



Fort La Bosse School Division Report 2018-2019

www.flbsd.mb.ca

Identification	Name of Superintendent	Date of Report
Fort La Bosse School Division	Mr. Barry Pitz	October 31, 2019

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 1.0			
Principals 10	Vice Principals 1		Teachers 118	Resource Teachers 5.75	Guidance 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	School Counsellors (Psychiatric Nurses) 1.9	Educational Assistants, Administrative Assistants and Librarians 46		In School Literacy Coach (between 9 schools) 1.5	Stay in School and Career Development Coordinator 1.0	Technology Technicians 2.0	

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Our Mission

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

School Division Profile

- **Geographic Information:**

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

- **Demographic Information:**

The division encloses all or part of seven municipalities. The division is divided into five wards and our board consists 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/2019/10/Continuous-improvement-Plan_2019.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

Stay in School Coordinator: Shelley Rowan

Stakeholder Participation

- Community meetings held in each community which included parents, interested community members, school staff, Division Trustees, and Senior Administrative Team
- In School Administrators working with School Trustees and Senior Administrative Staff to develop strategic priorities
- Committee membership (comprised of staff, administrators and students) to develop plans for individual division goals
- Community report – digital – http://www.flbsd.mb.ca/wp-content/uploads/2018/10/FortLaBosse_newsletter-2018.pdf

School Division Strengths and Opportunities For Improvement (Community Visits 2019)

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
- 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	155	10.7
EAL	28	1.9

School Initiatives:**Education for Sustainable Development (ESD)**

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

Support for EAL

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

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

Literacy Planning and Reporting:

Fort La Bosse School Division Continuous Planning Literacy Goal: (2019-2022)

(see continuous improvement plan for further details)

LITERACY

Early Years and Middle Years

Goals

By June 2022, 90% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.

Current percentage of all student performance with a minimum standing of 3 (Good understanding and application of concepts and skills) on the provincial report card scale was 79% as of June, 2019.

Current percentage of self identified Indigenous student performance with a minimum standing of 3 (Good understanding and application of concepts and skills) on the provincial report card scale was 56% as of June, 2019.

Performance Targets

- By June 2020, 80% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.
- By June 2021, 85% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.

2018-2019 FLBSD Provincial Report Card Marks – ELA

ALL STUDENTS

Grades 1 – 8 ELA – All core content areas	1	2	3	4
Total	4%	17%	42%	37%

Self Identified Indigenous Students

Grades 1 – 8 ELA – All core content areas	1	2	3	4
Total	12%	32%	39%	17%

Literacy Targeted Goals for Provincial Assessments

A. 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 2018 is 40.8% (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 (2018 – baseline – 23.5%)

B. 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 52.1% up from the baseline of 39.2 in 2017. 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%)

Provincial Assessment (ELA) – Grade 3

Grade 3 Entry - Reading in English - English Program – Percentage Meeting In All FORT LA BOSSE SCHOOL DIVISION - By Indigenous Status			
		2017	2018
Provincial	Number	12162	11947
Divisional		120	130
Indigenous		10	17
Non-Indigenous		110	113
Provincial	% Meet in All	47.2	47.4
Divisional		36.7	40.8
Indigenous			23.5
Non-Indigenous		39.1	43.4

Grade 3 Entry - Reading in English - English Program - Percentage Meeting In All FORT LA BOSSE SCHOOL DIVISION- By Gender			
		2017	2018
Provincial	Number	12162	11947
Divisional		120	130
Boys		61	67
Girls		59	63
Provincial	% Meet in All	47.2	47.4
Divisional		36.7	40.8
Boys		32.8	40.3
Girls		40.7	41.3

Reading Comprehension (mid-grade 8) – 2017-2018

Grade 8 Reading Comprehension - English Program - Percentage Meeting In All FORT LA BOSSE SCHOOL DIVISION- By Gender			
		2017	2018
Provincial	Number	12116	12074
Divisional		97	96
Boys		51	50
Girls		46	46
Unspecified			
Provincial	% Meet in All	51.3	51
Divisional		39.2	67.7
Boys		31.4	56
Girls		47.8	80.4
Unspecified			

Grade 8 Reading Comprehension - English Program - Percentage Meeting In All FORT LA BOSSE SCHOOL DIVISION - By Indigenous Status			
		2017	2018
Provincial	Number	12116	12074
Divisional		97	96
Indigenous		17	10
Non-Indigenous		80	86
Provincial	% Meet in All	51.3	51
Divisional		39.2	67.7
Indigenous		17.6	
Non-Indigenous		43.8	67.4

