered into discussions to jointly develop a school evaluation framework that would accurately represent educational information of specific relevance to various participating communities while also conveying the successes and ongoing aspirations for improvement of these participating communities.

The MK –INAC joint School Evaluation Framework Steering Committee was set up, represented by Ernest Walker and Dot Smith-Bezanson, INAC, John Jerome Paul, MK, Marion Paul, Director of Education, Eskasoni, and Darren Googoo, Director of Education, Membertou. Jeff Orr and Frank MacCormick were commissioned to design a School Evaluation Framework. After three meetings of this steering committee, agreement was reached on the framework concept. Community consultations visits were made to Bear River to meet with staff and administrators associated with the Early Childhood Center, and to Eskasoni, to meet with principals from the three Eskasoni schools, the Waycomagh principal and vice principal, and the principal from Indian Brook. These community visits were for the purpose of consultations related to the viability of the School Improvement framework. Various indicators, templates, and roles were identified, designed and vetted. In addition, a meeting was held with the provincial coordinator of school accreditation to seek input and advice. What follows are the outcomes of this process.

Ongoing assessment of school success is an important consideration at a time when accountability, school improvement and better student achievement are expectations of communities, government and society. Schools can examine what they do in a critical and constructive way by using hard data and relevant internal indicators of success. Then they can set targets for improvement and embark on a systematic approach to enhancing student achievement.

## **INTRODUCTION – CONT'D -**

A recent literature review commissioned for INAC (Orr & Cameron, 2006) related to ways that school districts can best contribute to student learning concluded that:

1. *School districts make a difference in improving teaching and learning if they demonstrate an organizational culture which focuses upon achievement as a main priority.*
2. *School districts make a difference when their central office staff creates positive energy amongst teachers in the system around improved instruction and learning.*
3. *The quality of leadership of central office personnel is crucial to the effectiveness of school districts in advancing teaching and learning.*
4. *Case study research shows that central office personnel who are skilled at influencing school improvement can make a difference in the degree of implementation and student achievement.*

The purpose of school improvement planning and implementation is to develop and enhance an environment where students learn and have success. Essentially planning for school improvement involves reviewing baseline data on school performance and student achievement, identifying strengths and needs, setting priorities, reaching consensus on achievable goals and taking specific actions to achieve the desired results.

Regular assessment and reporting of incremental progress towards meeting goals are key aspects of the improvement process.

### **1.1 LESSONS LEARNED FROM BEAR RIVER ABOUT SCHOOL IMPROVEMENT**

#### **1.1.1. THE INSPECTION MODE OF EVALUATION**

Formerly in public education the approach to evaluation was top-down and directive. It usually entailed the inspection of the school staff and programs by an outside “expert” who often arrived unannounced to check on the institution. This mode of evaluation commonly involved the following:

- Examination of the school building and the environment to check on the cleanliness of the bathrooms, the safety of the equipment and the organization of the facilities
- A visual sweep of the classrooms to identify student behavior, availability of appropriate materials and the management of routines by the school administration
- Review of documents and policies such as enrolment registers, schedules, staff qualifications and assignments, performance evaluations and basic pass-fail information
- Cursory discussion with some members of the staff and administration to ascertain how “satisfied” they were with the operation of the school.

While these approaches may have served the purpose of the times they did little to help the school improve student achievement. There were no efforts to identify baseline information on the performance of the school and to set goals for improvement over time. Essentially hard data on student achievement was not used to inform the “inspection” and the school often viewed the process as an exercise to be endured with little ownership and commitment to improve results for students. (See Appendix D for more on the Bear River site visit and School Inspection report).

There has been a great deal of attention paid to the limitations of this form of accountability leadership. John Smyth (2005) shows that such top-down approaches to school reform “are failing because of their inability to listen to the voices of students and teachers.” (p. 130) He goes on to show how his research in Australia is demonstrating that school improvement focused upon student learning, which asks questions about how student learning is helping the most disadvantaged, is demonstrating that genuine change is possible in challenging educational contexts. This form of school evaluation, accountability, and improvement “is *lateral* (i.e., of teachers to one another) and *outward* (i.e., to students parents and community), rather than simply *upward* to administrators, policy makers, and politicians.... Thus conceived, school improvement is considered to occur within broader district, regional, state, and national guidelines but it is overwhelmingly owned by those most immediately affected-namely,

## 1.2 SPECIFIC LESSONS LEARNED FROM BEAR RIVER

Our visit to Bear River showed us that the Early Childhood Center is very well resourced in terms of both human and physical infrastructure. There is a very good working relationship between the health center and the early childhood center. Outreach programs with families with pre-school children from in vitro to five years of age are proving to be very useful for engaging families about educational and parenting ideas and services.

Conversations with staff in the Health Center, Early Childhood Center, Cultural center, and band office raised a few important issues for school improvement follow up. In communities such as Bear River, where all public schooling is under the jurisdiction of provincial schools, there are limited opportunities for school improvement planning to talk about and affect provincial schooling. However, three goals that appeared to be common amongst community members we talked with were:

**Indigenous Language and Culture:** A desire to support greater focus upon Mi'kmaw culture for students.

**Learning in Other Academic Areas:** A desire to offer some sort of continued adult learning opportunities for community members who desire further credentialing, basic literacy and life skills training.

**Learning Environment and School Community Relations:** A desire to enhance the communication and coordination of this communication about how well students are doing in secondary academic subjects is complicated by the high range of choices that parents have about where their children and teens attend school.

In future work with communities that have significant numbers of students attending provincial schools and little to no jurisdiction over provincial schooling, it is recommended that the school improvement process spend some time assisting the community in identifying issues to address such community concerns as these. In addition to this, we have some specific recommendations related to school improvement processes for Early Childhood Centers.

### 1.3 THE IMPROVEMENT PROCESS FOR EARLY CHILDHOOD CENTERS

The Coordinator of School improvement will meet with the staff and administration of the Early childhood Center (ECC) and orient them to the improvement process and provide them with survey instruments and documents related to the review procedures.

#### YEAR ONE ACTIVITIES

1. The staff and Administration of the Early Childhood Center will use the instruments provided to survey stakeholder responses to the Center.
2. The Coordinator of School improvement will assist the ECC in conducting a review of the baseline data related to the operation, programs and services provided by the Center in the following areas:
  - Enrolment and age data of students
  - Conditions and maintenance of the facilities
  - Policies and procedures for operation
  - Processes for communication with administration and stakeholders
  - Availability and use of materials and resources
  - Involvement of the community with the Center
  - Range and quality of program activities
  - Qualifications and training of staff
  - Professional development of staff
  - Relative degree of community satisfaction with the Center
3. The staff and the administration with the support of the Coordinator of SI will undertake to develop an improvement plan including goals, strategies and actions related to the following relevant areas:
  - a) Mi'kmaq language and culture development of the children
  - b) programs and services for the children
  - c) facility, and environment improvements and community connections

4. An External review team composed of staff and administration from other Early Childhood Centers will visit the Center and validate the internal baseline review and the proposed improvement plan.

### **YEAR TWO THREE AND FOUR ACTIVITIES**

The administration and staff of the ECC will carry out the implementation of the improvement plan and will submit annual progress reports to the administration, Band Council and Mk Coordinator.

### **YEAR FIVE ACTIVITIES**

1. The administration and staff of the ECC will prepare a final report on the implementation of the improvement plan.
2. The external Review team will revisit the Center and validate the final report on the implementation of the improvement plan.
3. The administration and staff of the Center will undertake to plan for the next five – year cycle of improvement activities.

