



Fort La Bosse School Division Planning 2018-2019

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Identification	Name of Superintendent	Date of Report
Fort La Bosse School Division	Mr. Barry Pitz	October 31, 2018

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	Resource Teachers 5.75	Counsellors 0.9	Teachers Supporting Special Needs 1.0	Alternate Education Teachers (between 3 schools) 1.0	Speech Language Pathologists 2.0
Occupational Therapists/ Physiotherapists (Promise Years) 0.7	Psychologists 1.0	Psychiatric Nurses 1.9	Educational Assistants, Administrative Assistants and Librarians 56			In School Literacy Coach (between 9 schools) 1.5	Stay in School Career Development and High School Apprenticeship Coordinator 1.0	Technology Technicians 2.0

Table of Contents: Continuous Plan Reporting

Page Number	Item
3	Division Geographic Information Division Demographic Information
4	Senior Administrative Team
4	Stakeholder Contributions
4	School Division Strengths and Opportunities for Improvement
5	Student Profile (Self-declared Aboriginal and English as an Additional Language)
5	ESD School Information
6 - 8	Literacy Program Data and Reporting
9 -10	Conclusions/Next Steps in Supporting Literacy Goals
11-16	Numeracy Program Data and Reporting
16-19	Conclusions/Next Steps in Supporting Numeracy Goals
20-21	Grant Reporting Additions
	Appendix A: Strategic Planning Document (2016-2019)
	Appendix B: Continuous Improvement Plan
	Appendix C: Mind Your Health Plan/Safe and Caring Schools
	Appendix D: Accessibility Planning

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 caring 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 and our board will consist of six trustees.

The student population of Fort La Bosse School Division includes two Hutterian Communities where 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 indigenous ancestry.

- **Website link:** www.flbsd.mb.ca

- **School Division Continuous Improvement Plan:**

<http://www.flbsd.mb.ca/wp-content/uploads/2011/07/continuous-improvement-plan-oct2016.pdf>

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

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 – http://www.flbsd.mb.ca/wp-content/uploads/2018/10/FortLaBosse_newsletter-2018.pdf

School Division Strengths and Opportunities For Improvement (Community Visits 2018)

Strengths:

- Low class enrolment
- Co-Teaching with an emphasis on Literacy
- Pre-school supports including junior kindergarten programs in several schools
- Career Development and Vocational Programs
- Technology education and access to teaching tools and techniques
- 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
- Mind Your Health Strategy – to support student and staff well being

Opportunities for Improvement

- Obtaining more Substitute Teachers, Spare Bus drivers and Casual Custodians – currently we have a shortage
- Gain Strength in Universal Design for Learning and development of intervention plans
- Streamline data collection

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	1483 FTE	
Self- Declared Indigenous	170	11.5
EAL	36	2.4

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)

Current Goal: Increase reading comprehension across curricula.

Observations:

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

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

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

	June 2016 %	June 2017 %	June 2018 %
Kindergarten	11	33	28
Grade 1	51	44	48
Grade 2	68	73	62
Grade 3	66	73	75
Grade 4	60	73	79
Grade 5	52	59	68
Grade 6	36	67	67
Grade 7	47	56	74
Grade 8	57	75	72

Notable: Growth at most levels. Transition to grade 5 (often to a new school) appears to negatively affect results for that school year.
Data needs to be disaggregated to reflect self-declared indigenous students, pupils under the care of CFS and EAL students.

B. Provincial Assessment (ELA) – Fall Data – Grade 3

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

	Province	FLBSD	Non-Indigenous	Indigenous/Self-Declared	EAL
Reflect/Sets Goals	57.1	56.4	60.2	32.8	34.1
Uses Strategies	58.8	56.9	60.0	36.7	34.1
Demonstrates Comprehension	57.0	54.8	57.7	36.7	31.8

Notable: *Self-declared indigenous and EAL below provincial divisional average in all 3 sub-competencies.

*The percentage of students meeting expectations in all three sub-competencies for fall 2017 is 36.7% (this data set will be the baseline for improvement moving forward).

