



Fort La Bosse Continuous Improvement Plan

2019/2020

2020/2021

2021/2022

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ICT Coordinator

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Literacy

Expectations Across all Curricula and Grade levels:

- Increase vocabulary in all curricular areas
- Remembering, understanding, applying, analyzing, evaluating, creating (higher order thinking)– options available and explored in all curricular areas
- Increase opportunities for individuals from all backgrounds to interact with materials, reading materials, activities, language, vocabulary, and cultural experiences as part of formal literacy learning that supports and understanding of local Indigenous heritage through knowing, being and doing.
- Increase use of EAL Acquisition Continuum (as appropriate)

Literacy Targeted Goals:

- A) **Grade 1** - By June, 2020 the percentage of students assessed in those in **Grade 1 reading and comprehending at grade level** will be no less than 60%, the range has been 44% - 51% baseline data according to the Fountas and Pinnell (F and P) assessments. In June, 2021 FLBSD percentages will increase by 2% per year, consecutively, with a goal of 62% reading and comprehending at grade level and 64% in 2022.

Self-declared Indigenous students will have 6 to 8 - week **intervention plans** (using LLI) on grade 1 entry as appropriate with programming adjusted and continued as needed. Progress will be tracked using F and P assessments.

- B) **Grades 2-8** - By June, 2020 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 77% (baseline data range 47%-79% across the grade levels since 2016). In June, 2021 FLBSD percentages will increase by 2% per year, consecutively, with a goal of 79% reading and comprehending at grade level and 81% in 2022.

Intervention plans for Indigenous students, reading below grade level will be developed across the grade levels.

- C) **Grade 3** – By June, 2020, 50% 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. The percentage of students meeting expectations in all three sub-competencies for fall 2017 is 36.7% (baseline). FLBSD percentages will increase by 3% per year, consecutively, with a goal of with a goal of 53% meeting grade level expectation by June, 2021 and 56% by June, 2023.

**Self-identified indigenous students (2015 – baseline – 28.6%)

- D) **Grade 8** – By June, 2020, 50% of all Grade 8 students in Fort La Bosse School Division **will be meeting grade level-expectations** in all sub-competencies in reading as measured by the Grade 8 mid-year assessment. The percentage of students meeting expectations in all three sub competences in 2018 was 39.2% (baseline). In June, 2021– FLBSD percentages will increase by 3% per year, to 55% meeting this goal, with a goal of 58% meeting grade level expectation by 2022.

**Self-identified indigenous students (2018 – baseline – 17.6%)

Strategies, Roles and Responsibilities for Improvement in Literacy:

Division Office Staff in consultation with administrators, literacy leads and classroom teachers:

- Membership in the 3 year - Southwest New ELA cohort with the department, 2 admin, Curriculum, Instruction and Assessment Coordinator, and 4 teachers (see chart)
- Review of Fountas and Pinnell and provincial assessment requirements, curricular expectations across grade levels, LLI kits, Literacy Coach interventions, co-teaching across grade levels with classroom teachers, administrators and literacy leads.
 - Front load supports to early years to address needs
- 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 in house 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

Curriculum, Instruction and Assessment Coordinator and Administrator of Student Services

- Sampling of students from 9-12 – will track their achievement back to Kindergarten to see if there are any trends

ICT Coordinator

- Streamline data collection to represent the needs of Fort La Bosse Students.
 - 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
 - Collate report card data and attendance information
 - Data collection of progress by students on intervention plans and data pertaining to the targeted literacy goals
 - Implement data collection for special needs students – SSP data collection (Clevr), class profile data collated on spread sheets to identify need across the division

Administrators/Literacy Support Teachers/Classroom Teachers:

- * **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.
 - Pre and Post intervention assessments will occur to track progress of Indigenous students on intervention plans

- * **Grade 9 Divisional ELA 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.