## **2.0 CONDITIONS FOR SCHOOL IMPROVEMENT**

Considerable research conducted over the past four decades reveals that the essential conditions for school improvement include:

- A sustained focus on student learning
- Extended commitment of time and resources
- Coordinated, relevant staff development
- Effective planning and monitoring of progress
- On-going support and commitment by formal school leaders
- Connecting with and networking outside the school
- Collaboration and shared ownership by the staff and school community
- Continuing reflection and evaluation by staff
- Application of best practices based on research
- Enhanced capacity to manage change

Nine characteristics of School Improvement are:

1. *School improvement addresses the quality of school programs* through the creation and implementation of school improvement plans.
2. *School improvement is a cyclical process* involving internal reviews, identification of school strengths and weaknesses, prioritizing and setting goals and taking specific appropriate actions to achieve these goals.
3. *The process of assessment and review must be internally driven* as the individual school takes responsibility for evaluating its unique needs and for implementing improvements.
4. *School assessment must be a collaborative and inclusive process* involving school administration, staff, students, community and governing authorities.
5. *Measuring growth in relation to established goals* is an essential part of school improvement and involves establishing baseline data on student achievement as well as assessment of indicators of progress and growth over a designated period of time.
6. *Provision of appropriate support and resources* to the individual school by governing authorities is vital to the success of the school improvement process.
7. *MK validation of both school plans and the reported results* of the implementation of school improvement initiatives is essential for credibility and accountability in the improvement process.
8. *Adequate training and professional development* of administrators and staff members is required for the successful development and implementation of a school assessment framework.
9. *A clearly defined set of indicators of performance* that may be employed by the individual school as benchmarks for success.

## THE SCHOOL IMPROVEMENT CYCLE



## **TIME CHART OF THE SCHOOL IMPROVEMENT CYCLE**

### **4.1 JANUARY – MAY – PRIOR TO START OF CYCLE**

### **4.2 YEAR ONE – SEQUENCE OF ACTIVITIES**

#### **SEPTEMBER**

- Selection of School Improvement Teams
- Training Session for School Improvement Teams
- Surveys conducted with stakeholders
- Funding allocated to schools involved in current phase

#### **OCTOBER**

- Staff in-service for conducting School Improvement review
- Data collection, review of information sources
- Review of survey results

#### **NOVEMBER**

- School Improvement review process is completed
- MK Validation Team selected by coordinator
- Timeline established for school visit(s) by MK Validation Team

#### **DECEMBER**

- First draft of School Improvement Review Report completed

#### **JANUARY**

- School Improvement Planning workshop conducted with stakeholder participation

#### **FEBRUARY – MARCH**

- Second school improvement planning workshop held (if necessary)
- Draft of School Improvement plan completed

#### **APRIL – MAY**

- MK Validation team visits school(s) and vets plan
- School improvement plan revisited, adopted
- Funding provided to school for plan implementation

### 4.3 YEARS TWO – THREE- FOUR

- Implementation of plan is undertaken
- Continuation of data collection and assessment
- Preparation and distribution of annual progress reports
- Revision and adaptation of plan as required
- Continuation of external support for plan implementation

### 4.4 YEAR FIVE

- Completion of data collection and evaluation
- Preparation of draft of final report
- Visit to schools by MK Validation Team
- Vetting of final report by MK Validation Team
- Revision and distribution of final progress report
- Preparation for the next cycle of planning for school improvement

## 5.0 SCHOOL IMPROVEMENT ROLES AND FUNCTIONS

Developing a relevant, realistic school improvement plan requires the collaboration, involvement and ownership of the full school community. While extensive involvement of stakeholders is necessary, specific leadership roles and functions need clarification in order to facilitate the planning process.

### 5.1 THE MK COORDINATOR'S ROLE:

*To support and assist the School Improvement teams in their work and to coordinate and champion the process within and beyond MK schools*

- Assume responsibility for overall leadership of the school improvement process
- Maintain ongoing liaison and communication with Directors and principals
- Collaborate with directors and principals in the selection of the School Improvement Teams
- Conduct training and preparation sessions for principals and school teams
- Cooperate with Directors and principals in scheduling schools participation in the improvement process
- Collaborate with Directors and principals in selecting MK Validation Teams
- Facilitate school improvement planning sessions as required
- Support the development of baseline review and provide support and assistance to schools engaged in the improvement process.
- Monitor the planning process, review reports and provide support and assistance to schools engaged in the improvement process

## **5.2 THE DIRECTOR OF EDUCATION'S ROLE:**

*To support and assist in re-sourcing the process within their school, community, and at the Director's Working Group table*

- Ensuring that school improvement is a priority within the First Nations Band Council and community
- Collaborate with the school improvement coordinator in scheduling, organizing and planning of the improvement cycle
- Participate in the selection of MK Validation and School Improvement Teams
- Arrange for financial support and resource allocation for development and implementation of the school improvement plan
- Maintain ongoing communication with stakeholders concerning school improvement
- Monitor the improvement process by receiving and responding to updates and progress reports from participating schools

## **5.3 THE PRINCIPAL'S ROLE:**

*To support and facilitate the School Improvement and MK Validation teams in their work and to provide leadership and encouragement for the implementation of the plan.*

- Engage in orientation and professional development sessions to learn about the school improvement process
- Assume leadership in the orientation and preparation of staff for the development of the school improvement plan
- Provide information to the wider school community about school improvement and solicit participation from the community.
- Participate in the process of selecting the school improvement team
- Collaborate with the school team in identifying indicators and sources of data for establishing a baseline for the evaluation
- Provide leadership and support in sessions directed towards developing the school improvement plan
- Give direction and support to the drafting of the school plan
- Assist in the day-to-day actions directed towards realization of the goals set forth in the plan
- Ensure the funds and resources dedicated to the plan are expended appropriately
- Support the school improvement team in developing the annual progress reports on the implementation of the plan
- Report regularly to the Director and the school community concerning progress with the plan
- Continue to network with other principals and Directors and MK staff about strategies and tactics for school improvement
- Cooperate with the MK Validation Team in assessing progress with the school plan
- Assist the school team and the team leaders in developing the final report on implementation of the plan
- Participate on MK Validation Teams visiting other schools

#### **5.4 THE SCHOOL IMPROVEMENT TEAM'S ROLE:**

*To contribute to the internal baseline review and the school improvement planning, support the MK Validation, to assist in implementing the plan*

- Participate in orientation and professional development in preparation for engaging in the school improvement planning process
- Provide advice and support to the team leaders and the principal during the data collection phase of plan development
- Engage the stakeholders from the total school community in the process of developing and implementing the plan
- Give information and updates to stakeholders and groups represented by the school improvement team
- Meet with the team leaders, MK coordinator and principal to assess data and prepare the school improvement plan
- Consult with the MK Validation Team during the vetting of the school plan and approve the finalized document
- Participate in periodic updates and reviews of progress with the plan's implementation
- Engage directly in activities related to realizing the goals set out in the plan
- Assist the team leaders in generating annual reports and updates on the school plan
- Collaborate with the MK Validation team in evaluating the implementation of the plan
- Assist in the preparation of the final report on the completion of the plan

#### **5.5 THE MK VALIDATION TEAM'S ROLE:**

*To conduct a school MK Validation visit to validate the plan in year one and return for the final review in year five*

- Collaborate with other members of the team to select a team leader and engage in orientation and professional development sessions to develop common understandings of the role and functions of the MK Validation team
- Meet with stakeholders in the school to validate the school improvement review through discussion with the principal, team leaders, school improvement team and other participants in the planning process
- Assess the relevancy and accuracy of the data compiled as the basis for the School Improvement
- Analyze the school improvement plan to determine if the plan is complete and consistent with the data compiled in the School Improvement Review
- Conduct interviews with staff and complete classroom visits to verify that programs and services to students are provided as documented in the school plan

#### **5.4 THE MK VALIDATION TEAM'S ROLE – CONT'D -**

- Provide feedback and suggestions to the school improvement team concerning the school plan
- Receive and review the annual reports and updates on progress with the implementation of the school improvement plan during years two, three and four of the process
- Meet with the school improvement team in year five of the process to review the draft final report and conduct interviews, observations and examination of documentation to validate the final report
- Suggest changes and enhancements to the final report as warranted by the evidence gathered in the visitation to the school

#### **5.5 THE MK VALIDATION TEAM LEADER'S ROLE:**

*To lead the MK Validation visit and lead the final review in Year Five*

- Participate in orientation and training activities in preparation for carrying out this leadership function
- Collaborate with the MK in the selection of the MK Validation Team
- Coordinate logistics for the MK Validation Team including travel, accommodations, meeting rooms and financial aspects
- Communicate with the School Principal and the school improvement team leaders and arrange to receive copies of the school improvement and the draft school improvement plan in preparation for the visit to the school
- In conjunction with the school Principal, arrange logistics and schedules for the MK Validation at the school
- Facilitate MK Validation team meetings at the school site to arrange assignments, coordinate observations, assess data and write the MK Validation Team report
- Maintain an ongoing communication with MK authorities and the school Principal to ensure that the review is conducted effectively and professionally
- Take responsibility for ensuring that decisions of the MK Validation team are sought by consensus and when consensus is unattainable make the final decision for the team
- Give leadership to the process of writing the MK Validation report
- Conduct follow up with the school improvement team and principal to track the implementation of the school plan
- Provide copies of the MK Validation report to the MK authorities, Band Council, INAC, the school improvement team and the school staff
- Develop comments and suggestions about how the MK Validation process can be improved and submit this advice to MK
- Provide problem-solution and trouble shooting services to facilitate the completion of the project
- Receive updates and reports from participating schools

