



Fort La Bosse School Division Planning 2017-2018

www.flbsd.mb.ca

Identification	Name of Superintendent	Date of Report
Fort La Bosse School Division	Mr. Barry Pitz	October 31, 2017

DIVISION PROFILE								
Superintendents 1		Secretary Treasurer 1			Supervisor of Operations 1			
Administrator of Student Services 1		Curriculum, Instruction and Assessment Coordinator 0.75			ICT Coordinator 1			
Principals 10	Vice Principals 1		Teachers 118.75	Resource Teachers 5.75	Counsellors 0.9	Teachers Supporting Special Needs 1.0	Alternate Education Teachers (between 3 schools) 1.0	Educational Assistants 37.94
Occupational Therapists/ Physiotherapists 0.7	Psychologists 1.0	Psychiatric Nurses 1.9	Speech Language Pathologists 2.0	Division Numeracy Coach 1.0		In School Literacy Coach (between 9 schools) 1.5	Stay in School and Career Development Coordinator 1.0	Technology Technicians 2.0

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Our Mission

Fort La Bosse School Division is committed to working together with our communities to prepare students for the future by providing quality education and fostering lifelong learning in carrying environments while make the best possible use of resources.

School Division Profile

- **Geographic Information:**

Fort La Bosse School Division is located in south-western rural Manitoba. It serves a large geographical area with family-oriented communities, strong oil and agricultural industries and many energetic businesses. The division office is located in Virden, Manitoba, 78 kilometers west of Brandon on the Trans Canada Highway and 105 kilometers north of the Canada-United States border. Virden is situated close to the geographic center of North America, midway between Regina, SK and Winnipeg.

- **Demographic Information:**

The division encloses all or part of seven municipalities. The division is divided into five wards with ten trustees.

The student population of Fort La Bosse School Division includes two Hutterian Communities where grade pre-kindergarten to grade twelve are offered when students are eligible. Hutterian students enter school with little English and benefit from English as an Additional Language (EAL) supports.

Fort La Bosse enjoys a close working relationship with the Community of Canupawakpa Dakota Nation. The children attend Reston or Virden Schools following their kindergarten year. Additionally, several Fort La Bosse students identify as having aboriginal ancestry.

Website link: www.flbsd.mb.ca

Senior Administrative Team

Superintendent: R. Barry Pitz

Secretary Treasurer: J. Kent Reid

Supervisor of Operations: Vaughn Wilson

Administrator of Student Services: Teresa Sanheim

Curriculum, Instruction and Assessment Coordinator: Holly Forsyth

Information, Communication and Technology Coordinator: Mike Thiessen

Stay in School Coordinator: Shelley Rowan

Stakeholder Participation

- Community meetings held in each community which included parents, interested community members, school staff, Division Trustees, and Senior Administrative Team
- In School Administrators working with School Trustees and Senior Administrative Staff to develop strategic priorities
- Committee membership (comprised of staff, administrators and students) to develop plans for individual division goals
- Community report – digital – <http://www.flbsd.mb.ca/latest-news/report-to-the-community>

School Division Strengths and Opportunities For Improvement (Community Visits 2017)

Strengths:

- Low class enrolment
- Pre-school supports
- Technology education and access
- Family support
- Communication with all stakeholders in various formats
- Inclusive, Safe and Caring Schools
- Video Conferencing Classes for 3 high schools
- Athletic Programs
- Access to Clinical Services

Opportunities for Improvement

- Course Selection Variety with Staffing specific to student interest
- Substitute teachers – currently have a shortage
- Hiring of Staff and retention of such in certain course areas
- Gain Strength in Universal Design for Learning
- Implementing mandatory life skills math for all students

Student Profile:

English as an Additional Language (EAL)/Self-Declared Aboriginal Students:

Fort La Bosse School Division	Number of Students	Percentage of Student Population
Total K-12	1443	
Self- Declared Aboriginal	155	10.7
EAL	28	1.9