C. Provincial Middle Years Assessment – Mid-Grade 8

Mid-grade 8 – 2016-2018 – percentage of students meeting mid-grade performance expectations in all three sub-competencies

Reading Comprehension	2016	2017	2018
Provincial Rate	49.3%	49.4%	51.3%
FLBSD		40.6%	39.2%
Non-Indigenous/Non-Self-Declared	46.6%	40.8%	43.8%
Self-declared Indigenous	27.8%		17.6%

Notable: *FLBSD students as a whole are not meeting mid-grade 8 performance expectations in all three sub-competencies.

*Self-declared indigenous significantly below provincial and divisional average

D. Grade 9 Fort La Bosse School Division ELA Exam

Year	Percent Pass Rate
2016	67%
2017	No data available
2018	78%

Noteable: *Inconsistent success rate.
*disaggregated data not available

E. Grade 12 Provincial ELA Exam (June, 2018)

Year	Pass Rate Province	Pass Rate Division
2016	67.9%	68.8%
2017	68.3%	69.3%
2018	67.8%	64.2%

Noteable: From 2009 – 2017 Fort La Bosse School Division students have consistently been within at least 2%, with most years being within 1% of the provincial percentages reported. 2018 – showed a 3.6% difference. Girls from 2016 – 2018 have exceeding boys in performance on this assessment anywhere from 5% to 16% higher. Disaggregated data not available for self-declared indigenous, pupils in the care of CFS and EAL.

Conclusions/Next Steps in Supporting Literacy Goals

- **Fort La Bosse Strategic Plan and Continuous Improvement plan will become one document in 2019.**

Improvements to be made Grade 1 to Grade 8 as a whole:

Update Continuous Improvement Plan Literacy Goals:

- a) By June, 2019 the percentage of students assessed, from Grade 2 to Grade 8, reading and comprehending at grade level or above, according to Fountas and Pinnell assessment will be no less than 75% (baseline data range 47%-79% across the grade levels since 2016). By June, 2019 the percentage of students assessed in those in grade 1 reading at grade level will be no less than 56%, the range has been 44%- 51% baseline data) according to the Fountas and Pinnell assessments. Indigenous students will have 6 - 8-week intervention plans on grade 1 entry as appropriate. Intervention plans for all students, in particular Indigenous students, reading below grade level will be developed across the grade levels.
- b) Grade 3 – The percentage of students meeting expectations in all three sub-competencies for fall 2017 is 36.7% (baseline). By June, 2020, 47% of all Grade 3 students in Fort La Bosse School Division will be meeting grade-level expectations in all sub-competencies in reading as measured by the Gr. 3 provincial assessment.
- c) Grade 8 – The percentage of students meeting expectations in all three sub competences in 2018 was 39.2% (baseline). By June, 2020, 49% of all Grade 8 students in Fort La Bosse School Division will be meeting grade level-expectations in all sub-competences in reading as measured by the Grade 8 mid-year assessment.

Strategies: Review of Fountas and Pinnell and provincial assessment requirements, LLI kits, Literacy Coach interventions, Co-teaching.

Analyzations/Interventions/Strategies for Improvement in Literacy:

- a. Streamline data collection to represent the needs of Fort La Bosse Students.
 - There appears to be a disconnect between the data sources collected by the province and by our division. The focus will be to provide our classroom teachers with instruction support through PD opportunities. Specifically, support will be provided to teachers regarding classroom assessments, provincial assessments, F and P training, and support in delivering the new ELA curriculum.
 - Disaggregate the data to align with provincial data – girls/boys/unspecified, non-indigenous/indigenous, non EAL/EAL, non CFS/Pupils under the care of CFS.
 - Target 5-8 literacy expectations for boys – although all grade 8 students are significantly below provincial average across all three sub-competencies, boys in grade 8, self-declared indigenous students and children in care are performing below the provincial and divisional average across all sub competencies except responding to text. Self-declared indigenous, EAL and CFS students are notably below the provincial average across all sub competencies.