### **5.8 THE BAND COUNCIL'S ROLE:**

*To support and assist in re-sourcing the process within their school, community, and at the MK Board of Director's table*

- Provide support by allocating financial and human resources for school improvement
- Cooperate with school in the allocation of staff development time devoted to school assessment and improvement
- Designate the process of school improvement as a school system priority
- Facilitate communication and networking with other Bands and schools to share information and strategies for improvement
- Receive and process annual and final reports on school improvement from participating schools

### **6.0 SELECTION OF SCHOOL IMPROVEMENT TEAM:**

Experience indicates that it is most effective to select two co-leaders to collaborate in leading the School Improvement (baseline) review process. Preferably these individuals should be respected staff members who have strong leadership and analytical skills. Each of these team leaders will require, up to seven days of release time in the first year of the planning process and at least three days of substitute time in each of the following years of the school improvement cycle, to fulfill their roles. It is essential that the Team Leaders of the School Improvement Team volunteer for their roles and be well briefed beforehand concerning their roles and the processes involved in developing and implementing the school improvement plan.

### **7.0 CONDUCTING THE SCHOOL IMPROVEMENT REVIEW:**

The School Improvement Review process focuses on the following areas:

- a) Establishment of a review team and organization a timeline schedule
- b) Conduct a school improvement review of the three main priority areas of Language and Culture, Other Academic Areas, and Learning Environment and Community Relations by looking at the eighteen questions to address (See Significant School Improvement Questions)
- c) Assess the school's strengths and areas for improvement

## **TIMELINE AND STEPS FOR THE SCHOOL IMPROVEMENT REVIEW:**

- 7.1 CHOOSE TEAM LEADERS:** Two team leaders are chosen for the School Improvement review by the Director and the principal who coordinate, facilitate, and lead the review in consultation with the MK school improvement coordinator.
- 7.2 ESTABLISH REVIEW TEAM:** A baseline School Improvement internal review team is established, that includes the Director, the principal, all teachers, support staff, parents, a school board representative, and a student representative.
- 7.3 DEVELOP A TIMELINE:** In consultation with the Director and principal, and MK SI coordinator, the Team Leaders establish a schedule for the work of the baseline School Improvement review with deadlines for task completion.
- 7.4 ORGANIZE STUDENT ACHIEVEMENT DATA:** In consultation with the Director and principal, and MK SI coordinator, organize student achievement data in all grades and subjects related to the eighteen questions in the three priority areas.
- 7.5 DISTRIBUTE SURVEYS:** In consultation with the Director and principal, and MK SI coordinator, distribute surveys to pupils, staff, and parents. Collect and return surveys to MK SI coordinator for initial analysis. Meet with MK SI coordinator and conduct analysis of the findings.
- 7.6 ASSESS SCHOOL'S STRENGTHS AND AREAS FOR IMPROVEMENT:** In consultation with the Director and principal, and MK SI coordinator, meet with staff to share the preliminary analysis of the School Improvement Review data from four and five above related to the three main priority areas of Language and culture, other academic areas, and learning environment and community relations related to the eighteen questions to address. Assess school's strengths and areas that need improvement. Write the Baseline School Improvement report.
- 7.7 DEVELOP THE SCHOOL IMPROVEMENT PLAN:** In consultation with the Director and principal, and MK SI coordinator, develop the school improvement plan on the basis of the analysis of evidence about strengths and improvement areas. Write the school improvement plan.
- 7.8 FACILITATE THE MK VALIDATION PROCESS:** Provide the MK Validation team with the Baseline School Improvement Review report and the school improvement plan, and before and during their on-site validation visit, assist them with relevant information and advice.
- 7.9 LIAISE WITH MK SI COORDINATOR:** Team Leaders and principal will meet with the MK SI coordinator regularly to obtain support and advice for their SI project and will attend MK SI workshops before, and after the School Improvement Review process.

## 8.0 SIGNIFICANT SCHOOL IMPROVEMENT QUESTIONS: SOURCES OF DATA:

“WE WANT EDUCATION TO GIVE OUR CHILDREN THE KNOWLEDGE TO UNDERSTAND AND BE PROUD OF THEMSELVES AND THE KNOWLEDGE TO UNDERSTAND THE WORLD AROUND THEM.”  
(NATIONAL INDIAN BROTHERHOOD, 1972), P. 1)

The above quotation from the Statement of the Indian Philosophy of Education, articulates the importance placed by the National Indian Brotherhood on the priority that Aboriginal children develop both an understanding of their Aboriginal identity, and the knowledge, skills, and values to help them succeed in the wider society. Much of the literature related to First Nations education in Canada since the NIB document (Daigle, 1997, Corson, 1998, Ryan, 1996, Battiste, 1989. Orr, Paul, & Paul, 2001; Schissel & Wotherspoon, 2003) and recent program evaluation work done in Mi'kmaw Kina'matnewey schools (Orr & Cameron, 2004, 2006), suggests that school improvement goals for First Nations education should focus on the following three priority areas:

- 1) Learning of language and culture
- 2) Learning in other academic areas, such as language arts, mathematics.
- 3) Learning environment and school-community relations

It is proposed that schools learn to ask questions related to these three areas from the following eighteen significant school improvement questions:

### 8.1 LEARNING INDIGENOUS LANGUAGE AND CULTURE:

How well are students doing regarding the following areas:

- 1) Fluency in the Mi'kmaw language
  - a. Oral comprehension
  - b. Speaking fluency
  - c. Reading comprehension
  - d. Writing fluency
- 2) Mi'kmaw cultural values
  - a. Awareness of cultural protocols
  - b. Respect for elders
- 3) Indigenous cultural knowledge in various subjects
  - a. Indigenous knowledge in science
  - b. Indigenous knowledge in math
  - c. Indigenous knowledge in social studies
  - d. Indigenous knowledge in literacy

## 8.2 LEARNING IN OTHER ACADEMIC AREAS

How well are students doing regarding the following areas:

- 5) English language arts
  - Reading level outcomes.
  - Writing level outcomes
  - Spelling grade equivalency
- 6) Science
  - a. Science outcomes
  - b. Grades in courses
- 7) Mathematics
  - a. Mathematics outcomes
  - b. Grades in courses
- 8) Social studies/Mi'kmaw Studies
  - a. Social Studies outcomes
  - b. Mi'kmaw Studies outcomes
  - c. Grades in courses
- 9) Health and physical education
  - a. Health and physical education outcomes
  - b. Grades in courses
  - c. Level of participation
  - d. Level of fitness
- 10) Arts education
  - a. Arts education outcomes
  - b. Grades in courses
- 11) Technology education/family studies
  - a. Technology education outcomes
  - b. Family studies outcomes
  - c. Grades in courses
- 12) Personal Development and Career Education
  - a. Personal Development and Relationships outcomes
  - b. Career and Life Management Outcomes
  - c. Grades in courses

## 8.3 LEARNING ENVIRONMENT AND SCHOOL- COMMUNITY RELATIONS:

How well are schools doing regarding the following areas:

- 12) School attendance and retention
  - Days present per term/year across grades
  - Age-grade correlations and/or discrepancies
- 13) High school graduation and drop out rates
  - Number and percentage of graduates per year
  - School leaving rates and percentages and reasons for leaving per grade

14) Safe and positive learning environment

- Number and severity of school suspensions
- Number and severity of discipline referrals
- Student satisfaction with the learning environment
- Parent satisfaction with the learning environment
- Outside factors that impact upon the school
- Interagency support for student services
- Crisis management protocols
- Adequacy of capital infrastructure to meet program delivery

15) School-community relations

- Parental/guardian involvement rates
- Parental and community satisfaction with school outreach
- Ways that parent and community are involved
- Nature and extent of community and agency partnerships
- Governance of the school
- Relationships with MK

16) Staffing

- Retention and recruitment
- Appropriate assignments of staff
- Professional awareness of the curriculum and program of studies
- Salary and benefits

17) Curriculum Resources

- Availability of appropriate resources for each subject area
- Technology hardware and software
- Library resources
- Special needs and other student services materials and tools

18) Classroom student composition

- Pupil-teacher ratio
- Adequate support for students with special needs
- Range of learning needs

## **9.0 STEPS IN DEVELOPING THE SCHOOL IMPROVEMENT PLAN:**

### **9.1 REVIEWING BASELINE DATA:**

Before you begin the process of deciding upon your particular goals for school improvement, you will need to gather together some sources of data and conduct a baseline review of this data. At this stage you will need to seek information related to the eighteen significant school improvement questions.

