

FORT LA BOSSE SCHOOL DIVISION
STRATEGIC PLANNING
DOCUMENT

2016-2017 ◊ 2017-2018 ◊ 2018-2019



'Preparing Students for the Future'

- APRIL 2016 -

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MISSION

THE 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 caring environments while making the best possible use of resources.

VALUES

The values which guide us are:

- A responsibility to provide quality education for all students.
- An openness to change that enables us to respond thoughtfully to the demands of the future.
- An appreciation of and belief in diversity, strength and commitment of our communities.
- An understanding of communities in their broadest sense; including staffs, parents, families, homes, businesses, cultures, as well as our students as partners in education.
- A fostering of healthy self-esteem and high achievement in students so that they may become self-directed, responsible adults.
- A respect for all people and their ideas which is demonstrated in all decisions, actions and communications.
- A desire for safe, caring environments that show an appreciation of the talents, strengths, and needs of our communities.
- An obligation to make the best possible use of available and potential resources including the personnel, finances and materials used to support education.
- A desire for responsible global citizens committed to lifelong learning for everyone – students, staff, parents, and all community members.

STRATEGIC PLANNING RETREAT PARTICIPANTS

Admin. Assistant: Tawnis McLeod

Present: Barry Pitz, Kent Reid, Neil Murray, Judy Dandridge, Mike Thiessen, Holly Forsyth, Bob Cochrane, Craig Russell, Robert Masson, Garry Draper, Margaret Walker, Nicole Chaske, Darcy Champion, Charles Lowes, Lisa Irwin, Dawna Jamieson, Brad Hayward, Don Nahachewsky, Amy Shiltroth, Ceri Johnson, Lance Barrate, Brenda Masson, Dan Kristof, Kristi Wilson, Mark Keown, Michele Shaw

GOAL AREAS

In fulfillment of its Mission and Purpose and ever mindful of its Values, the Fort La Bosse School Division will concentrate on five strategic goal areas: Curriculum/Assessment, Technology, Student Services, Mental Health and Education for Sustainable Development

STRATEGIC PLAN 2016-2019

CURRICULUM/ASSESSMENT

AAA/Aboriginal Education

Inclusion of Indigenous ways of knowing and sustainability-focused practices.

School divisions are now required to provide a plan that focuses on strategies that result in measurable improvement in Aboriginal student achievement, particularly related to literacy and numeracy.

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Maintain an identified list of students who identify as being of Aboriginal descent	<ul style="list-style-type: none"> • From EIS establish a list of self identified Aboriginal students at each school • Forward list to the division office designated AAA lead • Each student name will remain on the list regardless of whether they self identify in the following year for purposes of more accurate data collection 	<ul style="list-style-type: none"> • EIS • Maplewood 	Ongoing from September 2016	<ul style="list-style-type: none"> • <i>Lead: School administrators</i> • Administrative Assistants from each school • AAA lead at DO (Judy) 	<ul style="list-style-type: none"> • List maintained • Graduation removes individual name from list providing graduation data
Formalize a plan in conjunction with Canupawakpa Education staff to improve attendance of Canupawakpa students at Fort la Bosse and at Canupawakpa schools	<ul style="list-style-type: none"> • Define good attendance • Complete a retroactive study of attendance data for 13-14, 14-15, 16-17 school years • Survey/interview developed • Hypothesis re: tangible & remediable cause for non attendance • Plan steps to improve attendance of identified students & implement • Recommendation that beginning 16-17 • CDN Educational Liaison Worker works in FLB 	<ul style="list-style-type: none"> • Maplewood • Survey of non attendees • Survey of families • Survey graduates and drop outs • Number of families contacted. 	<ul style="list-style-type: none"> • Initial review & development 16 – 17 school year. • Implementation ongoing. 	<ul style="list-style-type: none"> • <i>Lead: Judy</i> • VCI Principal as representative from Administrator Group • Representative from Canupawakpa Education Authority. • Representative from “little School” • Stay in School Coordinator 	<ul style="list-style-type: none"> • Development of a process to follow • Partnership between Stay in School Co-ordinator & “Family Support” worker • Families contacted • Increased attendance • Anecdotal records of impact of interventio

