* JOINT EDUCATION ACTION PLAN: PRIORITIES & GOAL AREAS
* **K-12 Culture and Language**
* 1.1 Culturally Inclusive Councils, Staff & Students
* •  Teacher Certification
* •  Local Teacher Orientation
* •  Mandatory - Cultural Awareness Training
* 1.2 Culturally Inclusive Schools
* 1.3 Culture & Language Curriculum
* 1.4 K-12 School Language Programs
* 1.5 Culturally Relevant Programs
* •  Land based, experiential, in language
* **Authority, Control and Responsibility**
* 2.1 Community Priorities, Implementation & Capacity Building
* •  Policy, planning, capacity building, etc.
* •  FN school, Ed Act, etc.
* 2.2 Challenges & Barriers
* •  Committees
* •  Upgrading
* •  Yukon Grant
* •  Rural Equity
* •  FN involvement: Hiring, Evaluation & Certification
* 2.3 YFNs Jurisdiction & Implementation
* •  Yukon Ed Act, Inherent Rights, Land Claims, Self-Government, Constitution, etc.
* **Sustainability, Supports and Success**
* 3.1 Funding, Supports and Resources
* •   Environmental Scan to identify and prioritize financial resources & obligations
* 3.2 Capacity Supports
* •   CELC-ESW-EOC
* •   Front Line Student Support
* 3.3 Policy & Protocol Framework (examples)
* •   Engagement, involvement & consultations
* •   OCAP compliancy
* 3.4 Accountability, Assessment & Evaluation
* •  YFN Education: How are We Doing Reports
* 3.5 Relationships & Partnerships
* •  Meetings, Workshops, Summits
* •  Interagency Cooperation
* **Closing the Academic Achievement Education Gap**
* 4.1 Family & Community Engagement & Supports
* 4.2 Foundations for Success
* •  Pre-natal
* •  Early Childhood
* •  Lifelong Learner
* 4.3 Student Supports
* •  Basic Needs & Employment
* •  Attendance and Tutoring
* •  Engagement & Involvement
* 4.4 Literacy & Numeracy in English
* 4.5 Transitions
* **DRAFT OUTLINE FOR JEAP IMPLEMENTATION STRATEGY**
* Vision
* Guiding Principles
* Priorities
  + Culture & Language
  + Sustainability & Success
  + Authority, Control & Jurisdiction
  + Closing the Gap
* Goal Statements (Outcomes)
  + Indicators
  + Baseline Data
  + Targets
* Actions
  + Immediate
    - Resources
    - Responsibility
    - Time Frames
  + Short Term
    - Resources
    - Responsibility
    - Time Frames
  + Long Term
    - Resources
    - Responsibility
    - Time Frames

**3.4 GOAL STATEMENT**

Access to reliable, culturally appropriate data to inform and support evidence based decision making specific to Yukon First Nations education.

**Indicators**

1. YFN Student Achievement & Success: How Are We Doing Reports are produced annually.
2. Number of Local YFN Student Achievement & Success: How Are We Doing Reports produced annually, as per request.
3. The number of times a request for data has been submitted and the time frame for the response.

**Baseline Data**

**Targets**

**Immediate Actions**

Collaborate with partners to develop a data strategy and data framework

Identify challenges to be addressed in data strategy

Identify key data sets needed to inform the report

Identify YFN perspectives on student success

Work on securing long term, sustainable funding and resources, including a permanent full-time position

**Short Term Actions**

Develop data sharing and protocol agreement with Yukon Education

Develop service standards for data requests

Capacity building to support First Nation education departments in using data

**Long Term Actions**

Ensure effectiveness and relevancy of data strategy by continuously, monitoring and evaluating.

**Resources**

**Responsibilities**

**Time Frames**

**Draft Outline for YFN Student Achievement Report: How Are We Doing?**

**Introduction**

**Early Learning**

**Attendance**

**Demographics:** Mobility; Transition; Sex; Birthdate; Yukon First Nation; Non First Nation in Urban/Rural

**Student and District Context (Kindergarten – Grade 12), 2007/08-2013/14**

Student Who Self Identify as Yukon First Nation

Students by Gender

Rural and Urban Students

Number of Schools with First Nation Students SI

Students in Alternate Programs

Students in Special Needs Performance Reporting Groups

Grade Distribution of Students with Behaviour Disabilities by Type

**Disciplinary Profile: Incidences; School; Suspensions**

**Foundation Skills Assessment (FSA) Grades 4 and 7, 2007/08 – 2013/14**

Reading Comprehension, Grade 4

Writing, Grade 4

Numeracy, Grade 4

Reading Comprehension, Grade 7

Writing, Grade 7

Numeracy, Grade 7

**Required Examination Results, 2007/08 – 2013/14**

Overview

English 10

English 10: First Peoples

Mathematics 10

Foundations of and Pre-Calculus

Apprenticeship and Workplace

Science 10

Civic Studies 11

Social Studies 11

BC First Nations Studies 12

English 12: First Peoples

English 12

Communications 12

Graduation Transitions 12

**Transitions, 2006/07 – 2013/14**

Progress of Students Entering Grade 8 in September 2006, by cohort and Gender

English Placement (Proficiency) Test Results 2007/08 to 2013/14

**Graduate Transitions 12**

**School of Completion, 2007/08 – 2013/14**

Yukon Six-Year Completion Rates, by Cohort and Gender

Yukon Six, Seven and Eight-Year Completion Rates

Yukon School Completion (By School Age and Adult)

**Scholarships and Awards, 2006/07 – 2013/14**

Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations

**Education Experience of Children in Care, 2007/08 – 2013/14**

Enrolment in Care by Aboriginal Status

Six-Year Completion by Aboriginal Status and Gender

Graduation Rates by Aboriginal Status and Gender

**Post-Secondary Transitions, 2007/08 – 2013/14**

Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations

**First Nation Satisfaction Survey: Parent/Student Survey**

**Appendix**

Satisfaction Survey Results

**Glossary**