

**Aini'yimmayi Koko'sinnooniksi**  
***Our Children Are Special***



**LETHBRIDGE SCHOOL DISTRICT NO. 51**

**FIRST NATIONS, METIS, INUIT**

**3 YEAR STRATEGIC STUDENT SUCCESS PLAN**

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## Administrative Summary

We acknowledge that Lethbridge School District No.51 is located within the traditional territory of the Blackfoot Niiitstitapi, The Real People. We have had the privilege of accessing their knowledge and wisdom to guide us through the development of this strategic plan, and they have helped keep children at the centre of what informs, inspires and motivates. Lethbridge School District No. 51 recognizes the long-standing challenges that Indigenous students have encountered in their educational journeys in public school systems. This plan focuses on outcomes that develop our students as learners who possess the skills and attributes necessary to achieve and be innovative, as well as the attitudes for inclusion and to be proud of who they are.

### Inventory

It is important that this plan align with the Board Priorities of Achievement, Inclusion and Innovation. It is the District's goal to improve Indigenous student success. Last year an inventory of the strategies that were in place from the previous three-year planning cycle informed the identification of the strategies that could be enhanced. The District is proud of our continued reflection and advancement of strategies that will support Indigenous students and provide a strong foundation for all Lethbridge School District staff and students. Furthermore, consultation with a large provincial and national Indigenous education network of Indigenous educators, leaders, Elders, and the First Nations, Métis, and Inuit Advisory Committee have led to the identification of the strategies we will implement to support Indigenous students in authentic ways. The strategies and promising practices outlined in this plan will inform us and guide our District over the next three years. This plan is purposeful in the identification of strategies that will meet the needs of Indigenous students and support the District's expansion of understandings that are foundational to Indigenous Education and Blackfoot Ways of Knowing.

### Board Priorities and Alberta Education Business Plan

Lethbridge School District No. 51 Board Priorities and the Alberta Education Business Plan Outcomes informs our performance measures and indicators of Indigenous student's success in our district. Preparing Indigenous students for their learning journeys now and into the future, is mindful of holistically serving their needs as learners as well as their wellbeing in our schools. This Strategic Plan serves as a guide that creates opportunities across the school district, reflects promising practices to further knowledge and understandings of all students and staff and grow Indigenous students in authentic ways that are connected to their culture.

### How We Support our Students

When students have opportunities that engage them and nurture their learning journey, they can trust our district, achieve success and thrive in their learning environments. It is important administrators and teachers gain deep insight into how to engage Indigenous student learners and nurture their wellbeing in school. In Blackfoot and in other Indigenous Cultures, the wellbeing of a child connects to who they are holistically and affects all aspects of their life. Challenged by colonial education systems since Residential Schools, education remains a difficult path for Indigenous students. The District continues to prioritize Indigenous student engagement, Indigenous education and further connection to Indigenous communities. The desired outcome will enhance the relationship between public education systems and Indigenous communities. Connecting with the Indigenous community of the traditional territory we

are located within allows us to continue developing authentic connections with Indigenous students, deepening our understandings of cultural norms and protocols, and nurturing our partnerships with Indigenous stakeholders. Community engagement fosters an active role in nurturing the learning processes for Indigenous students in authentic, meaningful, and respectful ways. This enhances education for all District students and staff.

### **Supporting Our School Leaders**

The success of Indigenous student learning is influenced by school leaders' knowledge of the historical impacts and roles colonial education systems have had on Indigenous populations. Many of these effects are still felt today. Ensuring Indigenous students achieve success in their learning journey requires that key strategies are in place that empower and inspire their participation and connection with learning processes. Lethbridge School District No.51 believes in honoring and valuing the diversity of all learners. Informing our school leaders of promising practices that connect to Indigenous communities, school systems, and authentic professional learning opportunities is important. The application of the Truth and Reconciliation mandate with respect to education, helps to clarify the role that historical trauma in education systems has had in the way Indigenous students struggle today in colonial public school systems. We acknowledge how Eurocentric education systems challenge Indigenous student success. With this knowledge, we can consider how we foster effective relationships with Indigenous students, families, and communities.