- Build in strategies to enhance engagement and create communication strategies to improve the attendance for all students.
 - Triangulate this data with the Tell Them From Me Survey results, attendance and report card data.
 - Provide exemplars to teachers to share with students on expectations for assessments.
- b. Grade 9 Divisional assessment – overall success in terms of passing the requirements.
- Question to investigate: Why is there this success given the lack of success throughout junior high?
 - Reasons for this success will be investigated and the data will be disaggregated according to the success rate for boys/girls, self-declared indigenous/non-indigenous, and non CFS/Pupils under the care of CFS.
 - Analyze areas of the assessment to determine which objectives are not being met consistently.
 - Analyze report card data in relation to success on the divisional assessment.
 - Analyze attendance data
 - Pursue Reading Apprenticeship support for all divisional grade 9 ELA teachers.
 - Provide exemplars to teachers to share with students on expectations for assessments.
- c. Grade 12 Provincial Assessment – overall above the provincial average in passing the grade level requirements.
- Data will be disaggregated for non-indigenous/non-Self-declared, self-declared indigenous, and pupils under the care of CFS. Across all grade levels, girls outperform boys across all sub-competencies in literacy.
- d. Collate report card data and attendance information.
- Implement data collection for special needs students – through IEP-R and IEP data collection

NUMERACY DATA/OBSERVATIONS/CONCLUSIONS:

Fort La Bosse Numeracy Data/Observations/Conclusions:

Quantitative Data Sources Utilized:

- Manitoba Education Classroom Based Assessments—Grades 3 and 7
- Manitoba Education Grade 9 and 12—Grad rates and Provincial Tests
- Manitoba Rural Learning Consortium Year-end Assessments-Grades 6,7,8 and 9 (below)
- Fort La Bosse Summative Assessment-Grade 9 (below)
- Fort La Bosse Divisional Classroom Based Assessments-Oral Math and Problem Solving-Grades 2,4,6 and 8 (below)
- Fort La Bosse Divisional Classroom Based Assessments-Basic Facts-Grades 1-6 (included up to grade 8 if not achieved) (below)

MRLC June 2016-18—Grade 6

MRLC Grade 6 Year End Assessment- June 2016-18	Number of students assessed		2018	self-identified Indigenous		2018	Number of students identified EAL		2018
	2016	2017		2016	2017		2016	2017	
Fort La Bosse students	78	88	90	5	6	9	1	2	3
Mean overall score	64%	77%	72%	N/A	N/A	N/A	N/A	N/A	N/A
Pass Rates	74%	86%	92%	N/A	N/A	N/A	N/A	N/A	N/A
Mean: Number Strand	70%	69%	78%	51%	78%	67%	68%	100%	85%
Mean: Patterns and Relations	57%	60%	60%	43%	56%	57%	56%	100%	28%
Mean: Shape and Space	63%	74%	71%	57%	69%	60%	92%	46%	52%
Mean: Stats and Prob	46%	65%	76%	34%	60%	60%	43%	55%	47%

MRLC June 2016-18—Grade 9

MRLC Grade 9 Year End Assessment- June 2016-18	Number of students assessed			self-identified Indigenous			Number of students identified EAL		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Fort La Bosse students	92	101	95	9	10	4	0	3	1
Mean overall score	57%	59%	63%	N/A	N/A	N/A	N/A	N/A	N/A
Pass Rates	58%	70%	76%	N/A	N/A	N/A	N/A	N/A	N/A
Mean: Number Strand	63%	63%	68%	48%	46%	55%	68%	100%	50%
Mean: Patterns and Relations	57%	60%	62%	43%	56%	50%	56%	100%	71%
Mean: Shape and Space	63%	74%	54%	57%	69%	38%	92%	46%	80%
Mean: Stats and Prob	46%	65%	74%	34%	60%	75%	43%	55%	100%

MRLC June 2018-Grade 7—baseline data

MRLC Grade 7 Year End Assessment- June 2018	Number of Students Assessed 2018	Self Identified Indigenous 2018	Self Identified EAL 2018
Fort La Bosse students	95	2	2
Mean overall score	55%	N/A	N/A
Pass Rates	N/A	N/A	N/A
Mean: Number Strand	63%	56%	54%
Mean: Patterns and Relations	60%	57%	25%
Mean: Shape and Space	45%	25%	33%
Mean: Stats and Prob	49%	38%	50%

MRLC June 2018-Grade 8—baseline data

MRLC Grade 8 Year End Assessment- June 2018	Number of Students Assessed 2018	Self Identified Indigenous 2018	Self Identified EAL 2018
Fort La Bosse students	83	11	1
Mean overall score	57%	N/A	N/A
Pass Rates	N/A	N/A	N/A
Mean: Number Strand	63%	46%	63%
Mean: Patterns and Relations	40%	25%	25%
Mean: Shape and Space	57%	43%	71%
Mean: Stats and Prob	49%	18%	50%