- * **Grade 12 Provincial Assessment** – overall above the provincial average in passing the grade level requirements.
 - Cross curricular and grade co-teaching
 - Analyzing previous scores to ascertain what areas students are weak, work with Grade 9, 10, 11 ELA teachers to improve and have consistency in assessments, criteria and rigor

Sequence & Timelines/Roles & Responsibilities	How will we know they are learning? (Assessment)	What will we do if students are not improving/ how will we respond if they already know it?
<ul style="list-style-type: none"> ○ Team comprised of teachers, division & school administrators, analyzed data from multiple sources ○ February, 2019 – initial steps toward three-year plan – FTE allocated to schools with a high number of Indigenous students, to continue to support literacy goals ○ April 2019, draft 3-year plan with trustees & school administrators ○ June, 2019 designated School Literacy/Numeracy learning support teachers meet to discuss division goals ○ Literacy/Numeracy support leads will be involved at their schools to co-teach, mentor and provide support to students and teachers. ○ PD provided to literacy/numeracy support leads & additional teachers as possible (subs) to support Literacy Goals - ongoing ○ Review goals & data on a regular basis with team members ○ PD/mentorships to support EAL learners – ongoing 	<ul style="list-style-type: none"> ○ Triangulation of data which should may include: <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 showcase personal learning style * 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 	<ul style="list-style-type: none"> ○ Communicate with students & parents ○ Analyze needs for learning with help of school/division team ○ Develop, implement & monitor plans at the required instructional level ○ Intervention plan for individuals on Clevr, progress tracked from initial data collection/baseline ○ Change plans as needed

<p>By June 2022, 100% of FLB K-8 FLB schools will have participated in the SW Regional/Manitoba Education New ELA Cohort project.</p>	<p>-Curriculum Coordinator, along with in-school Admin and teacher teams will participate. Year 1—2 schools (Goulter and Kola Schools)—total team-7 Year 2---3 additional school teams Year 3—remaining 3 school teams -Curriculum mentorship dollars (FLB fund) will be available for these teams to meet in schools to support colleagues in this transition on an ongoing nature.</p>	<p>-Curriculum Coordinator and In-school Administrators will see evidence of teachers attempting Inquiry based learning in their ELA classrooms. -teachers will (when applicable) utilize the new ELA curriculum across other subject areas ie: science/social studies/music/pe/etc. -Curriculum coordinator and In-school Admin will celebrate those examples as observed. Risk taking is encouraged. -Admin meetings and school-based staff meetings will include samples of “best practice” in literacy ie: FLB examples, video clips, articles, links etc.</p>	<p>-all sites will be responsible for concrete evidence that this transition is occurring. -“temperature checks” will be regularly addressed at Admin table and school staff room tables.</p>
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Numeracy

<p>What do we expect our students to learn? Specific Outcomes/Goals/Expectations</p>	<p>Sequence, Timelines and Responsibility (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>GOAL 1: Using the Fort La Bosse Divisional Assessments for Grades 1-8 provided, Fort La Bosse students will see the following areas of growth by June of 2022.</p> <p>Even Grade levels: *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. *FLB will gather baseline data for all odd grade levels beginning June 2019, and based on this data, will set anticipated gains via percent.(similarly to above as indicated for even grade levels)</p>	<p>GOAL 1: Curriculum, Instruction and Assessment Coordinator:</p> <ul style="list-style-type: none"> - Continue to highlight the importance of these goals within our Numeracy Plan at every Administration meeting. -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. -Continue to work with entire Administrative team to look at all FLB numeracy data collectively and outline strengths/weaknesses/next steps. -Ensure CLEVR is in place as an online storage facility to track via student/classroom/school and division. (along with Technology Coordinator) -Work with schools to support the development of numeracy intervention plans for those students not meeting curricular goals. (along with Student Services Coordinator/schools) 	<p>GOAL 1:</p> <ul style="list-style-type: none"> *Common Assessments including Provincial Classroom based, Provincial Standards tests, Provincial Report Card data, MRLC grade 6,7,8 and 9, Divisional Oral Math results grades 1-8 well as qualitative data from professional staff will show increases as indicated in goal. *Divisionally, Curriculum Coordinator will track and collate this data and share with appropriate stakeholder teams *In-school Administrators will track within their buildings as well as share the divisional growth. Transparency is paramount so that all stakeholders are invested in the plan. *In-school Administrators will have informal conversations/drop-ins in classrooms to observe and learn with their staff and students. 	<p>GOAL 1:</p> <ul style="list-style-type: none"> *Review of accumulated data to determine if growth is established *Class profiles are established and all classroom teachers/Admin will have met with Divisional staff (SS, Curriculum etc) *Individual intervention plans based on student need will be established with goals in place *accessing resources in place to target demographics based on need ie: Leaps and Bounds, Dreambox, *curriculum mentorship dollars will be accessed to support teams