## 9.2 THE S.N.O.C. ANALYSIS:

In preparation for identifying priorities and setting school improvement goals the planning team should indicate on assessment of the 1) strengths 2) weaknesses 3) opportunities and 4) challenges present within the school environment.

EXAMPLE:

<p style="text-align: center;"><b><u>STRENGTHS</u></b></p> <ul style="list-style-type: none"> <li>• STRONG STAFF</li> <li>• MANY GOOD STUDENTS</li> <li>• VARIED CURRICULUM</li> <li>• CAPABLE VOLUNTEERS</li> <li>• SUPPORTIVE PARENTS</li> <li>• LIMITED DISCIPLINE PROBLEMS</li> </ul>	<p style="text-align: center;"><b><u>NEEDS</u></b></p> <ul style="list-style-type: none"> <li>• WEAK MATH RESULTS</li> <li>• HIGH DROP-OUT RATE</li> <li>• FACILITY PROBLEMS</li> </ul>
<p style="text-align: center;"><b><u>OPPORTUNITIES</u></b></p> <ul style="list-style-type: none"> <li>• NEW MATH PROGRAM</li> <li>• RECENT TEACHER HIRING</li> <li>• SUPPORTIVE BAND OFFICE</li> <li>• NEW IMMERSION PROGRAM</li> </ul>	<p style="text-align: center;"><b><u>CHALLENGES</u></b></p> <ul style="list-style-type: none"> <li>• UNCERTAIN FUNDING</li> <li>• DRUG PROBLEMS IN COMMUNITY</li> <li>• STUDENTS LEAVING SCHOOL EARLY</li> </ul>

S.N.O.C. ANALYSIS - FORMAT

<p><u>STRENGTHS</u></p>	<p><u>NEEDS</u></p>
<p><u>OPPORTUNITIES</u></p>	<p><u>CHALLENGES</u></p>

### 9.3 SETTING PRIORITIES:

It is proposed that schools set one goal for each of the three areas of Language and Culture, Other Academic Areas, and Learning Environment and Community Relations. Schools will need to explore the baseline data and identify main priorities from these three areas by a process of ranking them according to priorities of the group. The MK coordinator will assist you in taking your School Improvement Review team through a process of priority setting such as q-sort priority weighting, Likert scale development, or talking circle followed by council format.

### 9.4 ESTABLISHING GOALS WITH THE STAR CRITERIA:

**STAR** is an acronym to be used to determine if the goals which are set for school improvement plans are appropriate for the school community to focus upon.

**Significant** – Focuses on important priority areas that are relevant for the school community.

**Time bound** – Has a timeline that ensures regular monitoring and follow-up.

**Achievable** – Can reasonably be accomplished and is realistic.

**Results oriented** – Has specific aims that can be measured and validated.

### 9.5 SOME EXAMPLES OF MI'KMAW FLUENCY GOALS:

- ✓ By June, 2008, 80% of grade 3 immersion students will be at the extending stage in reading and viewing as measured by teacher tests of reading
- ✓ By June, 2009, 70% of students taking core Mi'kmaq language who are graduating from grade six will be at the developing stage of listening and speaking as measured by informal observational tests of oral language
- ✓ By June, 2009, 70% of students graduating from grade nine will be able to apply knowledge of Indigenous culture through examples in core subject areas of social studies, science, and mathematics as measured on term tests.
- ✓ By June 2009, 80 % of high school graduates will achieve a minimum of 70% on Mi'kmaq Studies 10

## **9.6 EXAMPLES OF GOALS FROM OTHER ACADEMIC AREAS:**

- ✓ By June 2008, 80 % of students enrolled in the course will achieve a minimum of 65% on Math 12
- ✓ By June 2009, 70% of students will be reading independently at grade level and comprehending grade level texts, as measured by teacher assessment of students reading of leveled books using running records
- ✓ By June 2008, 90% of grade one students who participated in reading recovery will be reading at the emergent level as measured through running records
- ✓ By June 2009, 70 % of students will achieve subject grades of 70% or higher in all subjects in grade nine
- ✓ By June of 2008, 70 % of students in grade ten will achieve a satisfactory rating on the fitness testing

## **9.7 EXAMPLES OF GOALS RELATED TO LEARNING ENVIRONMENT AND SCHOOL- COMMUNITY RELATIONS:**

- ✓ By June 2009, average attendance rates in all grades will be 90%
- ✓ By June 2012, the percentage of high school students who enroll in grade twelve in September who graduate in June will be 80%
- ✓ By June, 2010, the retention rate (stay in school) of grade ten students will increase by 15% from the previous year
- ✓ By June 2011, the age-grade discrepancy in grade nine will be no less than 90% of the provincial average
- ✓ For the 2008-09 school year, there will be a 20% reduction in serious discipline issues that result in in-school or out-of-school suspension
- ✓ 80% of responding parents will give a satisfactory rating on home-school communication by May 2009
- ✓ By June 2010, 80% of responding parents and staff will report satisfaction with the effectiveness of school's services in addressing student's special needs

## 9.8 DEVELOPING STRATEGIES:

Strategies are means or methods that will be used to achieve goals. Strategies usually involve a series of related action steps and are directed towards the incremental realization of a specific goal.

Examples of strategies to achieve a student learning-related goal could include;

- Conducting professional development sessions for staff
- Undertaking further testing or assessment of students
- Networking with other schools to identify best practices
- Involving volunteers to support students
- Purchasing and using additional materials and resources
- Scheduling and conducting interventions with students
- Providing opportunities for visit and leave in other classes/schools

### STARTERS FOR STRATEGIES

<ul style="list-style-type: none"> <li>• PROVIDE</li> <li>• ORGANIZE</li> <li>• ASSESS</li> <li>• INITIATE</li> <li>• ESTABLISH</li> <li>• REVIEW</li> </ul>	<ul style="list-style-type: none"> <li>• SCHEDULE</li> <li>• IDENTIFY</li> <li>• ENGAGE</li> <li>• FORM</li> <li>• INTEGRATE</li> <li>• ENLIST</li> </ul>	<ul style="list-style-type: none"> <li>• VISIT</li> <li>• EVALUATE</li> <li>• COORDINATE</li> <li>• ARRANGE</li> <li>• COMPILE</li> <li>• DEVELOP</li> </ul>
--	---	--

STAR GOAL

YEAR ONE STRATEGIES

YEAR TWO STRATEGIES

YEAR THREE STRATEGIES

## **10.0 TEMPLATE FOR WRITING A SCHOOL IMPROVEMENT PLAN**

STAR GOAL

---

---

---

STRATEGY 1)

---

---

---

<u>ACTION STEPS</u>	<u>SCHEDULE</u>	<u>RESPONSIBILITY</u>

EXPAND TEMPLATE IF NECESSARY.

## **1 1.0 THE MK VALIDATION PROCESS**

The process of vetting and supporting the school improvement plan will be carried out by the visiting MK Validation Team.

### **1 1.1 COMPOSITION OF TEAM FOR MK VALIDATION REVIEW**

The MK Validation Team will be composed of 3-5 members from other schools in the MK association. At least one of these members should be an administrator while the other members should be teachers and/or members of support services from the Grade levels represented in the school to be reviewed. The MK Validation Team will be selected by the coordinator in collaboration with the respective Director and Principals.

