

FIRST NATION STUDENT SUCCESS PROGRAM REPORT

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Please indicate the year and the period covered by placing a check mark in the appropriate boxes:

- Year 1 Year 2 Year 3
 Quarter 1 (April 1 to June 30) Quarter 2 / Mid-year (April 1 to September 30) Quarter 3 (April 1 to December 31) Quarter 4 / Final (April 1 to March 31)

Section 1: Identification Information

Recipient Name	Recipient Number
Agency Chiefs Tribal Council	
Contact Given Name	Contact Family Name
Larry	McIntosh
Title / Position	
Director of Education	
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Type of organization

- Regional First Nation Organization First Nation Band Council Federal School

Section 2: School Success Plans

Describe the activities undertaken and deliverables completed as compared with the approved work plan you submitted for developing and implementing a school success planning process as per the instructions.
**** PLEASE NOTE THAT ACTC/BATC RECEIVED YEAR 1 FNSSP FUNDING IN AUGUST, 2010. AS PER MEETINGS WITH REGION AND HQ REPRESENTATIVES EARLIER IN THE YEAR, THERE HAVE BEEN SOME ACTIVITIES BILLED BACK TO APRIL 1, 2010. ACTC/BATC have a shared work plan but have initiated some of the work plan activities within their own Tribal Council and still keeping within the budget allocation for each activity for the most part.**

ACTC/BATC has done quite well in the Year 1 - School Success Planning and following the approved work plan. Following are some of the highlights of what has been achieved.

Math and Literacy Consultants have been contracted and are now in place. BATC has hired a Literacy Consultant .50 and as one of the Team Leaders .50 with a shared salary. ACTC has hired .50 FTE Literacy Consultant.

Both Tribal Councils have started School Success Plans with their schools and staff. ACTC has completed the school success plans for 2010-2011. They are currently being reviewed and refined. BATC met in September with all of their schools to assist in developing the school success plans. Both Tribal Councils will be entering into discussion with the INAC Regional office regarding the financial support of individual

school success plans.

Five (5) Guidance Counsellors have been hired - BATC hired 3 Guidance Counsellors and to date ACTC has hired one Guidance Counsellors. There has been some challenges in finding another qualified Guidance Counsellor in the ACTC area but the Director is confident that this position will be filled shortly.

There has been a slight change to Activity/Project 1. BATC combined 50% of the total budget requirement of 100.0k with 50% of the total budget requirement of Activity/Project 2 - Math and Literacy Consultant and created one FTE. ACTC has done the same with the remaining 50%. This decision has resulted in more practical and consistent methods of assisting schools in implementing and developing their school success plans.

Math and Literacy Programs have begun to be purchased and implemented. BATC has placed math and literacy mentors in their schools to assist in the implementation and support of classroom teachers. ACTC has hired assistants for each of the schools to also assist in the implementation process around Repeated Reading Programs. Both Tribal Councils have purchased their math resources and some literacy resources such as PWIM and Repeated Readings but this is still not complete.

While the purchase and implementation of new programs is a welcomed initiative in each of the schools, staff and school personnel are starting to feel the pressures of trying to become familiar with all of the new programs and expectations being placed on them. ACTC and BATC recognize this as an IMPORTANT and MOST SIGNIFICANT factor in achieving overall success and that is to provide as many resources, programs and support at the first level. Second level services are important particularly if the schools have experienced limited support in the past. Second level services for the purpose of this project is defined as expert personnel employed to assist "hands on" with the teachers and in the schools. Teacher/student/school/principal contact days with the school is viewed as being significant and a common thread throughout the work being completed.

Section 3: Student Learning Assessments

Describe the activities undertaken and deliverables completed as compared with the approved work plan you submitted for developing and implementing student learning assessments (standardized tests) as per the instructions.

ACTC and BATC hired two .50 Project Managers to oversee the entire project. This was done because of the challenges of dealing with two separate incorporated entities with different governance structures. But more importantly, the amount of work and support needed for each school would be too wide of a geographical area to cover. More time would be spent on travel rather than being in the schools. BATC has used 50% of budget allocation for this activity and combined 50% of the budget allocation for Activity/Project 5 to create one FTE to look after the administration of the AFL and project management. ACTC has used 50% of the budget allocation for the Project Manager.

ACTC and BATC have hired two .50 (1 FTE) for the position of Financial Management Clerk. This service has proven to be invaluable for both Tribal Councils.

For Activity/Project 3, both Tribal Councils agreed to change it and hire two .50 FTE at the Second Services level to assist in the AFL assessment process. This change was deemed more cost effective in the long run due to the fact that instead of training 10 leaders they would each have .50 FTE that would look at specifically supporting their teachers in the AFL process. BATC has named their position Assessment and Performance Leader.

All staff and schools have received training on the AFL process. All schools will be engaged in the assessment process set out this year by the Provincial Ministry of Education. Reading assessments in grades 4, 7 and 10 and math assessments in grades 5 and 8.