	<p>-By October Admin Council, will share all divisional data with the Administrative table.</p> <p>- School Administrators:</p> <p>-continually dialogue at least monthly with staff re: expectations/support/check-in regarding where their staff are at in this process of evaluation</p> <p>-ensure all staff have inputted their classroom data by January of each year</p> <p>-discuss the school base data the following February as a staff as well as dialogue with individual teachers regarding students who are flagged/concerns.</p> <p>-ensure all June data is implemented in a timely fashion and share June data with staff prior to the end of the school year.</p> <p>-Will observe at least one rich problem solving experience within all classrooms yearly.</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>*a culture of inquiry is created and evident in Math classrooms.</p> <p>*diagnostic tasks are utilized on a outcome by outcome basis ie: Numeracy Nets, First Steps in Math, FLB Early Years Diagnostic Tools Levels A and B, Dreambox etc.</p> <p>-Curriculum coordinator and In-school Admin will celebrate those examples as observed. Risk taking is encouraged.</p> <p>-Admin meetings and school based staff meetings will include samples of “best practice” in numeracy ie: FLB examples, video clips, articles, links, publications etc.</p>	
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<p><u>GOAL 2:</u> Indigenous demographic to see a growth of 10% in all numeracy data scores tracked ie: (FLB divisional numeracy data and Provincial data) by June 2020. Further, by June of 2022, all indigenous students will be consistent with overall FLB student populations.</p>	<p><u>GOAL 2:</u> Curriculum, Instruction and Assessment Coordinator: - Work intensively with Indigenous Education Support Teachers regarding best practice in numeracy -provide consistent baseline data resources as well as work together with above teachers/admin/technology/student services/CDN to develop goals, expectations, common resources, assessments, timelines (ie short term interventions), and data collection. -There is some potential to look at perhaps a 5 or 6-year graduation plan for our Indigenous students or 5-year plans in Early or Middle Years schools. -By Fall of 2019, will initiate the formation of the FLB Indigenous Education Committee working with professional and nonprofessional staff, as well as Canupawakpa Dakota Nation</p>	<p><u>GOAL 2:</u> -Scores will show increases as indicated in goal. -increased success rate re: grade completion/graduation -examples of numeracy rigour as indicated above -positive relationships with Canupawakpa Dakota Nation are strengthened and in turn this relationship will expand across the CDN community -examples such as Parent-teacher interviews held in Canupawakpa community, naming of schools/wings of local Dakota individuals/welcome signage in Dakota language/smudging provided in schools etc. as the committee works together to brainstorm ideas towards a common goal of greater success for our indigenous students.</p>	<p><u>GOAL 2:</u> -baseline data of student numeracy scores will be tracked and continually tracked in order to quantitatively track growth over time -qualitative and quantitative data will be tracked (via Curriculum Coordinator) from schools Administrators, Indigenous Support teachers and CDN community to track relationships/attendance/ and overall successes and challenges.</p>
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<p><u>GOAL 3:</u> Continue to track and align our Divisional Assessments with Provincial Classroom Based Assessments and provide electronic data sources to do so. By June 2020, we will have created these reports.</p>	<p><u>GOAL 3:</u> Technology Coordinator: -Along with school and Divisional Admin, FLB will develop and provide an electronic tool in order to compare and contrast FLB Assessments along with other provincial data sources ie: Provincial Report Card as well as MRLC/Grade 9 Divisional Math Assessment/Video Conference Courses and Provincial Exams/etc. -A data source will be developed at a school and divisional base that highlights the “hot spots” within the division ie particular demographics, gender etc. -FLB will continue to work with a regional cohort from MRLC school divisions to further track this data by drilling down via outcome and individual student. (technology and curriculum)</p>	<p><u>GOAL 3:</u> Curriculum Coordinator/Technology Coordinator/SS: will address this Divisional report with FLB Admin team and continually refer to this document/needs to drive instruction -School based reports will be created similarly to above with In-school Admin working with their staff -Curriculum Coordinator/Technology Coordinator will continue to sit on regional team drilling down on MRLC data across other data sources across multiple years. -Qualitative (student interviews) and quantitative data (MRLC data as well as other data sources) will be utilized to identify specific areas of growth. -identified MRLC teachers will choose particular students in order to participate in an interview process with consistent questions provided.</p>	<p><u>GOAL 3:</u> -based on divisional and school-based data, goals may be realigned in order to address needs -transparency is paramount at all levels in order to recognize strengths and weaknesses and utilize those strengths (ie human resources, strategies etc.) within division across schools in order to grow.</p>
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<p><u>GOAL 4:</u> -By June 20, 100% of FLB grade 6 and 9 teachers in FLB will be utilizing the materials/framework provided via the MRLC Project.</p> <p><u>Goal 5:</u> 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.</p>	<p><u>GOAL 4:</u> FLB In-school Administrators: -In-school administrators will ensure all grade 6 and 9 math teachers are including this framework within their teaching. (along with Curriculum Coordinator). With the valuable gains accrued from this project, we must ensure that it remains sustainable.</p> <p><u>Goal 5:</u> (all FLB staff) -FLB will continue the formal professional support for this project until June 2021, however all personnel are responsible for ensuring its integrity.</p> <p>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.</p>	<p><u>GOAL 4:</u> -supports will be provided via Curriculum Mentorship Fund to support any teachers who have not officially participated in the MRLC project.</p> <p><u>Goal 5:</u> -see above</p>	<p><u>GOAL 4:</u> -Divisional/school teams will meet to drill down on own data determining where strengths and weaknesses may be present. Particular foundation outcomes will be addressed and those successful will offer supports for others.</p> <p><u>Goal 5:</u> -see above</p>
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Early Childhood Development Initiative