### **1 1.2 THE ROLE OF THE MK VALIDATION TEAM**

- 11.2.1 The MK Validation Team will meet and review the draft school improvement plan and will assess the Baseline School Improvement Review process.
- 11.2.2. The MK Validation Team will visit the school for an appropriate period and assess the School Improvement Plan
- 11.2.3. The Team will develop and present a report to the school staff providing suggestions, validations, etc. related to the School Improvement Plan
- 11.2.4. This report will be forwarded to the Coordinator and the school will be invited to respond to the suggestions and comments made by the MK Validation Team concerning the School Improvement Plan.

### **1 1.3 THE MK VALIDATION PROCESS**

- 11.3.1. The MK Validation Team will meet and review the draft school improvement plan and will assess the Baseline School Improvement Review process.
- 11.3.2. The MK Validation Team will visit the school for an appropriate period and assess the School Improvement Plan
- 11.3.3. The Team will develop and present a report to the school staff providing suggestions, validations, etc. related to the School Improvement Plan
- 11.3.4. This report will be forwarded to the Coordinator and the school will be invited to respond to the suggestions and comments made by the MK Validation Team concerning the School Improvement Plan.

### **1 1.4 SCHOOL IMPROVEMENT REVIEW REPORT**

- Summary of process used in collecting and reviewing data
- Observations about the way data was interpreted
- Commentary about how priorities were identified and selected
- Suggestions for revisions, enhancements to data collection

### **1 1.5 SCHOOL IMPROVEMENT PLAN**

- Observations about the School Improvement Review informed development of the Plan
- Comments about how the quality and relevancy of goals set in the plan
- Discussion, suggestions on the strategies, action steps set for each goal
- Suggestions for revisions, adaptations to the Improvement plan

### **1 1.6 MONITORING INFORMATION**

During years 2-3 and 4 of the School Improvement Cycle, the MK Validation Team, will monitor the Improvement process in the designated school by receiving, reviewing and responding to annual updates and progress reports submitted by the School Improvement Review Team.

### **1 1.7 VALIDATING THE FINAL REPORT**

In year two of the Improvement Cycle, the MK Validation Team will revisit the school to validate and examine the final report prepared by the School Improvement Review Team. The MK Validation Team will carry out this validation using the following process:

- 11.7.1 Examine the draft final report prepared by the School Improvement Review Team
- 11.7.2. Visit the school and conduct interviews with stakeholders concerning the processes employed in implementing the School Improvement Plan and the conclusions presented in the draft final report.
- 11.7.3. Meet with the School Improvement Review Team and discuss both the process of implementation and the data supporting the conclusions presented in the report.
- 11.7.4. Prepare observations, suggestions and recommendations related to the accuracy and relevancy of the final report
- 11.7.5. Submit these comments and recommendations to the School Improvement Review Team, the Director/Principal and MK Coordinator of School Improvement Planning

## 12.0 RECOMMENDATIONS RELATED TO THE MK SCHOOL EVALUATION PROCESS

**1) Provide Financial Resources to hire a MK School Improvement Coordinator to champion the School Improvement Process at MK.** There is a need for a MK School Improvement Coordinator to effectively coordinate and support the efforts of the school improvement process in MK communities. We expect that this position will need to be a full time position. In our talks with the provincial school improvement coordinator, it was determined that given the relatively small number of MK schools, one person would make the job manageable and effective. Cost with travel, \$80,000.

**2) Provide Financial Resources for the Implementation of the School Improvement Plan at the School Level** It is vital that schools engaging in the Improvement Planning process receive additional financial support to cover the costs of developing and implementing the school plan. Additional expenses will include coverage of substitutes for release time for Team Leaders, costs of planning sessions, materials, etc. As well, the actual implementation of the plan involves expenditures for materials, resources, equipment and substitute time. To cover these anticipated costs it is recommended that the following financial allotments be made when each school undertakes and completes the school improvement process.

- A) To support the development of the school improvement plan = \$3000
- B) To support the implementation of the school plan - \$4000 per school and \$20 per student enrolled as of year two in the planning cycle.

**3) Include an ongoing contract with Dadavan to manage and coordinate the analysis of survey data and continue to inservice principals and admin staff about the importance of sound data collection.** The province has learned that if schools can send their survey data to a central place for analysis that it greatly assists them in managing their data. Estimated cost of \$5000.

**4) Provide inservice support for schools and the MK coordinator to ensure that school improvement teams and the MK coordinator are well versed in appropriate data collection, analysis, and school improvement planning.** It is expected that school improvement teams can join the provincial inservice sessions associated with school accreditation and that this can then be followed up with additional inservice work by an external consultant to ensure appropriate adaptation to suit the MK contexts. Participation in Nova Scotia Educational Leadership Consortium Module 7 “School improvement planning and implementation,” and Module 10 “Tracking Results: Data Driven Decision Making for School Improvement” would be a useful way to develop school capacity in this area. Estimated cost of \$8000.

**5) Provide sufficient substitute release time for school improvement teams to ensure adequate time for developing school improvement plans.**

It is expected that the total number of substitute days per school to design a school improvement plan will be 30 days per school. It is expected that any given time there will be two to three schools in the school improvement planning stage.

**6) Cycle the implementation of all band operated schools and early childhood centers through the School Improvement Process over five years.** The following schools and early childhood centers will need to be scheduled into this school improvement process on a five year rotating basis.

**K4 only (strategic planning could be done together)**

Bear River

Annapolis

Acadia

**Elementary/Middle Schools (including K4)**

Eskasoni

Membertou

Pictou Landing

Chapel Island

**P-12**

Wagmatcook

Waycobagh

Indian Brook

**Secondary School**

Eskasoni

Eskasoni Adult High School

## **13.0 APPENDICES**

## **13.1 APPENDIX A - MK VALIDATION REPORT TEMPLATE**

SCHOOL \_\_\_\_\_

**MEMBERS OF MK VALIDATION TEAM**

NAME

POSITION

SCHOOL

CHAIRPERSON  
MEMBER  
MEMBER  
MEMBER  
MEMBER

**DATES OF REVIEW (SCHOOL VISITATION)**

FROM

TO

**1. COMMENTS ON SCHOOL IMPROVEMENT BASELINE REVIEW PROCESS**

**2. COMMENTS AND SUGGESTIONS ON THE QUALITY OF THE SCHOOL  
IMPROVEMENT REVIEW REPORT**

**3. COMMENTS AND SUGGESTIONS CONCERNING THE SCHOOL  
IMPROVEMENT PLAN**

**4. RECOMMENDATIONS FROM THE MK VALIDATION TEAM**

**TEAM SIGNATURES**

**DATE**

**SUBMITTED**

---

---

---

---

---

**13.2 APPENDIX B - SCHOOL IMPROVEMENT REVIEW  
ANNUAL UPDATE AND REPORT TEMPLATE**

SCHOOL

SCHOOL YEAR

**SCHOOL IMPROVEMENT REVIEW TEAM MEMBERS**

**TEAM LEADERS**

---

---

**TEAM MEMBERS**

---

---

---

---

---

---

---

---

**DATE SUBMITTED**

---

**GOAL # 1**

---

---

---

STRATEGIES IMPLEMENTED	DATA COLLECTED

**CONCLUSIONS INDICATED BY DATA COLLECTION:**

**GOAL # 2**

---

---

---

STRATEGIES IMPLEMENTED	DATA COLLECTED

**CONCLUSIONS INDICATED BY DATA COLLECTION:**

**GOAL # 3**

---

---

---

STRATEGIES IMPLEMENTED	DATA COLLECTED

**CONCLUSIONS INDICATED BY DATA COLLECTION:**

## BUDGET EXPENDITURE

ITEMS	AMOUNT

## STRATEGIES FOR NEXT YEAR

GOAL # 1	GOAL # 2	GOAL # 3

REPORT SUBMITTED BY: (SCHOOL IMPROVEMENT  
REVIEW TEAM)

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>
-------------	-----------------	-------------

