



Fort la Bosse
Continuous Improvement Plan
October 2016

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Literacy

In keeping with Goals and Priority Action areas identified by Manitoba Education and Advanced Learning, Fort la Bosse supports division and school goals and actions of all staff to support all children to increase their achievement in the area of Literacy. Literacy is one of the foundations for learning and so Literacy instruction is the shared responsibility of all classroom teachers along with support from specialized teachers in each school and the supports available throughout the division.

The first step to prepare for learning is to assess the skills that learners bring to the learning environment; formative assessment. The results of formative assessments drive instruction to enhance learner strengths and meet learning challenges.

Teachers use DIAL screening, Marie Clay Concepts in Print and Fountas and Pinnell Benchmark Assessments in addition to classroom assessments matching grade level curriculum to collect important baseline data about each child's unique skills and strengths in Literacy. Our teachers use a variety of instructional strategies and programs such as Phonological Awareness and Guided Reading. When students require more intensive Literacy interventions, supports may include the Barton Reading System, Fountas & Pinnell Leveled Literacy Intervention, FLBSD Early Literacy, Precision Reading, or Supported Literacy Strategies. Learning progress is tracked and intervention programs are refined to meet each learner's needs.

Finally learner's progress is assessed using the same tools; summative assessment. This information is provided to students, parents and teachers and the learning cycle begins again.

Supports to Literacy learners include personnel at home, school, and division level; parents and family members, Classroom Teachers, Educational Assistants, Resource Teachers, Curriculum and Assessment Coordinator, Speech Clinician, School Psychologist, and Student Services Coordinator.

<p>What do we expect our students to learn? Specific Outcomes/Goals/Expectations</p>	<p>Sequence & Timelines/Roles & Responsibilities (details of the sequence of actions & responsibilities across the timeline of the plan)</p>	<p>How will we know they are learning? (Assessment) Examples of Rigor</p>	<p>What will we do if they are not learning? How will we respond if they already know it?</p>
<p>Goal: increase reading comprehension across the curriculum</p> <p>Literacy Competencies:</p> <ul style="list-style-type: none"> ○ Reflects on & sets reading goals ○ Uses strategies during reading to make sense of texts ○ Demonstrates comprehension ○ Understands key ideas and messages in a variety of texts ○ Interprets a variety of texts ○ Responds critically to variety of texts <p>Expectations</p> <ul style="list-style-type: none"> ○ Increase vocabulary in all curricular areas ○ Remembering, understanding, applying, analyzing, evaluating, creating – options available in all curricular areas ○ Provide culturally appropriate reading & viewing materials across curricula highlighting aboriginal perspective ○ Increase opportunities for individuals from all backgrounds 	<ul style="list-style-type: none"> ○ January 2016 – initial steps toward three year plan – including community consultations ○ Team comprised of teachers, division & school administrators, analyzed data from common division assessment ○ January 2016 agree upon common focus ○ Budget submission to support Literacy Plan K - 8 ○ April 2016 confirm 3 year plan with trustees & school administrators ○ June 2016 each school with K-8 population allocated FTE to focus on Literacy goals ○ September 2016 formalize plan development 	<ul style="list-style-type: none"> ○ Formative/summative/common assessments including division and provincial assessments ○ Fluency checks ○ Running records ○ Response journals ○ Demonstrations of learning that provide opportunities to choose personal learning style as well as required formats such as classroom oral presentations, written work, and quizzes ○ Evaluations in curricular areas ○ Observed understanding of key vocabulary , concepts, and instructional words ○ Observed increased participation in class discussions ○ Instruction, questions & responses meet higher level thinking across the curriculum (Bloom's Taxonomy) 	<ul style="list-style-type: none"> ○ Learning plan for individuals ○ Analyze needs for learning with help of school/division team (classroom teacher, school admin, resource teacher, curriculum coordinator, student service coordinator, clinical supports) ○ Communicate with student & parents ○ Develop, implement & monitor plan ○ Meet the learner at the instructional level required regardless of grade level