Conclusions/Next Steps in Supporting Literacy Goals

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

Literacy Goals

By June, 2020, the percentage of students assessed, from Grade 1 to Grade 8, reading at grade level or above, according to Fountas and Pinnell assessment will equal 70% of the total Fort La Bosse School Division student population. Intervention plans for all indigenous students reading below grade level will be developed. In June 2019, the percentage of all FLBSD students in Grade 1 to Grade 8 reading at grade level or above according to Fountas and Pinnell assessment was at 68% (as an average of all grade level percentages. Range – 49% - 86%).

By June, 2020, the percentage of self-declared Indigenous students from Grade 1 to Grade 8, achieving a minimum report card mark of 2 (basic understanding) will be 90%. Intervention plans for all indigenous students reading below grade level will be developed. In June 2019, the percentage of self-declared Indigenous students in Grade 1 to Grade 8 achieving a minimum report card mark of 2 (basic understanding) was 88%.

LITERACY cont. - High School

Goals

By June 2022, a 75% average mark for FLBSD students on the Grade 12 ELA provincial assessment.

Performance Targets

By June 2020, a 70% average mark for FLBSD students on the Grade 12 ELA provincial assessment.

By June 2021, a 73% average mark for FLBSD students on the Grade 12 ELA provincial assessment.

Grade 12 English Language Arts (average percentage)

ELA		2017-2018	2018-2019
	Prov. Pass Rate	<i>not available</i>	82.3
	FLBSD Pass Rate	68	68
	Prov. Avg. Mark	67.8	68.1
	FLBSD Avg.	<i>not available</i>	65
	Female	65.4	63.2
	Male	60.2	60.5
	Indigenous	<i>not available</i>	56.2
	Non-Indigenous	64.3	66.6
	EAL	<i>not available</i>	<i>not available</i>
	CFS	<i>not available</i>	<i>not available</i>

NUMERACY

Early Years and Middle Years

Goals

By June 2022, 90% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all sub-competencies.

Current percentage of all FLBSD student performance with a minimum standing of 3 (Good understanding and application of concepts and skills) on the provincial report card scale was 75% as of June, 2019.

Current percentage of FLBSD self identified Indigenous student performance with a minimum standing of 3 (Good understanding and application of concepts and skills) on the provincial report card scale was 53% as of June, 2019.

Performance Targets

- By June 2020, 80% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.
- By June 2021, 85% of all FLBSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.

2018-2019 FLBSD Provincial Report Card Marks – MATH

ALL STUDENTS

Grades 1 – 8 MATH – All core content areas	1	2	3	4
Total	6%	19%	38%	37%

Self Identified Indigenous Students

Grades 1 – 8 MATH – All core content areas	1	2	3	4
Total	13%	34%	36%	17%

Grade 9 Fort La Bosse School Division Math Credit attainment and Mark Distribution

**This information not available at the time of the report. October 28, 2019 MB Ed.*

Grade 9 Fort La Bosse School Division ELA Credit attainment and Mark Distribution

**This information not available at the time of the report. October 28, 2019 MB Ed.*

NUMERACY cont. - High School**Goals**

- By June 2022, a 75% average mark for FLBSD students in Grade 12 MATH provincial assessments.

Performance Targets

- By June 2020, a 70% average mark for FLBSD students in Grade 12 MATH provincial assessments.
- By June 2021, a 73% average mark for FLBSD students in Grade 12 MATH provincial assessments.

Mathematics (percentage)

Essentials Math		2017-2018	2018-2019
	Prov. Pass Rate	<i>not available</i>	61.7
	FLBSD Pass Rate	<i>not available</i>	75
	Prov. Avg. Mark	53.7	55.1
	FLBSD Avg.	62.6	61.8
	Female	62.8	63.2
	Male	65.4	60.5
	Indigenous	<i>not available</i>	52.5
	Non-Indigenous	<i>not available</i>	63.6
	EAL	<i>not available</i>	<i>not available</i>
	CFS	<i>not available</i>	<i>not available</i>

- *Note (2019): As a division, the areas of Geometry & Trigonometry and Probability are the least successful*