	<p>Schools on rotational basis become the “Family Support Worker” who would be responsible to support families to build skills to support school attendance</p> <ul style="list-style-type: none"> • PD for Family Support Worker (eg. Nutrition, parenting training) • FLBSD Stay in School Coordinator to participate in same PD & address same population & support same needs in partnership with Canupawakpa employee • Success indicators shared with FLBSD board & Canupawakpa Liaison Committee 				
Increase awareness of importance of attendance	<ul style="list-style-type: none"> • Begin a campaign with students to provide data regarding the impact of missing one day of school/one week of school/total of one month of school over time • Provide same campaign information to parents at Parent Council Meetings • Information in “info blitz” provided regularly to families including attendance, sleep & nutrition 	<ul style="list-style-type: none"> • Mb Ed. Website has information re: impact of attendance • Researched data re: additional topics 	Ongoing	<ul style="list-style-type: none"> • <i>Lead: School Administrators</i> • Stay in School Coordinator • CDN Education Liaison Worker 	<ul style="list-style-type: none"> • Attendance Data • Discussion “buzz”
Increase Literacy skills for students who identified as having Aboriginal	<ul style="list-style-type: none"> • Disaggregate scores of students who identify as 	<ul style="list-style-type: none"> • Fountas & Pinnel assessment data 	<ul style="list-style-type: none"> • Begin September 2016 • ongoing 	<ul style="list-style-type: none"> • <i>Lead: School Administrator</i> • Classroom teacher • AAA Lead @ D.O. (Judy) 	<ul style="list-style-type: none"> • Identified formative assessment data disaggregated

<p>ancestry & using maintained list – specifically address area of comprehension</p>	<p>being of Aboriginal descent in each school</p> <ul style="list-style-type: none"> • Analyze literacy needs for each student • Determine which students require intervention & develop a learning plan to address those needs (eg. Fluency, decoding, etc.) • Maintain assessment for learning and adjust the plan as needed • A learning plan will be maintained for each student until their individual learning goals have been met and assessment data no longer indicates the need for intervention • Summary form to be created • <u>Summary will include:</u> number of students identified to receive intervention, number of students unsuccessful due to lack of attendance, baseline data & summative assessment data, number of students no longer requiring intervention • Summary of data will be forwarded to AAA lead at DO on an annual basis to coincide with regular F & P data collection • Data to be shared with FLBSD board and 	<ul style="list-style-type: none"> • Ensure the Instructional level & the comprehension score are matched & note changes in both levels from the previous assessment when describing increased skill level 		<ul style="list-style-type: none"> • Literacy Committee Members at each school & division • Resource Teacher 	<ul style="list-style-type: none"> • Learning plans developed for individual students • Increased comprehension scores • Students no longer requiring service
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	Canupawakpa Liaison Committee				
<p>Increase Numeracy skills for students who identified as having Aboriginal ancestry & using maintained list – specifically address area of number sense and how that impacts their automaticity of basic fact retention.</p>	<ul style="list-style-type: none"> • Disaggregate scores of students who identify as being of Aboriginal descent in each school • Analyze numeracy needs for each student • Determine which students require intervention & develop a learning plan to address those needs using strategies to promote a deeper understanding of place value and to better understand the relationships number and patterns have. • Track basic facts as indicated in the Divisional Numeracy Plan, emphasizing the priority of strategies to improve automaticity. • Maintain assessment for learning and adjust the plan as needed • A learning plan will be maintained for each student until their individual learning goals have been met and assessment data no longer indicates the need for intervention • Summary form to be created • <u>Summary will include:</u> number of students identified to receive 	<ul style="list-style-type: none"> • FLB Numeracy plan which includes mandates around basic fact recall and tracking, as well as strategies to support the success. • It will be determined if the student is Meeting/Not Meeting or Approaching • Teachers will track each student and indicate which facts are NOT learned. • This baseline data will be collected and passed from grade level to grade level. • CLEVR will be utilized as a data collection tool • Leaps and Bounds Intervention tool • Dreambox will also be utilized as intervention for strategies. 	<ul style="list-style-type: none"> • Begin September 2016 • ongoing 	<ul style="list-style-type: none"> • <i>Lead: School Administrator</i> • Classroom teacher • AAA lead at DO (Judy) • Numeracy Committee • Resource Teacher • FLB Numeracy Coach • FLB Curriculum Coordinator 	<ul style="list-style-type: none"> • Identified formative assessment data disaggregated • Learning plans developed for individual students • Improved recall of facts • Evidence of multiple strategies utilized • Students no longer requiring service