### **Feedback**

Across the District, there is a demand for Professional Learning focusing on the understandings of, and application of, Blackfoot Ways of Knowing and Indigenous Education. Meeting this need will require careful consideration of the provision of support and expertise by the work under the direction of the District's First Nations, Métis, and Inuit Education department.

### **Connecting with the Blackfoot Community and Indigenous Resources**

This Strategic Plan will assist us with identification of the challenges that Indigenous students encounter and provide strategies to improve student learning and wellbeing. Furthermore, this plan will inform staff of the District's desired outcomes and strategies that support the educational journey of Indigenous students in Lethbridge School District No. 51. Deepening our understandings of Blackfoot Ways of Knowing and other Indigenous Cultures and positive practices that instill cultural pride, and cultural knowledge in our schools, will be a priority across the outcomes. Accessing Blackfoot Elders, Elders of other Indigenous Cultures, Educators, and Knowledge Keepers through formal and informal interactions, demonstrates the District's commitment to the process of truth and reconciliation. As we continue to support Indigenous student success, we remain committed to enhancing the knowledge of First Nations, Métis, and Inuit Culture and Language for all students, as well as providing opportunities that deliver culturally authentic and appropriate professional learning for our district staff.

This strategic plan will be used to support Indigenous student success, nurture relationships between District No. 51 and the Blackfoot and Indigenous communities, and enhance knowledge of First Nations, Métis, and Inuit cultures and histories for all students and staff. We will remain respectful to cultural protocols, continue to consult with Indigenous stakeholders throughout this three-year journey, ensure

to consistency is maintained, and continuously inform our practices around Indigenous education are informed.

### **Supporting our Indigenous Families**

Our district is committed to ensuring Indigenous students and families feel accepted and have a sense of belonging in our schools. A welcoming climate to all Indigenous students and families is maintained, and respect for cultural protocols is followed.

As a school district that applies the knowledge of Universal Design for Learning, we believe in establishing compassionate learning communities in which all students feel safe and valued and develop a positive self-concept, sense of belonging, and respect for others. This coincides with, and works in alignment with, the Vision and Mission for our First Nations, Métis, and Inuit beliefs.

We acknowledge the wisdom incorporated in this plan and we are mindful that in order to support Indigenous student success, not all actions of change reflect past practice. Acts of truth and reconciliation as educators, leaders, and members of society, need to be considered in our every day actions.

We honor the knowledge of Blackfoot Elders, Elders of other Indigenous Cultures, educators, Knowledge Keepers and other members in the greater Indigenous community, who have all contributed to this strategic plan by sharing their knowledge, vision, and wisdom with us.

***Andrea Fox,***

***District Principal of First Nations, Metis, and Inuit Education,***

***Lethbridge School District No.51***

## 2018-2019 DISTRICT PRIORITIES

### F.N.M.I. EDUCATION STRATEGIC PLAN PRIORITY ONE: ACHIEVEMENT

#### Related Provincial Goals (2018-19):

- (1) Alberta's students are successful.
- (2) Alberta's education system supports First Nations, Métis, and Inuit students' success.

#### Related District Goals (2018-19):

- (1) Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- (2) First Nations, Metis and Inuit (FNMI) student achievement relative to provincial standards will improve.

#### First Nations, Metis, and Inuit Education District Outcomes and Strategies

1. All Indigenous students will achieve success that engages them as an active participant and empowered learner in their learning journey.

***Why? Providing culturally connected supports and cultural connections to the curriculum are foundational to engage and support Indigenous students.***

Improve achievement among First Nations, Métis and Inuit students at a physical, emotional/mental, intellectual and spiritual level by using a variety of teaching methods.