- Continue to provide preschool clinical service as part of the PROMISE Years' partnership
- Reach out to preschool programs to work together to address the EDI results
 - o Currently FLBSD students need emotional maturity, communication/general knowledge, and gross motor (physical independence) development support.
 - o Support Step 2 programming
- Develop a partnership with the local health region to support 3 ½ year old screenings
- Provide developmentally appropriate materials for the children and their families at these screenings
 - o 3 ½ year old bags that contain activities designed to support fine and gross motor development, social emotional development, environmental awareness, cultural awareness, books, music, imaginative play and numeracy support materials, puzzles, vision care information
 - o Baby bags contain developmentally appropriate books, problem solving activities, and nutrition information

Indigenous Education:

- Development of an Indigenous Education Committee – to support indigenous ways through knowing, being and doing
- Redistribution of staffing allocation to learning support teachers for students who have self-identified to address those school sites whose indigenous demographic and data would indicate need
- See targeted literacy and numeracy goals and intervention

Plan for enhancing instructional leadership:

- Opportunities for teaching staff to enhance skills in subject area, instructional coaching/mentorship, team teaching and to students through intelligent practice, conceptual understanding is developed alongside the development of procedural fluency provide scheduled opportunities to work with their peers both at a divisional and school base. Central curriculum mentorship fund available to support this through application.
- Intentional monitoring of progress of Indigenous students
- Book studies at the admin table
- Mandated by policy that administrators will observe lessons within classrooms
- Administrators will encourage staff to include literacy and numeracy as part of their professional growth plans

- Administrators will participate in the new ELA S.W cohort
- Curriculum Coordinator will continue to send links/videos/text etc. to administrators to share/discuss at staff meetings
- Divisional PD day – September, 2019 – to address the Fort La Bosse School Division goals within the continuous improvement plan.

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

Technology Education Grant

- Staff members to instruct industrial arts, home economics and Technical Vocational Educations
- Replace resources/supplies in each of these areas as needed

Career Development Initiative

1. Plan Details

a. Clear Outcomes:

Assist Students in Determining Career Plans Post High School Graduation

- All Grade 8 students in Fort La Bosse School Division will participate in Grade 8 Vocational Career Days annually.
 - All Grade 8-12 students will attend our Fort La Bosse Career & Business Expo
 - How to know it is successful – students will become engaged in vocational career opportunities following vocational days and we will see a trend of increased student registration in the vocational programs. It will be tracked further by tracking course registrations over a 3-year period to determine if the vocational days affect career planning choices. We will track how many follow through and graduate with all 8 business or power mechanics courses.
- b. Sequence and Timelines
- Annually all Grade 8 students will be placed in 8 classes of various optional credits and potential career leads prior to their Grade 9 course selections. In January, letters will go home with students explaining the vocational days, showing timeline of courses they will experience, and include permission forms to be signed. All students will attend

VCI for a day in February and March. Course selections will be made in April. Elective course registrations will be tracked in June each year.