	<p>intervention, number of students unsuccessful due to lack of attendance, baseline data & summative assessment data, number of students no longer requiring intervention</p> <ul style="list-style-type: none"> • Summary of data will be forwarded to AAA lead at DO on an annual basis to coincide with regular F & P data collection • Data to be shared with FLBSD board and Canupawakpa Liaison Committee 				
<p>To infuse aboriginal perspective/content across curricular outcomes throughout grades K – 12 in all Fort la Bosse Schools</p>	<ul style="list-style-type: none"> • Contract with individual with skill set to introduce and demonstrate infusing aboriginal perspective/outcome in curricula at early years, middle years & senior Years • Provide PD at each level to demonstrate how to work with curricula & provide time for staff to work together to prepare units/lessons they will deliver in their respective classrooms • Divisional PD Day – We are all Treaty People – all staff 	<ul style="list-style-type: none"> • Integrating Aboriginal Perspectives into Curricula • Aboriginal Academic Achievement Grant Support Document • School plans • Personal Professional PD • Professional Development • Anecdotal records • Observation of lessons within classes • Documents provided at PD 	<ul style="list-style-type: none"> • 16-17 • Ongoing 	<ul style="list-style-type: none"> • <i>Lead: School administrator, Judy, Holly</i> • Dakota Teacher • Individual trained in “From Cultural Awareness to Cultural Proficiency” from each school: Reston, Oak Lake, Goulter & VCI • Contracted personnel • FLBSD PD Committee 	<ul style="list-style-type: none"> • Anecdotal record forwarded by Administrator lessons observed (16-17) • Anecdotal record forwarded by Administrator lesson observed (17-18)

Numeracy/Vocational/Literacy

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Consistent assessment approach to align with MB Ed. Expectations.	<ul style="list-style-type: none"> Review and improve an electronic tool to move forward eventually creating a grade book. Provide appropriate PD support. The division will select and direct consistent assessment tools. 		<ul style="list-style-type: none"> Sept - 2016 Sept – 2016-Jun 2019 Sept 2016- Jun 2019 	<ul style="list-style-type: none"> <i>Lead: Mike T</i> Review Maplewood's product at Administration table <i>Lead: Barry/Holly</i> Sr Admin; Board <i>Lead: Holly</i> Assessment Committee 	<ul style="list-style-type: none"> Electronic Gradebook Provide numerous PD opportunities on Electronic Grade Book and support best practices in assessment Consistent plan with accountability across the division
Numeracy Education	<ul style="list-style-type: none"> Continue creation and Implementation of FLB Numeracy plan K-12 that aligns with MB Ed. 	<ul style="list-style-type: none"> Plan in place and begin implementation. 	<ul style="list-style-type: none"> Sept 2016 	<ul style="list-style-type: none"> <i>Lead: Brad/Holly</i> CIA Coordinators, Brad Hayward and appointed members 	<ul style="list-style-type: none"> Survey of Staff re. level of implementation: June 2017 June 2018 June 2019
Vocational Education	<ul style="list-style-type: none"> Explore and implement relevant and realistic vocational programming for Gr 7-12 and create recommendations. Vocational Com. renamed to 	<ul style="list-style-type: none"> More FLB students to have access to Vocational Programs (Gr. 8) Alternative Course Selection 	<ul style="list-style-type: none"> Sept 2016- Jun 2019 	<ul style="list-style-type: none"> <i>Lead: Barry/Holly</i> High School and Middle Years Administrators and others as determined 	<ul style="list-style-type: none"> Increased participation

	"Alternative Programming Com."				
Literacy Education	<ul style="list-style-type: none"> Creation of FLB Literacy Plan K-8 	<ul style="list-style-type: none"> Plan in place and begin implementation. 	<ul style="list-style-type: none"> Sept 2016 – Jun 2019 	<ul style="list-style-type: none"> <i>Lead: Judy</i> One member of each school 	<ul style="list-style-type: none"> Comprehensive Plan 2016-2019

TECHNOLOGY

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Fort La Bosse will position itself for 21 st century learning.	<ul style="list-style-type: none"> Review and update the Division Technology Plan as required. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Ongoing annual reviews. 	<ul style="list-style-type: none"> <i>Lead: Mike/Barry</i> ICT Coordinator, Ed Tech., Senior Administration 	<ul style="list-style-type: none"> The plan continues to impact student learning in a positive way. Specific goals and strategies of the plan are met within guidelines.

STUDENT SERVICES

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
To utilize the services available in Fort la Bosse to their fullest to enhance student learning	<ul style="list-style-type: none"> • Continue alternate delivery services for clinical services, e.g. co-teaching & planning 	<ul style="list-style-type: none"> • Anecdotal reports 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • <i>Lead: Judy</i> Student Services Coordinator, clinical staff, classroom teachers 	<ul style="list-style-type: none"> • Evidence of clinicians co-teaching with the classroom teacher.
Inform inclusive practices for all students	<ul style="list-style-type: none"> • FLBSD – division level staff participate with school based team to develop classroom and school based profiles • Division Administrators & Student Services personnel PD re: role & services available within FLBSD • Research successful Formula Based Funding Supports to Schools • Develop process to implement Formula Based Funding • Simulation test of Formula Based Funding Model • Report on Simulation 	<ul style="list-style-type: none"> • Review of profiles generated <p>Mb Ed. Document & division information</p>	<ul style="list-style-type: none"> • Ongoing • September 2016 • October 2016 • Spring 2017 • September 2017 • Spring 2018 • September 2018 	<ul style="list-style-type: none"> • <i>Lead: Coordinators & school based personnel</i> • Lead: Judy • Lead: Judy & Research Team 	<ul style="list-style-type: none"> • Strength Based Planning for student success - review of profiles, language, IEP doc's • Continued evolution of role of Student Service personnel <p>Increased strength based planning evidenced in class & school based profiles.</p>