Fort La Bosse Divisional Assessments:

Oral Assessments: All students

Grade Level-2018	Does Not Meet	Meet
2	41%	59%
4	32%	68%
6	56%	44%
8	51%	49%

NOTE: 2017 data was calculated differently thus difficult to show comparisons

Problem Solving: All students

Grade Level-2018	Does Not Meet	Approaching	Meeting
2	46%	23%	31%
4	26%	32%	42%
6	31%	28%	41%
8	51%	36%	26%

Note: no equivalent 2017 data to compare

Basic Facts: All students—NOTE no equivalent data to compare--2017 data calculated differently

Grade Level-2018	Does Not Meet	Approaching	Meeting
1	20%	16%	64%
2	7%	13%	80%
3	2%	18%	81%
4	6%	13%	81%
5	13%	16%	71%
6	14%	16%	69%
7	6%	16%	78%
8	5%	10%	85%

Grade 1-8 Numeracy(overall)/Attendance—June 2018 (about 120 students--8-9% of overall population)**AAA-(indigenous)**

61%--not meeting

14%--approaching

45%--meeting

Attendance—for 18% of AAA population - attendance is also an issue

EAL—1-8 Numeracy(overall)/Attendance—June 2018 (about 15 students-mostly colony students .01% of overall population)

47%---not meeting

53%----meeting

No attendance issues

Grade 9 Divisional Summative Exam:

	2015	2016	2017	2018
Number of students	91	101	No data available	100
Mean	61%	60%	No data available	62%
Pass rate	89%	67%	No data available	78%

6 Indigenous students—40% pass the exam/67% pass the course/1 attendance issue

Note: We no longer have a Divisional Numeracy Coach—was eliminated due to budget constraints.

Observations and Analysis:

***All competencies were analyzed from Manitoba Education Classroom Based Provincial Assessments as well as Grade 9 Graduation rates, Grade 12 Provincial Math Tests (Pre-Calculus/Essentials/Applied) as well as data shown above.**

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

Grade 3 Provincial Classroom Based Assessments:

-Sub competency—“Predicts an element in repeating pattern...” continues to be a struggle. FLB is lower than Prov. average. 54% meeting Prov. to 50.0% meeting for FLB. Although this has shown some growth (2017-49.6), still much room to grow. Indigenous students very low.

-Sub competency—“Understands equal symbol...” continues to be a struggle. FLB is lower than Prov. average. Prov. Avg. 47.1% to FLB only 42.9%. Again we have shown some growth (2017-42.2% meeting), Indigenous students very low.

-Other two competencies, FLB is exceeding Prov. Avg. (Predict element in repeating pattern-FLB-60% meeting to Prov. Avg-56%, and Mental Math Strategies FLB-70% meeting to Prov. avg-54.7%)

-The current 2017-18 data shows considerable growth from the 2009-2017 data thus showing a positive trajectory in grade 3 numeracy competencies.

-Despite growth, our Indigenous population is well below Prov. avgs and FLB avgs in all sub-competencies.

-Based on 2009-2017, girls perform slightly less than boys at grade 3

-The two competencies in which FLB is struggling, are addressed in our plan, ie: Oral Math Assessment and Problem Solving

Grade 7 Provincial Classroom Based Assessments:

-Based on 2017 data alone, FLB students performed better than Prov. avgs in all competencies.

-The two competencies in which FLB students are less successful are “Student uses number patterns...” and “Student uses a variety of mental math strategies to calculate mental math problem” which are also areas of concern within Prov. averages.

- Based on data from 2009-2018 FLB has shown tremendous growth in all competencies with most recent data being far more successful showing a positive trajectory
- Although we are currently very close to Prov. avgs., FLB has shown a significant growth in all competencies that exceeds prov. avg. growth.
- Based on 2009-2018 data, girls are marginally exceeding boys in all competencies
- Based on 2009-2018 data, Indigenous are well below in all competencies
- The two competencies that FLB students are below Prov. avgs are addressed in our plan, ie; Oral Math Assessment and Problem-Solving Assessments.