Applied Math		2017-2018	2018-2019
	Prov. Pass Rate	<i>not available</i>	75.7
	FLBSD Pass Rate	<i>not available</i>	81.3
	Prov. Avg. Mark	58.1	62.7
	FLBSD Avg.	61.3	66.5
	Female	Not avail.	67.4
	Male	58.7	<i>not available</i>
	Indigenous	<i>not available</i>	<i>not available</i>
	Non-Indigenous	58.9	66.7
	EAL	<i>not available</i>	<i>not available</i>
	CFS	<i>not available</i>	<i>not available</i>

**Note (2019): As a division the areas of Logical Reasoning and Probability are the least successful*

Pre-Calculus		2017-2018	2018-2019
	Prov. Pass Rate	<i>not available</i>	79.9
	FLBSD Pass Rate	<i>not available</i>	83.3
	Prov. Avg. Mark	68	68.4
	FLBSD Avg.	70.1	69.3
	Female	78.2	66
	Male	59.1	<i>not available</i>
	Indigenous	<i>not available</i>	<i>not available</i>
	Non-Indigenous	69.8	69.3
	EAL	<i>not available</i>	<i>not available</i>
	CFS	<i>not available</i>	<i>not available</i>

- *Note (2019): As a division, the areas of Trigonometric Equations and Identities are least successful*

Conclusions/Next Steps in Supporting Numeracy Goals

Numeracy Goals

By June, 2020, the percentage of self-declared Indigenous students from Grade 1 to Grade 8, achieving a minimum report card mark of 2 (basic understanding) will be 90%. Intervention plans for all indigenous students reading below grade level will be developed. In June 2019, the percentage of self-declared Indigenous students in Grade 1 to Grade 8 achieving a minimum report card mark of 2 (basic understanding) was 87%.

Interventions/Strategies for Improvement in Literacy and Numeracy:

- a. Streamline data collection to represent the needs of Fort La Bosse Students.
 - There appears to be a disconnect between the literacy 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, Literacy support will be provided to teachers regarding classroom assessments, provincial assessments, F and P training, and support in delivering the new ELA curriculum. Specifically, Numeracy support will be provided to teachers in the form of the mRLC project, provincial assessments, and curriculum mentorship opportunities with in-school PD.
 - 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.

- b. All grade 8 students are significantly below provincial average across all three sub-competencies in literacy.
 - Boys in grade 8, self-declared indigenous students and children in care are performing below the provincial average across all sub competencies except responding to text. Self-declared aboriginal, EAL and CFS students are notably below the provincial average across all sub competencies.
 - Identify reasons for lack of engagement and develop methods to improve attendance for all students.
 - *Report - Schools are establishing initiatives that include enrichment and incentive programs, attendance matters program, information for families through bulletins.*
 - Of note – In Grade 9 Divisional Math assessment, overall success was shown in terms of passing the requirements.*
- c. Grade 12 Provincial Assessment – overall above the provincial average in passing the grade level requirements.
 - Data will be disaggregated for Non-Aboriginal/Non-Self- declared, Self-declared aboriginal, 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.
- e. Maintain and follow the current divisional numeracy plan as outlined and available on the division web site.
 - <http://www.flbsd.mb.ca/wp-content/uploads/2011/07/FLB-NUMERACY-PLAN.pdf>

Interventions/Strategies for Improvement in Indigenous Student Attendance

In September 2019, the FLB Indigenous Education Committee was formed with the intent to analyze the current attendance data and report card marks for self identified Indigenous students in FLBSD. This committee will identify trends and possible factors that affect this data, and then make recommendations for improvement in the area of attendance and achievement for self identified Indigenous students.

Grant Reporting Additions:

1. Indigenous 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.
- g. 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.

2. Numeracy Grant:

- a. Interventions utilized: FLBSD developed numeracy plan to support all teachers in teaching numeracy. Numeracy leads within the schools to support classroom in planning and assessment of numeracy skills. Full participation in the mRLC Numeracy Project for teachers in Grade 6 to Grade 9.
- b. Provisions for professional resources to direct and support numeracy across all competencies.

3. Literacy Grant

- a. Interventions Utilized: Reading recovery lesson plans, Benchmark Reading, Fountas and Pinnell literature, culturally appropriate literature, leveled literature, Sunshine books etc.
- b. Provision of professional resources to direct and support literacy across all competencies.
- c. Lesson Provision: 35 to 40 minutes/day following the frequency indicated in the FLBSD Early Literacy Guidelines by designated literacy support teachers. Sometimes, the literacy support teachers provide the lesson or co-teaching occurs between the two professionals.

4. English as an Additional Language:

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