<p>to interact with materials, activities, language, vocabulary, and cultural experiences as part of formal literacy learning that support understanding of local aboriginal heritage as well as Canadian perspective</p> <ul style="list-style-type: none"> ○ Increase use of EAL Acquisition Continuum ○ Increase use of Literacy, Academics, and Language for Middle Years & Senior Years 	<ul style="list-style-type: none"> ○ October 2016 designated School Literacy Coaches meet to discuss role & initial professional development ○ Coaches will be involved at their schools to provide synopsis of PD, co-teach, mentor, demonstrate – as appropriate in each building ○ PD provided to coaches & additional teachers as possible (subs) to support Literacy Goals - ongoing ○ Review goals & data on annual basis ○ PD/mentorships to support EAL learners – ongoing ○ PD to support infusion of Aboriginal Perspective throughout curriculum – ongoing 		<p>(provide manipulatives, guided reading, immediate feedback, additional time, graphic organizers, flexible grouping, build background knowledge, target specific skills, leveled materials, redo's)</p> <ul style="list-style-type: none"> ○ Modify plan as needed ○ Provide opportunities for re-teaching, tutoring, computer interventions, small group instruction
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Numeracy: NOTE—See Attached Formal Numeracy Plan that is posted and has been shared with all K-8 Staff.

<p>What do we expect our students to learn? Specific Outcomes/Goals/Expectations <u>GOAL 1:</u></p>	<p>Sequence & Timelines (details of the sequence of actions across the timeline of the plan)</p>	<p>How will we know they are learning? (Assessment) Examples of Rigor</p>	<p>What will we do if they are not learning? How will we respond if they already know it?</p>
<p>Increase conceptual understanding of essential skills.</p> <p>Through intelligent practice, conceptual understanding will be developed alongside the development of procedural fluency.</p> <p>*Oral time is mandated in all classrooms to ensure intelligent practice by spiralling the curriculum with particular focus on the Number Strand.</p> <p>*Students will become comfortable contributing efficient, mental math strategies, demonstrating their learning verbally, pictorially, symbolically and through graphs.</p> <p>*Students will become proficient with the essential learning outcomes and the links to and from these big ideas</p> <p>*Differentiation will become the status quo in math</p>	<p>*Numeracy Coach and Curriculum Coordinator will lead the FLB Numeracy Committee which is comprised of volunteer professional staff across the division (Sept. 2015)</p> <p>*Background data is shared with this table (along with Admin Team) re: where we are at in reference to National/Provincial/local data ie: PISA/PCAP/Manitoba Ed Provincial data</p> <p>*Extensive PD provided to this table (2015-16)</p> <p>*FLB DRAFT Numeracy Plan document is created using teacher friendly language (including mandates) with this committee, Division Admin and through extensive</p>	<p>*Common Assessments including Provincial Classroom based, Provincial Standards tests, Provincial Report Card data, MRLC grade 6 and 9, Divisional Oral Math results grades 2,3,6,and 8, as well as qualitative data from Numeracy Coach and Committee members</p> <p>*Divisionally, Curriculum Coordinator will track and collate this data and share with appropriate stakeholder teams</p> <p>*In-school Administrators will track with professional staff that infusion of oral time is occurring in classrooms on a daily basis</p> <p>*In-school Administrators will have informal conversations/drop-ins in classrooms to observe and learn with their staff and students.</p> <p>*increased examples of discourse in math classrooms and cooperative learning situations</p> <p>*Increased examples of engagement and passion for learning rather than only “what’s the right answer”</p>	<p>*Review of accumulated data to determine if growth is established</p> <p>*Class profiles are established and all classroom teachers/Admin will have met with Divisional staff (SS, Curriculum etc)</p> <p>*Individual plans based on student need will be established with goals in place (struggling students as well as enriched)</p> <p>*accessing resources in place to target demographics based on need ie: Leaps and</p>