Grade 12 Provincial Standards Tests:

- Very positive growth trajectory in Pre-Calculus Math stream from well below Prov avgs to now exceeding the past 3 consecutive years (Prov. avg. 2018-68% with FLB-70%)
- We seem to have less students enrolled in Pre-Calculus math in recent years.
- FLB scores in Essentials continue to consistently exceed Prov. avgs.
- Applied Math scores continue to remain somewhat slightly consistently above Prov. avgs, while the number of students enrolled fluctuates.
- Although too small of a sample sizes for Indigenous students to track, most Indigenous students enroll in Essentials Math.
- Overall, Grade 12 Math scores are exceeding Prov. avgs and showing very positive growth.
- Overall, girls perform slightly better than boys in all math strands in FLB.

Graduation Rates:

- FLB students exceed Prov. avgs in graduation rates, (8.2% to 15% higher across 2009-2013)
- While limited data, FLB's Indigenous students have far lower graduation rates than overall population.
- While limited data, there is some indication that perhaps 5 or 6-year high school plan would deem successful for Indigenous population in FLB.

Conclusions

I.) Our Indigenous students in FLB continue to be a demographic that score much lower in all Provincial and Divisional assessments, and must be addressed further in our new planning document. Further, we are seeing many more students self-identifying as Indigenous who do not reside at CDN.

Strategies to implement in new planning document:

- intensive short-term numeracy interventions for low achieving students, in particular Indigenous students. All Indigenous students who begin in Fort La Bosse placed on an Intervention plan upon entry at Grade 1.
- There is some potential to look at perhaps a 5 or 6-year graduation plan for our Indigenous students.
- Further, more work must be done to develop a comprehensive plan overall for our indigenous students which overlaps all areas, i.e. potentially form at a committee level initially at our Administrative table and working with Canupawakpa Dakota Nation.

Goal: Indigenous demographic to see a growth of 10% in all numeracy data scores tracked ie: (FLB divisional numeracy data and Provincial data) by June 2019.

II.) While our numeracy data for our EAL population does reflect lower scores, the numbers are very small and almost exclusively within our Hutterian demographic.

Continued Strategies:

- Both of our Hutterian Schools have implemented Junior Kindergarten to better prepare our students with valuable early numeracy skills
- Working with Colony parents to support them in strategies/activities that they can be implementing with pre-school parents, ie: simple counting tasks at home/subitizing/matching number to object etc.

Goal: Hutterian students will show a 10% increase in Prov. Grade 3 Classroom Based Assessment by June 2019. By Middle Years, these EAL students will have caught up and in some cases exceeded non-EAL students.

III.) Provincial assessment scores align closely with FLB Divisional Assessments and our MRLC assessments which indicates some consistency across these assessments.

Goal: Continue to track and align our Divisional Assessments with Provincial Classroom Based Assessments.

IV.) FLB students in Grade 6 and 9 involved in the MRLC Action Research Project have shown tremendous growth in the past two years of the project. Grade 6 has shown a 17 and 18% increase in mean score and Grade 9 has shown a 10% growth in mean score over both years. This project was not only introduced to increase student achievement, but provide valuable professional development for our teachers to perpetuate this growth.

Proven Successful Strategies within this Project:

- Prescriptive pacing guides/time line of teaching highlighting and frontloading essential learning outcomes, continually spiralling the curriculum, explicitly sharing the essential learning outcomes with students and posting for them, multiple formative quizzes sharing class results with the students so they are aware of classroom strengths and weaknesses, miscue/error analysis with students so they can find their first point of error on all math activities
- Teachers are able to work through the curriculum in it's entirety
- Professional development with teachers on question design so they do so with purpose and help pinpoint students' difficulties.
- Summative data provided by MRLC breaks down the student results by strand/outcome/question# so that teams of teachers can meet and build upon their strengths with their colleagues in their own school and beyond.

Goal:

- By June 2019, all grade 6 and 9 teachers in FLB will be exposed to and have access to all MRLC Project materials.**
- Curriculum Mentorship dollars (FLB Fund) will be available for teacher teams to meet and look at their specific data to drive change in their own professional portfolio, as well as professional development on how to implement this project.**

V.) Grade 7 and 8 (middle years) continues to be an area of concern in FLB, and thus the introduction of FLB teachers at this grade level in the MRLC Numeracy Project has been started with baseline data gathered in June 2018 and PD component beginning in September 2018. Both facilitators for this regional project (3 divisions) are from Fort La Bosse, indicating the numeracy leadership that has been established in Fort La Bosse.