Section 4: Performance Measurement



Describe the activities undertaken and deliverables completed as compared with the approved work plan you submitted for developing and implementing performance measurement for the schools represented as per the instructions.

Of the three components of the FNSSP program, this is found to be the most challenging in terms of work required and implementation. Therefore, ACTC/BATC found the need to hire two FTE for the position of IT. There is some anticipated savings on the performance measurement activities and that will be used to offset the salary, benefits and travel costs. The anticipated savings will be better forecasted as the work progresses. The project is still very much in its early stages of development.

The IT FTE hired for BATC serves as the database administrator and the funding for this activity has been used to offset salary costs for the IT position. BATC may be pursuing a contract for an IT assistant. ACTC hired a full time IT but unfortunately it was not a successful hire. The second call for application was proven to be successful but this has resulted in some loss of implementation time.

Computers have been ordered for all schools. There may be the need to order additional computers. This will be determined once all of the computers are operational. This is still work in progress.

A data system has been purchased for all of the schools. ACTC provided training for two days for the secretary and one teacher from each school to be trained on the data system. BATC schools attended a two training session on the data system.

Some servers have been purchased for the schools. This is still work in progress. To date, BATC purchased six servers but installation is still on-going.

The schools are in the process of being set up for wireless internet connections. This has been challenging for some schools as the internet has been unreliable and computers have not been operational in the past.

Both Tribal Councils will be developing the common performance indicators at a minimum those part of the FNSSP requirements. Additional performance indicators will be discussed providing sufficient funding is available to develop through the data systems.

Section 5: Targets and Outcomes

School Success Planning		
	Annual Target # Schools	Actual # Schools
Indicate the Target and Actual number of schools at each step in the planning process as per the instructions.		
Assessments planned	10	10
Assessments completed		
Improvement plans developed	10	10
Improvement plans updated		
Plans communicated	10	
Improvement strategies implemented	10	10
Progress measured and reported to families and communities	10	
Other (specify):		
Other (specify):		

Student Learning Assessments		
	Annual Target # Schools	Actual # Schools
Indicate the Target and Actual number of schools for each of the following indicators as per the instructions.		
Learning assessments planned	10	10
Learning assessments administered	10	
Results of tests published	10	
	Annual Target # Students	Actual # Students
Number of students who were tested	1400~	
Other (specify):		
Other (specify):		
Other (specify):		
Other (specify):		

Performance Measurement		
	Target Date	Date Completed
Performance Indicators and targets defined	April	April
Requirements for school data system defined	2010-04-30	
Options evaluated and School Data System selected	2010-04-30	2010-09-30
System configured and/or system modifications completed and tested	2010-06-30	
Capability for data exchange established	2010-09-30	
Performance reporting ready for implementation	2010-09-30	
Indicate the Target and Actual number of schools for each of the following indicators as per the instructions.		
	Annual Target # Schools	Actual # Schools
New system and/or modifications implemented & data loaded		
Other (specify):		
Other (specify):		



Section 6.1: Project Costs

Project Costs	Amount Planned from FNSSP	FNSSP Funds Spent	Explanation
FNSSP Program Administration	\$200,000	\$65,000	incl: Financial clerks wages/training, office space, Tribal Council HR, financial admin., telephone, copying, office rental, office furniture, etc., consultant fees
School Success Plans (including direct program and coordination and support)			
Salaries	\$652,300	\$91,284	Math/Literacy Consultants, Guidance Counsellors, Math/Literacy Mentors
Professional Services	\$10,000	\$5,000	
Travel	\$25,000	\$3,500	~
Products, Tools or Materials	\$800,000	\$224,057	Math and Literacy Materials, Training and Implementation Activities
Other (explain)			
Sub -Total School Success Plans	\$1,487,300	\$323,841	
Student Learning Assessments (including direct program and coordination and support)			
Salaries	\$172,000	\$86,203	Project Managers, Assessment Leaders
Professional Services			
Travel	\$10,000	\$2,000	
Products, Tools or Materials	\$30,000	\$5,000	
Other (explain)			
Sub -Total Student Learning Assessments	\$212,000	\$93,203	
Performance Measurement (including direct program and coordination and support)			
Salaries	\$135,700	\$48,070	IT/Data base Admin, Performance & Assessment- Leader
Professional Services	\$20,000		
Travel	\$10,000	\$5,700	
Products, Tools or Materials	\$130,000	\$55,000	Purchase of data management systems (not including configurations to Performance indicators)/ staff training on system
Software, licensing fees			
IT Equipment purchases, repairs, and maintenance	\$300,000	\$236,233	computer and server purchases
Other (explain)	\$5,000		
Sub-Total Performance Measurement	\$600,700	\$345,003	
TOTAL	\$2,500,000	\$827,047	



Section 6.2 Other Sources of Funding (if applicable)

Source of Funding	Amount Expected	Amount Received
Total		

The information provided is accurate to the best of my knowledge.

Given Name Larry	Family Name McIntosh
Title Director of Education	
Date (YYYYMMDD) 2010-10-29	