<p>Use technology to inform team members of progress & planning updates via technology for children receiving supports from clinical team members.</p>	<ul style="list-style-type: none"> • Implement Formula Based Funding throughout the division • Build a template within Clevr environment to communicate privately 	<ul style="list-style-type: none"> • Anecdotal reports of success of using this tool to support student learning 	<ul style="list-style-type: none"> • September 2016 	<p>Lead: Judy & Mike</p>	<ul style="list-style-type: none"> • Anecdotal reports from clinical staff of increased communication & program implementation
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MENTAL HEALTH

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
<p>Student & Staff Wellness</p>	<ul style="list-style-type: none"> • Continue with “Mind Your Health” strategies that have developed. • <i>See MINDY</i> • <i>Your Health Document</i> • Training for staff & students. 	<ul style="list-style-type: none"> • “Tell Them From Me” surveys. 	<ul style="list-style-type: none"> • Sept. 2016- June 2019 	<ul style="list-style-type: none"> • <i>Lead: Judy/Barry</i> Mental Health Committee 	<ul style="list-style-type: none"> • Reduced referrals, reduced staff absentees.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Create and support Global Citizens	<ul style="list-style-type: none"> All FLBSD Schools will create and implement a school ESD Plan and include/embed in their school plan Ongoing traditional projects are supported and recorded to be able to be shared with Division Schools and Administrators New innovative ESD initiatives will be encouraged and supported 	<ul style="list-style-type: none"> Outcomes from ESD school plans List of traditional ESD projects from schools 	<ul style="list-style-type: none"> Fall 2016 and ongoing 	<ul style="list-style-type: none"> <i>Lead: Barry</i> School Administrators Fort la Bosse ESD Committee School Based ESD Committee(WE Day Teams) 	<ul style="list-style-type: none"> FLB School Plans will include ESD priorities Completed list of ESD projects from schools to be shared with administrators Students demonstrating global citizenship

OPERATIONS

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Air Conditioning to all Classrooms/Gyms	<ul style="list-style-type: none"> Take Inventory, prioritize needs, costs Implementation Plan/Phase 1, 2, 3 Budget Considerations 	<ul style="list-style-type: none"> Inventory results Cost per Phase Total Budget 	<ul style="list-style-type: none"> Phase 1 Proposed Plan – Nov. 2016 Budget Consideration 2017 Phase 2, 3 dependent on 	<ul style="list-style-type: none"> <i>Lead: Operations Department</i> Operations/Board Consideration School Board Approval 	<ul style="list-style-type: none"> Feasible Plan Completed list projects from Operations Energy Management Plan created

			cost of each phase	
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STAFFING

“Culture of FLB School Division supports attracting Good Employees”

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
Finding the right people for the right job and keeping them long term. Substitute Teachers Sufficient Supply	<ul style="list-style-type: none"> • Create an effective Recruitment Strategy • Reestablish Sub Staffing Committee to explore Sub Recruitment Strategies 	<ul style="list-style-type: none"> • Survey Feedback from Substitute Teachers in FLBSD 	<ul style="list-style-type: none"> • Ongoing • Create and submit recommendation to School Board by November 2016 	<ul style="list-style-type: none"> • <i>Lead: Superintendent</i> • School Administrators • School Board • Sub Staffing Committee “Focus on Teachers” include Sub Feedback 	<ul style="list-style-type: none"> • Increased Supply

SCHOOL BASED PLANNING

“Emphasizing importance of Education”

ULTIMATE OUTCOMES	ACTIONS	DATA SOURCES	TIMELINE	RESPONSIBILITY	SUCCESS INDICATORS
100% Parent & Student Buy in	<ul style="list-style-type: none"> • Schools create expectations for parent Involvement • Communicate these expectations via 	<ul style="list-style-type: none"> • Student Assessment 	<ul style="list-style-type: none"> • Sept 2016 	<ul style="list-style-type: none"> • <i>Lead: School Administrator</i> 	<ul style="list-style-type: none"> • Less frustration, improved communication and support at school and home

	handbooks, letters home and info graphics				<ul style="list-style-type: none">• Fewer attendance issues
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