<p>classrooms in FLB with less emphasis on pencil/paper tasks/textbooks and one size fits all.</p> <p>*Specifically addressing our Dakota population (primarily an oral language) in infusing less pencil/paper work and more oral in order to better support this demographic</p> <p>*specific assignments/activities provided addressing this specific population re: Ethno-cultural math which are authentic situations /Number strings (Fosnot) etc.</p>	<p>consultations with Board of Trustees (2015-16)</p> <p>*DRAFT Mental Math Assessments are created and piloted with the Numeracy Committee for grades 2,4,6,8 (2015-16)</p> <p>*Divisional Numeracy Kick-off Day is held including sharing of Numeracy Plan, assessments and break out sessions with members of the Numeracy Committee and Provincial Consultants.(September 2016)</p> <p>*ongoing PD is held at each Administrator's Meeting to support their professional growth in instructional leadership in regards to Numeracy</p> <p>*Numeracy Committee continues to meet on a regular basis with PD provided in a "train the trainer" format (Sept.- June 2017)</p> <p>*Numeracy Committee is provided PD around</p>	<p>*a culture of inquiry is created and evident in Math classrooms.</p> <p>*diagnostic tasks are utilized on an outcome by outcome basis ie: Numeracy Nets, First Steps in Math, FLB Early Years Diagnostic Tools Levels A and B, Dreambox etc.</p>	<p>Bounds, Dreambox,</p> <p>*potential targeted Intervention for those least successful students</p>
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the publication When Mentoring Meets Coaching (January 2017)

*Numeracy Coach working with targeted groups of teachers ie: Middle years (September to June 2017)

*Consultations re: budget November 2016 around Divisional Coach position, Professional Development (ie: Guided Math) etc, CLEVR as an electronic tool for recording data, resources required, as well as discussions around a need for targeted Numeracy Intervention for a small demographic of those in need.

*Budget established (February 2017)

*Review our plan and goals (evergreen) check points (November-June 2017)

*all formal assessments are completed including FLB Oral Assessments in

	<p>grades 2,4,6, and 8 (June 2016)</p> <p>*All formal assessments are completed including above and FLB Oral Assessments in grades 1,3,5,7 as well (June 2018)</p> <p>*School-based Numeracy Committees are formulated (Sept. 2015-June 2017) and all staff meetings will have a component allocated to Numeracy PD</p> <p>*Liaison across groupings ie early to middle to senior years with staff to ease this transition for our students (Sept to June 2017)</p> <p>*target teachers at grade 6 and 9 are participating in the MRLC Action Research Project to ensure Essential Learning Outcomes are continually addressed, re-taught, and timelines are in place</p>		
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GOAL 2

Students will become more proficient at working through rich, problem solving situations as an opportunity to “learn through” rather than as merely a consolidation of what they already know.

- *students will collaboratively work with their peers in heterogeneous groupings
- *students will become more comfortable with the process of problem solving in authentic situations rather than “the correct answer”
- *ALL students will be engaged in their learning
 - *students will become proficient at finding the strategies, stamina and confidence to continue to persevere.
 - *students will become critical thinkers when working through authentic problems as the classroom environment becomes one of inquiry in which students struggle to solve through a variety of strategies
 - *students will become proficient at one step

- *See above for timelines prior to Sept. 2016
- *Numeracy Kick-off with specific sessions addressing Problem Solving and what it looks like in the classroom (September 2016)
- *Resources are provided for staff to access rich problems (September 2016 and ongoing)
 - *Divisional staff (Coach/Curriculum) are available on an ongoing basis to work with staff in classrooms to support this evolution (September-June 2017)
 - *Curriculum Mentorship dollars are provided and encouraged for teachers to meet with peers to support each other
 - *PD Enhancement dollars are provided for staff to attend larger scale “expert” speakers in Numeracy
 - *teachers will be required (mandate) to infuse 10 rich problem

