



# Fort La Bosse Continuous Improvement Plan

2022/2023

2023/2024

2024/2025

**School Division strategic priorities are developed by the Board of Trustees and School & Division Administrators  
in conjunction with representatives of the school community (Parent Advisory Councils)**

This plan highlights student achievement goals and addresses the need for high levels of  
academic achievement in literacy and numeracy.

**Literacy Targeted Goals**

Grade 1 – In June 2023 –2025, the percentage of all Grade 1 students assessed in Grade 1 English Language Arts meeting grade level outcomes (a minimum Grade Scale of 1 on the Report Card) will be no less than 80%.

<b>Literacy Targeted Goals</b>	<b>Baseline - June 2023</b>	<b>Targeted goal</b>
Reading		80%
Listening & Viewing		80%
Writing		80%
Speaking and Representing		80%
Critical Thinking		80%

Self-declared Indigenous students will have 6 to 8 - week **intervention plans**, as appropriate, on grade 1 entry with programming adjusted and continued as needed. Progress will be tracked using Report Card data.

**Note** – Report Card marks will reflect the practices found in the divisional assessment policy.

Grade 2 – In June 2023-2025 the percentage of students assessed in Grade 2 English Language Arts meeting grade level outcomes (a minimum Grade Scale of 1 on the Report Card) will be no less than 82%.

<b>Literacy Targeted Goals</b>	<b>Baseline – June 2023</b>	<b>Targeted goal</b>
Reading		82%
Listening & Viewing		82%
Writing		82%
Speaking and Representing		82%
Critical Thinking		82%



Grade 3 – In June 2023-2025, the percentage of students assessed in Grade 3 English Language Arts meeting grade level outcomes (a minimum Grade Scale of 1) will be no less than 85%.

<b>Literacy Targeted Goals</b>	<b>Baseline – June 2023</b>	<b>Targeted goal</b>
Reading		85%
Listening & Viewing		85%
Writing		85%
Speaking and Representing		85%
Critical Thinking		85%

Grades 4 - 8 – In June 2023-2025, Grade 4-8 students in Fort La Bosse School Division **will be meeting grade level-expectations** in all sub-competencies in ELA as measured by the provincial report card.

\*September 2022 – Using individual student data, teachers (cross-curricular) will identify which students need Intervention Plans. Classroom teachers will create and implement the Intervention Plan with dialogue with the Resource Teacher.

**\*Intervention Plans** for all students below grade level will be developed.



### Numeracy Targeted Goals

Grade 1 – In June 2023-2025, the percentage of students assessed in Grade 1 Mathematics meeting grade level outcomes (a minimum Grade Scale of 1) will be no less than 80%.

Mathematics Targeted Goals	Baseline – June 2023	Targeted goal
Knowledge and Understanding		80%
Mental Math and Estimation		80%
Problem Solving		80%

Grade 2 – In June 2023-2025, the percentage of students assessed in Grade 2 Mathematics meeting basic grade level outcomes (a minimum Grade Scale of 1) will be no less than 82%.

Mathematics Targeted Goals	Baseline – June 2023	Targeted goal
Knowledge and Understanding		82%
Mental Math and Estimation		82%
Problem Solving		82%

Grade 3 – In June 2023-2025, the percentage of students assessed in Grade 3 Mathematics meeting grade level outcomes (a minimum Grade Scale of 1) will be no less than 85%.

Mathematics Targeted Goals	Baseline – June 2023	Targeted goal
Knowledge and Understanding		85%
Mental Math and Estimation		85%
Problem Solving		85%

Grades 4 - 8 - In June, 2023-2025, Grade 4-8 students in Fort La Bosse School Division **will be meeting grade level-expectations** in all sub-competencies in Mathematics as measured by the provincial report card.

\*September 2022 – Using individual student data, teachers (cross-curricular) will identify which students need Intervention Plans. Classroom teachers will create and implement the Intervention Plan with dialogue with the Resource Teacher.



**\*Intervention Plans** for all students below grade level will be developed.

Grades 9-10 - In June 2023-2025, 85% of our Grade 9-10 students in Fort La Bosse School Division will achieve credits in the compulsory courses of Math, ELA, Science, and Social Studies. Any students who are at risk of not receiving credits in their compulsory courses will be identified and a learning intervention plan will be put in place for those students.

## Roles and Responsibilities

### School Administration

- Beginning August 2022 - Broader communication and review of the Assessment Document will take place at Staff meetings through the Fall term of the 2022-2023 school year
- Report Card marks and comments will be based on a triangulation of evidence for assessment that are tracked using a digital or physical gradebook (i.e. the PowerTeacher gradebook in Powerschool)
- School Administration is responsible to schedule one-on-one meetings with all teachers to review their assessment practice on a bi-annual basis beginning in the fall of 2022-2023.
- The School Division will provide support with professional development as requested.
  - i.e. support will be provided to teachers regarding classroom assessments, provincial assessments, and support in delivering the new ELA curriculum
- School Administration will be required to submit an annual report on the percentage of staff that are following the divisional assessment policy with full compliance expected by 2024-2025. A template of this report will be provided.
- An annual professional growth plan will be required by all teaching staff not in compliance beginning in 2023-2024. Progress will be monitored by School Administration.

### Instruction Curriculum and Technology 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
- 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

## Other Divisional Initiatives

### Plan for enhancing instruction:

- Opportunities for teaching staff to enrich their instructional skills within subject areas through instructional coaching/mentorship and team-teaching opportunities. Guidance for supporting students within classrooms will be provided as necessary. Central curriculum mentorship funds are available to support this through application.
- Intentional monitoring of the progress of Indigenous students
- Book studies at the admin table
- Administrators will observe lessons within classrooms (mandated by policy)
- Staff will be encouraged to include literacy and numeracy as part of their professional growth plans

### 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
- Currently FLBSD students need emotional maturity, communication/general knowledge, and gross motor (physical independence) development support.
- 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
  - 3 ½ year old bags contain activities designed to support fine and gross motor development, social emotional development, environmental awareness, and cultural awareness. Developmentally appropriate literacy and numeracy supports, puzzles, imaginative play materials and vision care information are provided
- Baby bags contain developmentally appropriate books, problem solving activities, and nutrition information

### Indigenous Education:

- See FLB Indigenous Education Framework document 2021 – 2026

### Mental Health

- See FLB Mind Your Health Strategy



### **Education for Sustainable Development**

- See FLB Education for Sustainable Development committee reports on initiatives

### **Technology Education Grant**

- Replace resources/supplies in each of these areas as required

### **Career Development Initiative**

- Roles and Responsibilities of Career Development Coordinator
  - Meet with school administrators, following the creation of the timetable, 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 students with taking the necessary entry requirements for post-secondary prior to Grade 12.
  - Organize the career expo and prepare an activity for students to complete during the expo
  - 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

### **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.

### **Alternative Education:**

Alternative Education is program provided to students for credit recovery and provides an alternative setting for students to complete high school.

### **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 is 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.



**Other Supports:**

Fort La Bosse School Division also has Skills Academic Transition Education (SATE) in the Life Skills Suite at Virden Collegiate. Students who need one to one intervention and time that will be provided in the Life Skills classroom. By remaining in the Life Skills classroom, they are able to work on the functional skills they will need once they leave school. The SATE program has also provided those students 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.