Goal: By June of 2019, the Divisional mean for both grade 7 and 8 students on final summative assessment will exceed 65%, showing an overall improvement in year one of 10% at grade 7 and 8% at grade 8.

VI.) FLB Divisional data gathered indicates that both outcomes addressed in the FLB Numeracy Plan; Oral Math and Problem Solving are both areas that we must continue to work on as data is not as successful as we would like to see.

Strategies:

- Continue to highlight the importance of these goals within our Numeracy Plan at every Administration meeting.
- Hold Administrators accountable to be in classrooms observing teachers using best practice in numeracy assessment (overall) ie: less textbooks/more hands on activities/group work/discourse/spiraling/ etc. and specifically observing teachers daily oral numeracy reciprocal conversation with students as well as observing at least one rich/open ended problem solving activity in every classroom—not for evaluative purposes but to provoke change
- Further, encouraging teachers to have numeracy within their professional growth plans
- Continue to hold Divisional Numeracy Committee Meetings in order for this group to help perpetuate the continued importance of numeracy growth within their schools at school-based PD Days/Staff Meetings/being available as peer mentors etc.
- Celebrate the growth as we see achievement levels of FLB students increase as well as professional growth of our staff.
- Continue to work with entire Administrative team to look at all data collectively and begin new plan accordingly—First meeting--- November 2018.

Goal:

-By June 2019, FLB will see an increase in both Oral Math Assessment and Problem Solving Assessment as per the following: Oral Math Assessment: Increase of 8% in all even grade levels-- Meeting. Problem Solving: Increase of 15% in all even grade levels—Meeting.

VII) 2018 will include both Divisional Oral Math Assessment and Problem Solving Assessment for all grades 1-8 as odd grade levels are being completed and will be included.

Strategies:

- Professional Development with all Administrators and a professional staff member per school to share and go over the odd grade level assessments regarding expectations/timelines/questions etc. in January 2019.
- Baseline data for these grade levels will be tracked in June, 2019

VIII) Although FLB is tracking Basic Facts as indicated as a goal in our FLB Numeracy Plan, based on data, this is not an area of large concern with only 5% of FLB students leaving Grade 8 Not Meeting grade level expectations. Continue to strategically track, however no specific goals for this goal—status quo.

IX) Overall, since the inception of the mandated Fort La Bosse Numeracy Plan in September 2016, FLB has seen growth across all levels in numeracy achievement as well as growth in our professional staff in providing rich learning experiences for our students that is authentic and in a hands on environment.

Proven Strategies:

- Professional Development Kick-off day highlighting the assessments/plan and value placed on numeracy in FLB for ALL teachers, not just Math teachers.
- Mandated assessments have been put in place to change teacher practice while simultaneously provoking student achievement.

- Putting ownership on In-school Administrators as the greatest change agent in their school to promote numeracy.
- Divisional Numeracy Coach who worked directly with teachers in classrooms to demonstrate and mentor staff. (Unfortunately, as indicated earlier however, FLB has discontinued the Numeracy Coach position in FLB due to budgetary restraints)
- Data driven decision making to help provoke change.
- First Steps in Math Training for all new teaching staff.
- Continue to bring in all Grade 9 Math teachers together to work as a team to create/improve upon our Divisional Summative June Exam.
- Continue to work individually with new staff to Grade 3 and 7 re: training on Provincial Classroom Based Assessments.
- Outline the expectations regarding the Grade 3 and 7 Provincial Classroom Based Numeracy Assessments with other tables, ie: Resource Teachers and Administrators—November 2018
- Continue to celebrate areas of growth both school wide and divisionally-transparency is encouraged to build upon and learn from the school sites and classrooms experiencing success.

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, purchase of a teepee.
- c. Professional Development: Opportunity for all staff to increase knowledge about indigenous culture. Increase access to resources that support the inclusion of indigenous 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 ranges from 8.2% to 15% (2009-2013) 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: Directed by the literacy lead coaches - 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. Programming in accordance with the FLBSD outcomes and assessment policies
- b. 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 their individual 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, waste audits, composting programs.

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 and delivery methods 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. Provision of baby and toddler bags that include developmentally appropriate activities and snacks which are distributed through the public health clinics.