**13.3 APPENDIX C -  
SIGNIFICANT SCHOOL IMPROVEMENT INDICATORS**

INDICATORS	DADAVAN FUNCTIONS
<p><b><u>Mi'kmaw language and culture</u></b></p> <p>1. Fluency in the Mi'kmaw language  - oral knowledge in social studies  - knowledge in literacy comprehension  - speaking fluency  - reading comprehension  - writing fluency</p> <p>2. Mi'kmaw cultural values  - awareness of cultural protocols  - respect for elders</p> <p>3. Indigenous cultural knowledge in various subjects  - indigenous knowledge in science  - indigenous knowledge in math</p>	<p>To be developed</p> <p>To be developed</p> <p>Aggregate on the report card form</p>
<p><b><u>Learning in other academic areas</u></b></p> <p>4. English language arts  - reading level grade equivalency  - stage of reading  - writing level  - spelling grade level</p> <p>5. Science  - outcomes reached in program</p> <p>6. Science  - outcomes attained</p> <p>7. Social Studies  - outcomes reached</p> <p>8. Health and Physical Education  - levels of participation available  - outcomes attained</p> <p>9. Arts Education  - outcomes attained</p> <p>10. Technology Education/ Family Studies</p>	<p>Marks already in format  To be added  Coding to be added  To be added  To be added</p> <p>Marks already in format  Aggregation needed</p> <p>Marks already in format  Aggregation required</p> <p>Marks already in format  Aggregation needed</p> <p>Marks in format  Available, needs aggregation</p> <p>Marks in format  Aggregation required</p> <p>Format in place</p>

-outcomes reached by subject	Aggregation form needed
11. Personal development and career education - outcomes attained	Marks in format Aggregation needed
<b><u>Learning environment and community relations</u></b>	
12. School attendance - days present per term - retention and drop-out rates	Nominal roll in place Aggregation needed
13. School graduation rates -Age- grade correlations -School leaving statistics and information	Nominal roll in place Requires coding In place
14. Safe and positive learning environment - number and duration of suspensions -number and severity of discipline referrals - student satisfaction with learning environment - parent satisfaction with school environment	Format in place Needs to be coded Needs coding Refer – survey format Survey form
15. School- community relations - parent involvement rates - parent satisfaction with communication and outreach - nature and extent of involvement with community agencies and groups - connections with governance bodies	Needs to be added  Survey form  Add to survey Anecdotal
16. Staffing - qualifications and preparation assignment form - retention/ duration of service - assignment/ fit - pd and training opportunities - salary and comparative benefits - pupil- teacher ratios by class or subject	Refer – notice of assignment Assignment form Can be added Needs coding Additional coding MK information Nominal roll coding
17. Resources and materials - by subject area	Separate and descriptive

## 1 3.4 APPENDIX D- BEAR RIVER INSPECTION REPORT

### Summary of Observations from the Site Visit to K-4 at Bear River

The following observations and suggestions were developed as a result of interviews and visitations conducted on April 18<sup>th</sup> 2007 at the Bear River Reserve. These interviews were carried out with the staff of the K-4 Children's center, the Director and staff of the Health Center, the Director of Education and staff members of the Band Office and the Director of the Cultural Center. The focus of the visit was to review how the K-4 center operated and to consider how the other services on the Reserve supported the operation of the K-4 program. Overall the purpose of the visit was to inform the process of developing a framework for school improvement for the MK schools in Nova Scotia.

#### 1. Facility

- The facility used for the K-4 program was orderly and well organized
- There was evidence that the rooms were cleaned and maintained on a regular basis
- The range and flexibility of the facilities was notable as children had space for both fine-motor and gross motor activities as well as full-group instruction and individual play areas.
- Safety and security procedures were in place, although there may be a need to review emergency, security and safety procedures on a regular basis

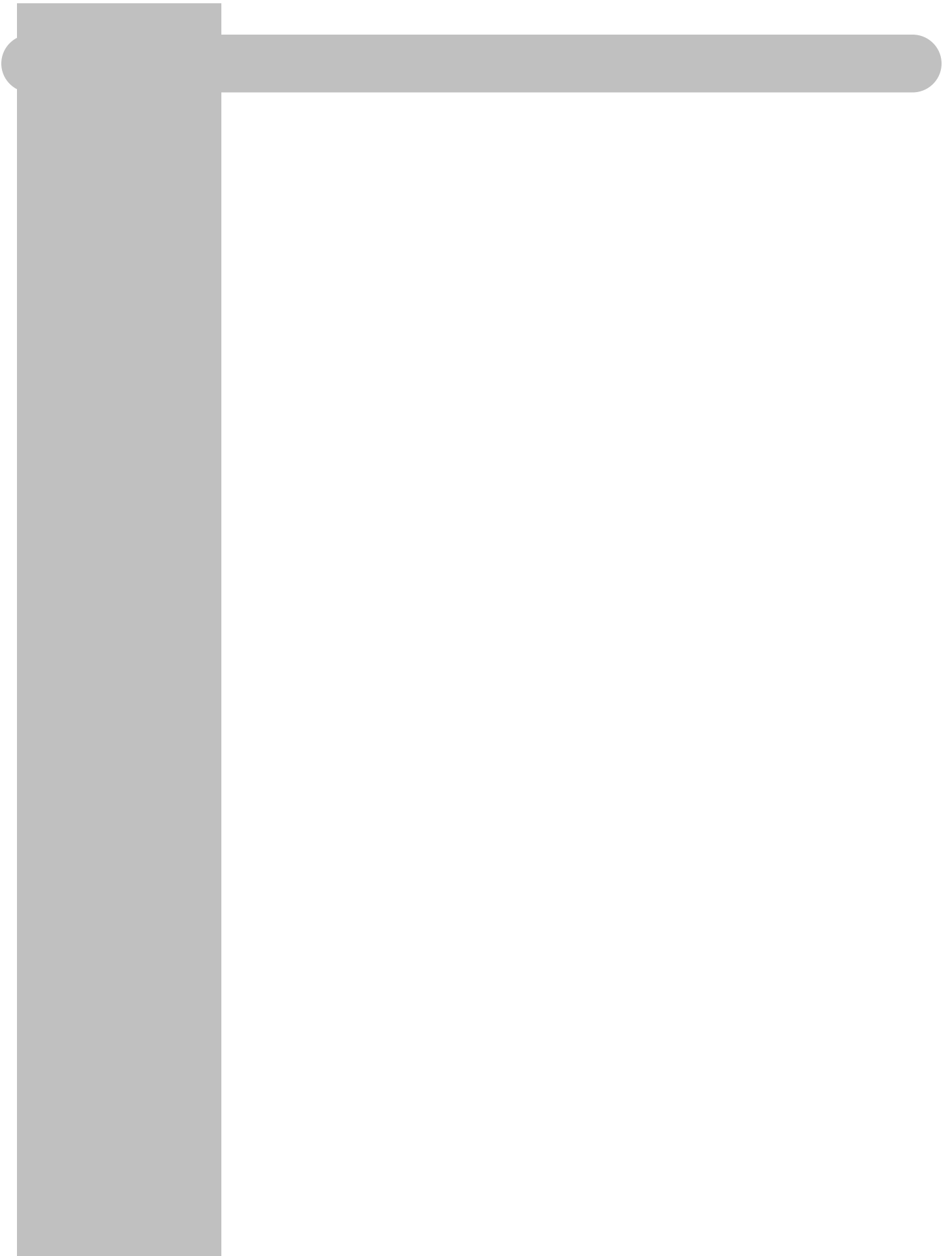
#### 2. Programs and Services

- Relevant and appropriate materials for early childhood instruction were in place including Head Start materials and Brigrance resources
- A video hook-up was available and was used to assist in Mi'kmaw language learning on a weekly basis with the children
- Adequate materials and equipment were available for play and physical activity
- Outdoor areas were also available including trails and play areas for children's activity and learning experiences
- Suitable food and snacks were available to children on a regular basis and effective liaison was maintained with the Health Center in this regard
- Arrangements were in place for community members to involve the children in meaningful Mi'kmaw cultural experiences
- Staff appeared satisfied with the level of funding available for the children's programs and services
- There appears to be a need for staff members to receive further training in the use of the Brigrance materials and in the area of managing disabilities and meeting special needs.
- A comprehensive policy document is available to staff and parents and there is evidence that this document is revised annually.