School Initiatives:

Education for Sustainable Development (ESD)

Education for Sustainable Development	Number:
Number of Schools in the Division	10
Number of Schools with a Division plan for ESD	10

Support for EAL

(Available on the Fort La Bosse School Division Website: www.flbsd.mb.ca)

- EAL – IAP Report
- EAL Home Language Inventory
- EAL Student Profile
- EAL System Outline
- EAL registration checklist
- Fort La Bosse School Division Newcomer Registration

Literacy Planning and Reporting:

Fort La Bosse School Division Continuous Planning Literacy Goal: (2016-2019)

(see continuous improvement plan for further details)

Goal 1: “Increase reading comprehension across the curricula”

- Goal identified by administrators through strategic planning with the premise that other competencies would be positively influenced by this focus.

Observations:

Summative Assessment Data to Support Literacy and specifically, the Comprehension Domain:

A. Fountas and Pinnell Divisional Data: (3 year comparison)

F and P: Percentage of students Meeting/Exceeding By Grade Level

	June 2015 %	June 2016 %	June 2017 %
Kindergarten	2	11	33
Grade 1	36	51	44
Grade 2	66	68	73
Grade 3	48	66	73
Grade 4	61	60	73
Grade 5	37	52	59
Grade 6	33	36	67
Grade 7	38	47	56
Grade 8	62	57	75

Notable: Significant growth at all levels. Transition from grade 5 (often to a new school) appears to make a significant difference. Small sample size (note: exceeds 100 students in all grades) – positive growth trajectory

B. Provincial Assessment (ELA) – Fall Data

Percentage of Students Meeting Expectations in each sub competency (Grade 3)

	Province	FLBSD	Non-Aboriginal	Aboriginal/Self-Declared	EAL
Reflect/Sets Goals	57	58.2	62	33.9	35
Uses Strategies	58.8	56.5	59.7	35.8	35
Demonstrates Comprehension	56.8	54.7	57.5	36.7	32.5

*Self-declared aboriginal and EAL below provincial average in all 3 sub-competencies

Percentage of students meeting expectations in all three sub-competencies (7-year comparison) (Grade 3)

	2009	2010	2011	2012	2013	2014	2015	2016
Province	42.6	45.7	45.5	44.0	46.1	46.0	46.4	47.3
FLBSD	38.7	28.0	44.4	34.8	40.8	58.4	36.5	49.2
Non-Aboriginal/Non-Self- Declared	41.8	30.8	47.3	36.4	44.2	64.2	41.7	51.4
Self- Declared Aboriginal	21.4	12.5		26.7	16.7	35.0	15.4	27.3

Notable: no consistent growth trends in any data set, Self-declared Aboriginal below average across all sub-competencies

Percentage of students meeting mid-grade performance in each sub competency: (2008-2017)

	Understands	Interprets	Responds	Generates	Chooses language	Conventions and Resources
Provincial	62.2	57.7	50.2	54.1	47.5	52.3
FLBSD	59.1	55.4	50.5	52.7	38.8	51.1
Non-Aboriginal/non-self-declared	62.1	57.8	52.9	55.3	40.9	53.8
Self-declared Aboriginal	34.7	35.6	31.4	31.4	22.0	28.8
Non EAL	59.2	55.8	51.1	52.9	39.2	51.4
EAL	52.6	31.6	15.8	36.6	21.1	31.5
Non CFS	59.4	55.7	50.8	53.1	39.1	51.4
CFS	33.3	25	25	16.7	16.7	25

*Notable: Aboriginal and CFS students are significantly below the provincial average in all sub competencies
 EAL students significantly below provincial average in responding, choosing language and conventions
 CFS students significantly below provincial average across all sub competences