- The Career & Business Expo will be held in May each year. Invitations to businesses and schools will be send out in January with follow ups made in March. All school Administrators will be notified of the date to prepare their students

c. Roles and Responsibilities

- Following student completion of timetable, Career Coordinator will meet with school administrators and track student registrations in vocational programs for students following Grade 9, 10 & 11. Support from Career Coordinator and High School Administrator will be provided to support students with taking the necessary entry requirements for post-secondary prior to Grade 12.
- Career Coordinator will organize the career expo and prepare an activity for students to complete during the expo

d. Monitoring Systems

Feedback will be requested by a survey from parents and students after their vocational days to help us determine the value of the program and if any changes need to be made. Following Grade 9-11 course registrations, information will be collected to determine if students stayed in the vocational programs. Information will be collected via a student feedback survey to determine why they didn't continue in the program (short survey for students – why they didn't stay in the program, are they uncertain of their plans or career aspirations changed, did they take the course out of interest). If we find in Grade 10 & 11 students not continuing in vocational programs, we will expose them to other career options (for example Rotary Career Symposium and Career Cruising). All students in Grade 8-12 will be provided with a career passport to help them engage with employers to peak their interest in various career options. 25-30 businesses & post-secondary schools will be at the expo.

Learning to Age 18

The Learning to Age 18 Coordinator provides support to students and their families who are currently not engaged in school. Our main goal is to improve attendance and decrease the number of students identified as at-risk students. The Coordinator's role includes being a liaison between the family and the school to help keep the lines of communication open and work on building relationships between the home and the school. The coordinator maintains relationships with the students providing support and possible alternative learning plans to keep them engaged in school. In the 2018/19 school year this has involved meeting with 4 students and parents in their home, working with the families to help them stay in school. In the past there also has been a coordinated effort to allow students to have employment while attending school part time. This liaison between the student's workplace, home, and the school resulted in a student maintaining their place of employment while gaining credits towards their high school diploma and staying engaged in school.

Alternative Education:

Alternative Education is program provided to students for credit recovery and provides an alternative setting for students to complete high school. In the 2018/19 school year we had 50 students enrolled in this program.

Student Support Initiative:

With the support of all parent councils in our school division (6), divisionally we created a Student Support Initiative. A divisional fundraiser was held, and every school has access to the funds raised to help support kids in need for various reasons to eliminate barriers for them to come to school. To date the funds have been used by 3 schools to purchase clothes, winter outerwear, graduation attire, and money for extracurricular school programs. A family support initiative flow chart has been created for schools to follow when there are attendance concerns to help direct them with who to contact and the procedures in our division.

Other Supports:

Fort La Bosse School Division also has Skills Academic Transition Education (SATE) in the Life Skills Suite at Virden Collegiate. A Life Skills program is designed to assist those students who have significant cognitive and physical impairments to receive the individualized programming that they need to be successful not only in school but also to prepare for life when they leave school. In the last few years there haven't been any students with physical impairments, but the cognitive disabilities have remained. Social/emotional needs of students have increased. These are students who need the one to one intervention and time that can only be provided in the Life Skills classroom. By remaining in the Life Skills classroom, they have been able to work on the functional skills they will need once they leave school. The program currently has 3 students who are on work placements in the afternoon. The SATE program has also provided those students with cognitive impairments but no adaptive impairments with an opportunity to remain in the classroom and receive intensive one to one intervention during the day in the SATE room. This has kept them in school and allowed them to graduate with their peers. Life Skills/SATE program has provided students from feeder schools with the opportunities to spend time in the classroom at VCI when they are in Grade 7 or 8 to ease their transition into the program when they enter Grade 9.