- There is a need to implement the Dadavan attendance system at the K-4 facility to track student nominal roll information

### 3. Communications and Connections

- There was satisfaction expressed by the K-4 staff and the Health Center concerning the quality of the ongoing communication and the cooperation between the two facilities
- Some concern was evident about the quality and frequency of communication between the K-4 facility and the Band Office with the suggestion that both parties should refocus energies on this connection
- The staff and the Director indicated concerns about the lack of liaison with the provincial schools and indicated this was in part due to the “scattering” of the small number of students from the Reserve to two school boards and several elementary schools.
- Staff at the K-4 facility indicated interest in having enhanced opportunities for professional development and training and expressed a desire to receive timely information about such opportunities
- There appears to be advantage in improving the connections between the Cultural Center and the K-4 Center to facilitate programming and learning opportunities for the children
- Interest was expressed by the Health Center, the Director and the K-4 center in developing an interagency committee within the larger community to coordinate initiatives for children and youth in the Bear River area.
- The authors of this planning document wish to express their gratitude to all of the interviewees for their forthright communication and the clarity with which they presented their observations and concerns.





## 14.0 REFERENCES

- ASSEMBLY OF FIRST NATIONS (1988). TRADITION AND EDUCATION: TOWARDS A VISION OF OUR FUTURE. OTTAWA, ON: ASSEMBLY OF FIRST NATIONS.
- AUGUSTINE, MILLIE. SENIOR POLICY ANALYST, INAC. (2002). EDUCATIONAL NEEDS ASSESSMENT ATLANTIC REGION, FOR THE SEVEN GENERATIONS POST-SECONDARY EDUCATION CONFERENCE. ATLANTIC POLICY CONGRESS (APC) & INDIAN AND NORTHERN AFFAIRS CANADA, ATLANTIC REGIONAL OFFICE.
- BARBER, M. (1995) FROM CHARACTERISTICS TO STRATEGY, SCHOOL EFFECTIVENESS, *TIMES EDUCATIONAL SUPPLEMENT*, 6 OCTOBER.
- BARMAN, J., HÉBERT, Y. & MCCASKILL, D. (1986). THE LEGACY OF THE PAST: AN OVERVIEW. IN J. BARMAN, Y. HEBERT & D. MCCASKILL. (EDS.). INDIAN EDUCATION IN CANADA: VOL. 1, THE LEGACY. VANCOUVER: UNIVERSITY OF BRITISH COLUMBIA PRESS.
- BARTH, R. (1990) *IMPROVING SCHOOLS FROM WITHIN: TEACHERS, PARENTS AND PRINCIPALS CAN MAKE A DIFFERENCE*. SAN FRANCISCO: JOSSEY BASS.
- BATTISTE, M. & HENDERSON, J.Y. (2000). PROTECTING INDIGENOUS KNOWLEDGE AND HERITAGE: A GLOBAL CHALLENGE. SASKATOON, SK: PURICH PRESS.
- BATTISTE, M. (1998). ENABLING THE AUTUMN SEED: TOWARD A DE-COLONIZED APPROACH TO ABORIGINAL KNOWLEDGE, LANGUAGE AND EDUCATION. CANADIAN JOURNAL OF NATIVE EDUCATION, 22 (1), 16- 27.
- BELL, D., ANDERSON, K., FORTIN, T., OTTMANN, J., ROSE, S., SIMARD, L. AND SPENCER, K. (2004). SHARING OUR SUCCESSES: TEN CASE STUDIES IN ABORIGINAL SCHOOLING. RESEARCH SERIES; 18, SOCIETY FOR THE ADVANCEMENT OF EXCELLENCE IN EDUCATION (SAFE): B.C.
- BINDA, K.P. (2001). DECENTRALIZATION AND THE DEVELOPMENT OF ABORIGINAL EDUCATION

- SYSTEMS: NEW GENESIS. IN K.P. BINDA WITH S. CALLIOU, (EDS.).  
ABORIGINAL EDUCATION IN CANADA: A STUDY IN DE-COLONIZATION. (PP.  
35- 58). MISSISSAUGA, ON: CANADIAN EDUCATORS' PRESS.
- BISHOP, R. (1998) FREEING OURSELVES FROM NEO-COLONIAL  
DOMINATION IN RESEARCH: A MAORI  
APPROACH TO CREATING KNOWLEDGE. QUALITATIVE STUDIES IN  
EDUCATION, 11 (2), 199-  
219.
- BROWN S., DUFFIELD, J. AND RIDELL, S. (1995) SCHOOL EFFECTIVENESS  
RESEARCH: THE POLICY MAKERS' TOOL FOR SCHOOL IMPROVEMENT, *THE  
EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION BULLETIN*, PP. 6-15.
- BURNS, G. (2001). FINANCE, EQUITY AND EQUALITY: BROKEN TRUST IN  
EDUCATION. IN K. P.
- BINDA WITH S. CALLIOU, (EDS.) ABORIGINAL EDUCATION IN CANADA: A  
STUDY IN DE-  
COLONIZATION. (PP. 59-76). MISSISSAUGA, ON: CANADIAN EDUCATORS'  
PRESS.
- CANADIAN COUNCIL ON SOCIAL DEVELOPMENT. (2000). UNEQUAL  
ACCESS: A CANADIAN PROFILE  
OF RACIAL DIFFERENCES IN EDUCATION, EMPLOYMENT, AND INCOME. A  
REPORT PREPARED FOR THE CANADIAN RACE RELATIONS FOUNDATION.  
TORONTO: CANADIAN RACE RELATIONS FOUNDATION.
- CHRISPEELS, J. (1996) EFFECTIVE SCHOOLS AND HOME SCHOOL  
COMMUNITY PARTNERSHIP ROLES: A FRAMEWORK FOR PARENTAL  
INVOLVEMENT, *SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT*,  
7(4): 297-323.
- COALITION FOR THE ADVANCEMENT OF ABORIGINAL STUDIES. (2002).  
LEARNING ABOUT WALKING IN  
BEAUTY: PLACING ABORIGINAL PERSPECTIVES IN CANADIAN  
CLASSROOMS. TORONTO, ON:  
CANADIAN RACE RELATIONS FOUNDATION.
- COLEMAN, J.S., CAMPBELL, E.Q., HOBSON, C.J. ET AL. (EDS) (1996)  
*EQUALITY OF EDUCATIONAL OPPORTUNITY (THE COLEMAN REPORT).*  
WASHINGTON, DC: GOVERNMENT PRINTING OFFICE.
- DENNY, P.J. (1992) *INDICATORS OF QUALITY PERFORMANCE.* HAMPSHIRE:  
INSPECTION AND ADVISORY SERVICE.
- DIAND (2003). IMPACT ASSESSMENT ABORIGINAL SELF GOVERNMENT  
AND COMPREHENSIVE

CLAIMS. BASED ON 1991 AND 2001 CENSUS OF CANADA DATA.

ELLIOT, J. (1996) SCHOOL EFFECTIVENESS RESEARCH AND ITS CRITICS: ALTERNATE VISIONS OF SCHOOLING, *CAMBRIDGE JOURNAL OF EDUCATION*, 26(2): 199-224.

FITZ-GIBBON, C. (1996) MONITORING SCHOOL EFFECTIVENESS: SIMPLICITY AND COMPLEXITY IN J. GRAY, D. REYNOLDS, C. FITZ-GIBBON AND D. JESSON (EDS) *MERGING TRADITIONS: THE FUTURE OF RESEARCH ON SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT*. LONDON: CASSELL.

FULLAN, M., BENNETT, B. AND ROTHEISER BENNETT, C. (1990) LINKING CLASSROOM AND SCHOOL IMPROVEMENT, *EDUCATIONAL LEADERSHIP*, 47(8): 13-19.

GILLILAND, H. (1992). TEACHING THE NATIVE AMERICAN. (2<sup>ND</sup> ED.). DUBUQUE, IA: KENDALL/HUNT PUBLISHING.

GOVERNMENT OF CANADA. (1997). BILL C-30. AN ACT RESPECTING THE POWERS OF THE MI'KMAQ OF NOVA SCOTIA IN RELATION TO EDUCATION. FEBRUARY 14, 1997. OTTAWA: PUBLIC WORKS AND GOVERNMENT SERVICES CANADA-PUBLISHING.

GRAY, J., JESSON, D. AND REYNOLDS, D. (1996) THE CHALLENGES OF SCHOOL IMPROVEMENT: PREPARING FOR THE LONG HAUL, IN J. GRAY, D. REYNOLDS, C. FITZ-GIBBON AND D. JESSON (EDS) *MERGING TRADITIONS: THE FUTURE OF RESEARCH ON SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT*. LONDON: CASSELL.