Reading Comprehension (mid-grade 8) – 2008-2017

Reading Comprehension	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Provincial Rate	43.7	44.0	46.6	46.6	46.2	46.4	47.6	47.7	49.3	49.4
FLBSD	55.6	53.2	42.9	48.1	46.4	42.0	36.5	39.0	43.4	40.6
Non-Aboriginal/Non-Self-Declared	58.2	56.6	44.8	52.0	47.1	45.0	37.2	43.9	46.6	40.8
Self-declared Aboriginal	37.5	25		10		16.7		16.7	27.8	

Notable: self-declared aboriginal significantly below provincial average

Grade 9 Fort La Bosse School Division ELA exam

Number of Students (Grade 9)	Percent pass rate
95	62.8 %

Grade 12 Provincial ELA Exam (June, 2017)

Province # of Students	FLB # of Students	Pass Rate Province	Pass Rate Division	Mean Province	Mean Division
6526	33	86.4%	90.9%	66.7%	68.2%

Notable: significant success in literacy across all strands at the grade 9 and 12 level

Conclusions in supporting literacy goals in FLBSD:

Key Data Points:

- Division assessment in F and P comprehension – shows significant gains in comprehension across all grade levels – therefore targeting divisional goal
- grade 3 data indicate lower success rates than the provincial average in comprehension and using strategies. Self-declared aboriginal and EAL students are significantly below provincial average across all three sub-competencies.
- Grade 8 students are performing below the provincial average across all sub competencies except responding to text. Self-declared aboriginal, EAL and CFS students are notably below the provincial average across all sub competencies. Success rates across all sub-competencies show no identifiable trends for success.
- Grade 9 Divisional assessment – overall success in terms of passing the requirements
- Grade 12 Provincial Assessment – overall above the provincial average in passing the requirements (disaggregated data for Non-Aboriginal/Non-Self- declared, Self-declared aboriginal, CFS is not available)
- Across all grade levels, girls outperform boys across all sub-competencies in literacy

1) Continued Literacy Coach Staffing (2017-2018 school year) – professional staffing provided in each school within the division (per capita) in the form of a Literacy Coach to support literacy intervention for targeted classrooms and students. Mentoring for new staff. Partnership with Jordan’s Principle Coordinator to provide extra language and supported literacy interventions. Regular class profile meetings occur to identify programming needs in all division schools. Regular meetings between divisional instructional leaders to strategically plan interventions based on identified programming needs.

2) Continued Professional Development:

- a. In class co-teaching to support classrooms through modeling of strategies to improve literacy across curricula.
- b. Sharing of resources among teachers, educational assistants and school librarians
- c. Speech Language Pathologists- co-teaching to support awareness programs and language development

3) Continued targeted Instruction for students who are not meeting outcomes in literacy – delivered to individuals or small groups of students. Little correlation between comprehension success divisionally and provincially yet. Divisional committee formed to address the goals as part of the continuous improvement process.

NUMERACY DATA/OBSERVATIONS/CONCLUSIONS:

Qualitative and Quantitative Data Sources Utilized:

- *Manitoba Education Provincial Classroom Based Assessments: Grade 3 and 7 (see attached data from Manitoba Education)
 - *Manitoba Education Provincial Standards Tests: Grade 12 (see attached data from Manitoba Education)
 - *Manitoba Rural Learning Consortium Year-end Assessment: Grade 6 and 9
 - *Fort La Bosse Divisional Math Summative Assessment: Grade 9
 - *Fort La Bosse Numeracy Coach and Divisional Numeracy Team
 - *Fort La Bosse Divisional Classroom Based Assessments in Grades 2,4,6 and 8—Oral Math Assessment
 - *Fort La Bosse Divisional Classroom Based Assessments-Basic Numeracy Facts-1-6(included up to Grade 8 if not achieved)
- Manitoba Rural Learning Consortium: June 2016 and June 2017 Grade 6