- *classrooms are rich learning environments with evidence of discourse, group work, manipulatives, and learning through doing.
- *increased engagement in math classrooms by ALL students
- *Requests for PD dollars through PD Enhancement Fund and Curriculum Enhancement Fund directly linked to Math.
 - *In-School Administrators observations and data indicating problem solving in all classrooms
 - *Provincial and Divisional data sources including Report Card data, classroom based assessments, standards tests, summative divisional assessments
 - *MRLC summative data sources
 - *informal Formative assessments in classrooms on an ongoing basis
 - *parental input and feedback – conversations at formal parent teacher meetings as well as Parent Advisory Meetings

- *Differentiation will be the expectation in our Math classrooms, and teachers will be supported by Divisional staff to ensure this becomes a priority
 - *Targeted populations of struggling students may potentially be referred to an Intensive Numeracy Instruction ie: Leaps and Bounds/Marilyn Burns-Do The Math
 - *Problem solving situations will be provided that have multiple entry points -- both low entrance and high ceiling in order to meet the needs of all students

<p>problems as well as multi-step problems</p> <ul style="list-style-type: none"> *students will become proficient at Levels 1,2 and 3 types of problems *risk taking will become the status quo in FLB Math classrooms *Based on Bloom’s Taxonomy, students will be exposed to and become more proficient at higher level thinking through problem solving 	<p>solving experiences in their Math classrooms (Sept.-June 2017)</p> <ul style="list-style-type: none"> *In-school Administrators will observe at least one rich problem solving experience (Sept.-June 2017) (mandate) *local PD provided for professional staff specifically addressing how to write their own rich problems, and how to level problems 		
<p><u>GOAL 3</u></p> <p>ALL students will show growth in their acquisition of basic facts.</p> <ul style="list-style-type: none"> *students will become fully aware of their own strengths and weakness regarding mental math strategies to determine basic math facts based on curricular outcomes per grade level *students will develop more efficient strategies to recall basic facts *Although all students will grow at their own pace, and some of this will be developmental, all students 	<ul style="list-style-type: none"> *Staff have been provided PD and resources (beyond the curriculum) to support their teaching/timelines of recall of basic facts (2015-2017-ongoing) ie: David McKillop, MRLC learning resources (Mutchmoor/Soltess), First Steps in Math training and resources etc. *Provincial Consultants provided pd on Sept 2016 Kick-off day 	<ul style="list-style-type: none"> *tracking of basic facts via grade level by individual student and forwarded to upcoming teacher *tracking via grade levels and In-School Administrators and forwarded divisionally *Curriculum Coordinator will collate this data and share with appropriate stakeholder groups *Students will be aware of their own needs—strengths and weaknesses 	<ul style="list-style-type: none"> *For students not working at grade level expectation, those students will be targeted with a repertoire of strategies that are both efficient and match their learning needs *learning will always move from a concrete to more abstract utilizing manipulatives

<p>will have a targeted goal to attain</p> <ul style="list-style-type: none">*parents will be aware of the personal goals for their child and advocate in this regard as well*teachers will track basic fact acquisition of each student and it will follow the student from grade to grade (Grades 1-8) (mandate)*teachers will provide more of an individual targeted plan based on each child's need rather than a sporadic, "shot gun/one size fits all" approach	<p>*Oral Strategies have been strongly encouraged rather than rote learning ie: specifically Mad Minutes and electronic programs that promote this have been STRONGLY discouraged.</p> <p>*In-school Administrators are expected to support/encourage and direct staff in this regard (ongoing)</p>		<p>beyond early years</p> <ul style="list-style-type: none">*parents will be provided with efficient strategies that may better support their child and can be accessed at home
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Plan for enhancing instructional leadership:

- Opportunities for teaching staff to enhance skills in subject area, instructional coaching/mentorship, team teaching and to provide scheduled opportunities to work with their peers both at a divisional and school base
- School administrators access professional development to support Literacy & Numeracy within their schools

Stake holder involvement in the development of the school division plan:

- Community meetings held in each community including parents, interested Community members, School Staff, School Trustees, and Senior Administrative Team
- In School Administrators working with School Trustees and Senior Administrative team to develop strategic priorities
- Committee membership to develop plans which are comprised of school staff, administrators, and students