HARGREAVES, D. AND HOPKINS, D. (1993) SCHOOL EFFECTIVENESS, SCHOOL IMPROVEMENT AND DEVELOPMENT PLANNING, IN M. PREEDY (ED.) *MANAGING THE EFFECTIVE SCHOOL*. LONDON: PAUL CHAPMAN PUBLISHING.

KANU, Y. (2002). IN THEIR OWN VOICES: FIRST NATIONS STUDENTS IDENTIFY SOME CULTURAL MEDIATORS OF THEIR LEARNING IN THE FORMAL SCHOOL SYSTEM. ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 48 (2), 98-121.

KAPE 'AHIOKALANI PADEKEN AH NEE-BENHAM, M. WITH COOPER, J.E. (2000). INDIGENOUS EDUCATIONAL MODELS FOR CONTEMPORARY PRACTICE: IN OUR MOTHER'S VOICE. MAHWAH, NJ: LAWRENCE ERLBAUM.

- KLUG, B.J. & WHITFIELD, P. (2003). WIDENING THE CIRCLE: CULTURALLY RESPONSIVE PEDAGOGY FOR AMERICAN INDIAN CHILDREN. NEW YORK: ROUTLEDGE FALMER PRESS.
- MACKAY, R. & MYLES, L. (1995). A MAJOR CHALLENGE FOR THE EDUCATION SYSTEM: ABORIGINAL RETENTION AND DROPOUT. IN M. BATTISTE & J. BARMAN (Eds.), FIRST NATIONS EDUCATION IN CANADA: THE CIRCLE UNFOLDS. VANCOUVER: UNIVERSITY OF BRITISH COLUMBIA PRESS.
- MI'KMAW ETHICS WATCH. (2000). MI'KMAW RESEARCH PRINCIPLES AND PROTOCOLS. MI'KMAQ COLLEGE INSTITUTE WEB SITE; UNIVERSITY COLLEGE OF CAPE BRETON. RETRIEVED 6/24/2004. SOURCE: [HTTP://MRC.UCCB.NS.CA/PRINPRO.HTML](http://MRC.UCCB.NS.CA/PRINPRO.HTML)
- MI'KMAW KINA'MATNEWY. (2000). STRATEGIC PLAN, 2000-2005.
- MINISTER'S NATIONAL WORKING GROUP ON EDUCATION. (2002). OUR CHILDREN-KEEPERS OF THE SACRED KNOWLEDGE. FINAL REPORT, DIAND.
- MYERS, K. (1996) *SCHOOL IMPROVEMENT IN PRACTICE: SCHOOLS MAKE A DIFFERENCE PROJECT.* LONDON: FALMER PRESS.
- NATIONAL INDIAN BROTHERHOOD. (1973). INDIAN CONTROL OF INDIAN EDUCATION. POLICY PAPER. OTTAWA.
- NIETO, S. (2000). AFFIRMING DIVERSITY: THE SOCIOPOLITICAL CONTEXT OF MULTICULTURAL EDUCATION (3<sup>RD</sup> ED.). NEW YORK: LONGMAN.
- ORR, J. & CAMERON, C. (2006). *K-12 EDUCATION SECOND LEVEL SERVICES ADMINISTRATION AND DELIVERY BY FIRST NATIONS ORGANIZATIONS.* A RESEARCH REPORT SUBMITTED TO INDIAN AFFAIRS CANADA. JUNE 21.
- ORR, J. & CAMERON, C. (2004). *"WE ARE MI'KMAW KINA'MATNEWY": AN ASSESSMENT OF THE IMPACT OF THE MI'KMAW KINA'MATNEWY SELF GOVERNMENT AGREEMENT ON THE IMPROVEMENT OF EDUCATION FOR PARTICIPATING MI'KMAW COMMUNITIES.* REPORT SUBMITTED TO MI'KMAW KINA'MATNEWY AND INDIAN AND NORTHERN AFFAIRS CANADA, ATLANTIC REGIONAL OFFICE.

- ORR, J., PAUL, J. & PAUL, S. (2002). DECOLONIZING MI'KMAW EDUCATION THROUGH CULTURAL PRACTICAL KNOWLEDGE. *MCGILL JOURNAL OF EDUCATION*, 37(3), pp. 331-354.
- PEWEWARDY, C. (1999). CULTURALLY RESPONSIVE TEACHING FOR AMERICAN INDIAN STUDENTS. IN E.R. HOLLINS & E.I. OLIVER, (EDS.). PATHWAYS TO SUCCESS IN SCHOOL: CULTURALLY RESPONSIVE TEACHING. NEW JERSEY: LAWRENCE ERLBAUM ASSOCIATES.
- POONWASSIE, A. & CHARTER, A. (2001). COUNSELLING ABORIGINAL STUDENTS: BRIDGING OF CONFLICTING WORLDVIEWS. IN K.P. BINDA WITH S. CALLIOU (EDS.). ABORIGINAL EDUCATION IN CANADA: A STUDY IN DE-COLONIZATION. MISSISSAUGA, ON: CANADIAN EDUCATORS' PRESS.
- ROYAL COMMISSION ON ABORIGINAL PEOPLES (1996). GATHERING STRENGTH REPORT OF THE ROYAL COMMISSION ON ABORIGINAL PEOPLES. VOLUMES 3. OTTAWA: CANADA COMMUNICATIONS GROUP.
- RUTTER, M., MAUGHAN, B., MORTIMORE, P. AND OUSTON, J. (1979) *FIFTEEN THOUSAND HOURS: SECONDARY SCHOOLS AND THEIR EFFECTS ON CHILDREN*. LONDON: OPEN BOOKS.
- SCHISSEL, B. AND WOTHERSPOON, T. (2003). THE LEGACY OF SCHOOL FOR ABORIGINAL PEOPLE: EDUCATION, OPPRESSION AND EMANCIPATION. DON MILLS, OXFORD UNIVERSITY PRESS.
- SMITH, L.T. (1999). DECOLONIZING METHODOLOGIES: RESEARCH AND INDIGENOUS PEOPLES. LONDON: ZED BOOKS.
- SMYTH, J. (2005). SCHOOL LEADERSHIP THAT IS INFORMED BY STUDENTS' AND TEACHERS' VOICES OF HOPE: RECLAIMING OUR LOST WAYS FROM AN AUSTRALIAN PERSPECTIVE. *JOURNAL OF SCHOOL LEADERSHIP*, VOLUME 15, 130-142.
- WILSON, S. (2000). WHAT IS AN INDIGENOUS RESEARCH METHODOLOGY? CANADIAN JOURNAL OF NATIVE EDUCATION, 25 (2), 175-179.

## 15.0 ACKNOWLEDGEMENTS

WE GRATEFULLY ACKNOWLEDGE THE ASSISTANCE OF THE FOLLOWING PEOPLE IN DEVELOPING THIS FRAMEWORK

MK –INAC JOINT SCHOOL EVALUATION FRAMEWORK STEERING COMMITTEE

ERNEST WALKER, ANNE BIRD AND DOT SMITH-BEZANSON SARAH HECHAVARRIA, IAN GREY, INAC,

JOHN-JEROME PAUL, MK DIRECTOR OF PROGRAMS

MARION PAUL, DIRECTOR OF EDUCATION, ESKASONI,

DARREN GOOGOO, DIRECTOR OF EDUCATION, MEMBERTOU

BEAR RIVER FIRST NATION EARLY CHILDHOOD CENTER TEAM  
CAROL THOMPSON, DIRECTOR OF EDUCATION, BEAR RIVER

MK SCHOOL ADMINISTRATORS JOHN GOOGOO, JOHN LEONARD BERNARD, JOANNE ALEX, RANDY KELLY, PHIL MOORE, PETER PAUL, MARJORIE PIERRO, MICHELLE MARSHALL, IRENE ENDICOTT, DARRYL SYMS, PHYLLIS GOOGOO, CAMERON FROST.

JENNIFER TINKHAM, GRADUATE STUDENT

JOHN DONNELLEY, MK CONSULTANT



**A FRAMEWORK FOR SCHOOL IMPROVEMENT  
FOR MI'KMAW SCHOOLS**

**BY JEFF ORR, PH.D. AND FRANK MACCORMICK, M.ED.  
JUNE, 2007**