MRLC Grade 6 Year End Assessment-June 2016	Number of students assessed		self-identified Aboriginal		Number of students identified EAL	
	2016	2017	2016	2017	2016	2017
Fort La Bosse students	78	88	5	6	1	2
Mean overall score	64%	77%	N/A	N/A	N/A	N/A
Pass Rates	74%	86%	N/A	N/A	N/A	N/A
Mean: Number Strand	70%	69%	51%	78%	68%	100%
Mean: Patterns and Relations	57%	60%	43%	56%	56%	100%
Mean: Shape and Space	63%	74%	57%	69%	92%	46%
Mean: Patterns and Relations	46%	65%	34%	60%	43%	55%

June 2016 and 2017 Results Grade 9

MRLC Grade 9 Year-end Assessment	Number of students Assessed		self-identified as Aboriginal		Number of Students identified EAL	
	2016	2017	2016	2017	2016	2017
Fort La Bosse	92	101	9	10	0	3
Mean overall score	57%	59%	N/A	N/A	N/A	N/A
Pass Rate	58%	70%	N/A	N/A	N/A	N/A
Mean: Number Strand	63%	63%	48%	46%	N/A	23%
Mean: Patterns and	60%	62%	37%	42%	N/A	48%

Relations						
Mean: Shape and Space	52%	55%	30%	41%	N/A	27%
Mean: Stats and Prob	68%	70%	37%	53%	N/A	44%

Fort La Bosse Divisional Grade 9 Summative Assessment:

Fort La Bosse: Grade 9	Number of students-all		self-identified Aboriginal		Identified EAL	
	2015	2016	2015	2016	2015	2016
(all schools)	86	96	N/A	N/A	N/A	N/A
Mean	57%	54%	N/A	N/A	N/A	N/A
Pass Rate	61%	56%	N/A	N/A	N/A	N/A

June 2017 Grade 9 Divisional Exam

	Div Exam-Math	Div Exam-ELA
Elkhorn	(10 students) Mean: 73%	(10) Mean: 73%
Reston	(13) Mean: 65%	(13) Mean: 63%
VCI 1	(18) Mean: 68%	(37) Mean: 62%
VCI 2	(17) Mean: 54%	(29) Mean: 65%
VCI 3	(33) Mean: 60%	
Kola	(3)Mean: 54%	(3)Mean: 35%
Plainview: (1 Mod student wrote)	(3)Mean: 41%	(3) Mean: 43%

June 2017 Numeracy Data Report using Fort la Bosse developed Assessment of Basic Facts

Targeted population of School Division who completed the assessment by percentage

Identified Population	Not meeting	Approaching	Meeting	Exceeding
Self Identified Aboriginal	41%	22%	33%	8%
Students receiving EAL supports	25%	30%	30%	15%

Fort La Bosse Numeracy Coach: 2016 and 2017

Extended classroom visits, ie: worked extensively over a period exceeding 5 visits modelling/mentoring and debriefing.

Grade level of Classrooms	Number of Teachers		Observed growth in numeracy skills/risk taking/strategies of the TEACHER:		NOT MET		APPROACHING	
			MET					
	2016	2017	2016	2017	2016	2017	2016	2017
Early Years(K-3)	2	3	1	2	0	0	1	1
Grades 4-6	5	3	4	3	0	0	1	0
Grade 7-8	6	5	0	0	1	2	5	3

Numeracy Observations and Analysis:

*All competencies were analyzed from Manitoba Education Classroom based data, strands from MRLC data, and pass rates/means from MRLC and Divisional assessments.

*In FLB, we have consistently communicated to schools to be as frank and transparent as possible when completing these provincial classroom- based assessments.

Grade 3:

*Grade 3 provincial data indicates a growth in trajectory from 2009 to 2016 overall.

* When the competencies changed regarding provincial grade 3 assessments (“Predicting an element in a repeating pattern” and “Understands that equal symbol represents an equality of terms on either side of the equal sign”) FLB provided extensive professional development for teachers of grades 2 and 3, as well as Administration regarding expectations of above. FLB communicated divisionally via formal notification (letter) to all parents of students receiving the grade 3 assessment data that these were new competencies and as a division/province we were working on improving our skill set as educators in providing instruction and in turn results would reflect that as time went by.

