

DDEC is setting its goals in 4 main areas: Reading, Writing, Indigenous Education, and Inclusive Schooling.

Reading is the cornerstone of our initiative to improve student performance. Currently, 33% of students (K-9) read at grade level. 24% meet expectations while 9% exceed them. We must embrace a well thought out strategy that addresses our students' individual needs and abilities. This is where a balanced literacy intervention comes in. Students will be assessed and placed at their actual level. This program will be tailored to their ability level and help them reach their true potential. The success of a balanced literacy program lies in our ability to train teachers, supervise the implementation of the program, provide the support that our teachers need, and monitor student progress. An assistant superintendent will be hired to guide this process. We are targeting to bring 46% of our students at level, which represents a 13% district-wide improvement. All grade K-3 students will read at grade level in two years.

Student (K-9) performance in writing is currently at 58% of students at grade level (meeting expectations). We are targeting to reach 68% of students at level which would represent a 10% overall improvement. The assistant superintendent will develop a strategy to provide the guidance that will be needed.

Our Indigenous language teachers are implementing the Our Language curriculum and we have been successful in providing support. We intend to maintain the strong language program that is currently available in all our schools. We believe that our schools must reflect the local culture so that our students become more engaged. One of our goals is to ensure that every school in the Dehcho will provide rich after school cultural activities. We believe this initiative will nurture a sense of belonging and that it will strengthen and promote cultural identity. Furthermore, we believe this will facilitate student engagement and, eventually, lead to better school attendance.

We intend to ensure that 100% of our schools will benefit from the guidance and support of our Program Support Teachers (PSTs). 100% of our schools will ensure access to appropriate curricular activities and utilize flexible instructional strategies. We will work with our partners to ensure that a child and youth care counsellor is hired for our school in Fort Liard.

100% of our schools will have efficient School Based Support Teams (SBST). This will allow us to follow process and use referral forms to address the specific needs of our students, develop strategies to support classroom teachers, and address systemic issues our schools.