*FLB exceeded the Provincial rate in competencies 2009-2016 “Understands that a given whole number may be represented in a variety of ways (to 100)” and “Uses various mental math strategies to determine answers to addition and subtraction questions to 18”

*Boys in FLB exceed girls in all 4 competencies), and exceed the provincial mean with the exception of Understands the equal symbol.

*EAL and Self-declared Aboriginal students in FLB are well below both FLB non-Aboriginal and Non-EAL students in FLB and Provincial rates in all 4 competencies with a range of Aboriginal-21%-27.9% below FLB rates and a range of 4.7-25.3% for EAL students below FLB non-EAL.

*limited sample sizes of both Aboriginal (9%) and EAL (6%) for 2016-17 school year.

*Despite the lower scores for Self Identified Aboriginal students, the amount they are lower than non-Aboriginal is smaller than previous years, and thus Aboriginal students seem to be showing growth at a greater pace than non-Aboriginal students.

Grade 7:

*From 2008-2017, FLB exceeds Provincial rates in Grade 7 in 3 of 5 competencies

*From 2008-2017 FLB Grade 7 Numeracy data continues to flat line

*limited sample size in EAL population(1%) but much more significant numbers in Aboriginal data (19%) of overall student population for 2016-17 school year.

*Girls are now exceeding boys in FLB in all competencies but 1 which has a minute difference of only 0.2% (ordering decimal numbers)

*Self-declared Aboriginal students in grade 7 continue to be well below Provincial and Non-Aboriginal FLB students with a range of 14.6% (“Using number patterns to solve mathematical problems”) to 29.2% (“ordering fractions”) however these numbers have reduced slightly from 2016 data.

*EAL students in grade 7 in FLB are exceeding non-EAL students in 4 competencies as well as Provincial rates. Only the competency “uses a variety of strategies to calculate and explain a mental math problem” do non-EAL students exceed

*In Grade 12 Provincial Standards tests, FLB students exceed Provincial rates regarding pass rates and means in Applied Math, Pre-Calculus and Essentials Math streams.

*Females in FLB now exceed Males in FLB and Provincial rates in all 3 streams.

*Insufficient data regarding Self-declared Aboriginal students in FLB enrolled in Applied, Pre-Calculus or Essentials stream.

*MRLC Grade 6 and Grade 9 assessments indicates a higher mean at Grade 6 (12%) greater and higher pass rate at Grade 6 (16%) greater.

*Numeracy Coach extensive visitations indicate growth in teacher skill-set in almost all classrooms across the division

*Based on the qualitative data from our Numeracy Coach position, more supports are required at an upper Middle Years level (grade 7/8) in Fort La Bosse.

*100% of anecdotal data from Numeracy Committee indicates growth in the teachers in their school based on requests for help as well as openness to look at new strategies

Conclusions:

- *based on the data provided, significant differences in learning for Aboriginal, EAL and male/female populations in FLB
- *Although EAL students are below Provincial and FLB rates at grade 3, by Grade 7 EAL students are exceeding non-EAL students in 4 of 5 competencies.
- *Although boys exceed girls in all numeracy competencies at Grade 3, as students move through our system this figure flip-flops by grade 7 and grade 12, girls are exceeding boys.
- *Grade 3 data indicates a growth trajectory in classroom based assessment data overall in FLB, while Grade 7 shows an increase in 2009, but then a drop and flat line in the trajectory of growth in FLB from 2010 to 2017.
- *Despite lower scores for our self-declared Aboriginal students, based on all data from Grade 3, 7 and MRLC Grade 6, our Aboriginal students are showing growth in Numeracy skills at a rate that exceeds our non-Aboriginal population.
- *Based on our MRLC data, gaps in learning appears to be growing as our students move from Grade 6 to 9 based on both means and pass rates.
- *Professional Development provided over an extended period of time by both Divisional leads as well as school numeracy leaders indicates change and growth in professional staff.
- *Based on data sources utilized, middle years (approximately grades 6-9) would be an area to specifically target professional learning for staff.

Next Steps:

- a. Targeting other areas of literacy - professional development for all teachers to support the writing process.
- b. Concentrate on improving attendance and therefore improve instructional time for all students.
- c. Disaggregate all divisional assessment data to align with provincial standards in terms of non-aboriginal/no self-declared and self-declared aboriginals, boy and girl, CFS/Non-CFS students.
- d. Implement data collection for special needs students – through IEP-R and IEP data collection

Grant Reporting Additions:

(Also Refer to Conclusions in supporting literacy/numeracy goals in FLBSD)

1. Aboriginal Academic Achievement:

- a. all dollars committed to professional staff with directive to infuse aboriginal culture into all curricular areas
- b. Continued development of culture reflected in the physical environments of schools.
 - i. Medicine wheel flower bed, inuksuk's, artwork along the hallways and in classrooms, bulletin boards to highlight and inform school communities of various indigenous teachings.
- c. Professional Development: opportunity for all staff to increase knowledge about indigenous culture. Increase access to resources that support the inclusion of aboriginal perspective into the classroom and the curricula being taught. Professional readings provided on a regular basis for all staff.
- d. Daily Activities: infuse Indigenous activity into regular classroom routines and teachings, attend/participate and becoming planning partners in the community Pow Wow's, guest speakers, artists in the schools,
- e. Language Provision: scheduled Dakota classes for students wanting to register at 3 schools.
- f. Graduation success rate of self-declared aboriginal students averages at 50% for those students in grade 12, , more data is needed to track those students who are not successful prior to grade 12.

2. Literacy Grant:

- a. Interventions Utilized: Reading recovery lesson plans, Benchmark Reading, Fountas and Pinnell literature, culturally appropriate literature, leveled literature, Sunshine books etc.
- b. Provision of professional resources to direct and support literacy across all competencies.
- c. Lesson Provision: 35 to 40 minutes/day following the frequency indicated in the FLBSD Early Literacy Guidelines by the Grade one classroom teacher (in most cases). Sometimes, the literacy coaches provide the lesson or co-teaching occurs between the two professionals.
 - i. Please note: frequency may be compromised by non-attendance or special school functions.

3. English as an Additional Language:

- a. Continued FLBSD professional staff liaison with EAL teachers in Brandon School Division
- b. Programming in accordance with the FLBSD outcomes and assessment policies
- c. Disaggregate EAL data for FLBSD students to better track learning growths.

4. Education for Sustainable Development

- a. All Fort La Bosse Schools have an ESD outcome in school plans
- b. ESD Projects include water filling stations, recycling programs (beyond paper), Earth Day Projects, organic beautification projects, composting, litter less lunch days, wind powered message board, reduction in paper consumption, gardens, outdoor learning spaces.

5. Career Development Initiative:

- a. division office staff dedicated to visiting all schools to distribute career information
- b. several high school courses dedicated to exploring career options and employability skill development
- c. access to career fairs, website information and resources from various sources

6. Technology Education:

- a. Middle years students are provided the opportunity to explore technical vocation courses over several school days throughout the school year.
- b. Access to Home Economics, Industrial Art and Technical Vocation courses

7. Learning To Age 18 Coordinator:

- a. Visits the various school promoting the new credit options for work experience
- b. Alternate education settings provided in several schools

8. Early Childhood Development Initiative

- a. access to Promise Years programming (birth to school age) – service provision in physical therapy, occupational therapy and Speech Language Therapy, Step 2 parent-child classes in various communities, partnerships with the regional health authority to target service provision to the pre-school population.