#### Strategic Actions:

- Inform Administrators and School Leaders (Lead teachers, FNMI teacher reps) of Strategic Plan & gauge feedback on current practices
- Increase the level of student engagement with a focus on the early years
- Early Education Program Support targeting EEP and Kindergarten.
- Provide Professional Learning for Early Education Program Managers and Kindergarten Teachers with support around Indigenous foundational knowledge and successful practices with engaging families.
- Update First Nations, Metis and Inuit Work Plan.
- F.N.M.I. Lead Teachers continue to explore opportunities/grants to support this endeavor
- Develop a FNMI District Indigenous / Blackfoot Cultural Handbook
- Establish Professional Learning Communities with school based FNMI Committee Reps
- Establish Professional Learning Days that are sequential in learning processes
- Facilitate District PL for FNMI Committee School Reps
- Support FNMI Collaborative Communities for teachers to inquire into Indigenous Education and Blackfoot Ways of Knowing
- Support partnerships between the FNMI department staff and district staff (Making Connections Team, Counselling Team, FNMI Committee Reps)

- Facilitate and Support Activities & Programming that nurtures Wellness Engagement for Indigenous staff and students
- Support Teacher professional growth in Indigenous Education (TQS, Competency 5)
- Students will access knowledge of their Indigenous language
- Facilitate cross-curricular planning recognizing FNMI practices in the classroom as part of new curriculum implementation (TQS, Competency 5)
- Celebrate various rich Indigenous cultural learning opportunities throughout all schools

### Measures

- Increased understanding and implementation of a holistic approach to teaching methods measured from classroom visits and professional conversations with teachers.
- Increase in the number of teachers accessing First Nations, Métis and Inuit resources allocated by the district – signing out resources at Curriculum Centre
- Increased percentage of First Nations, Métis and Inuit students who achieve the provincial standard on PATs, DIP, High School Completion, transitions rates to post-secondary and trades, Extra-curricular, Mentorship, APORI.
- Data from Fountas & Pinnell (literacy scores grades 1-5), universal literacy measures at middle school
- Track FNMI high school graduates entering into post-secondary upon their completion of high school.
- Track Number of students involved in leadership opportunities (Mentorship Program, FNMI Advisory Committee, Student School Council, District Council, Town Hall Participation)

#### *Required provincial measures:*

- Overall percentage of FNMI students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort) and diploma exams.
- Percentage of FNMI students writing four or more Diploma Examinations within 3 years of entering Grade 10.
- Overall teacher, parent and student satisfaction with the overall quality of basic education.

2. Ensure that teaching resources reflect the realities and culture of the First Nations, Métis, and Inuit students. Resources should not perpetuate stereotypes of First Nations, Métis, and Inuit people and their culture as part of “history”.

***Why? Providing teachers with resources that are culturally authentic and appropriate are a necessary component for all students to have access to.***

#### Strategic Actions:

- Support staff in the implementation of the learning competencies outlined in the new curriculum that develop the knowledge, skills and attitudes for successful learning, living and working: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, personal growth and well-being.
- Provide access to Blackfoot language classes
- Design and Facilitate Specialized Programming that FNMI students can connect with and have input in



- Provide Professional Learning opportunities for Administrators that is culturally informative culturally is informative and current/updated practices
- Provide all students and staff with access to Elders and Cultural Consultants, Knowledge Keepers and Mentors
- Develop and access FNMI resources & supports that engage students and families with literacy and numeracy
- Develop District Cultural Protocols Handbook and Directory of resources for all staff

**Measures**

- Connect with & survey FNMI student leaders, gauge feedback from them about their learning journeys
- Track administrators and teachers accessing FNMI PL days hosted by the District
- Survey schools (through administrators) about their FNMI Priorities for each school year and provide generative dialogue to support their priorities

3. First Nations, Metis and Inuit (FNMI) student achievement relative to provincial standards will improve.

***Why? It is our moral imperative to ensure the learning needs of all students are met and the recommendations from the TRC are recognized.***

**Strategic Actions:**

- Build school staff foundational knowledge of FNMI Culture and Truth and Reconciliation via professional learning, and curriculum and resource development.
- Create and/or access curriculum resources and artefacts that recognize FNMI culture and history in support of FNMI for all learners - "FNMI for all".
- Integrate FNMI content into delivery of instruction across curriculum areas for all learners.
- Build capacity of FNMI staff to share their knowledge with all students.
- Support a teacher of FNMI language and culture to work with secondary level staff and students.
- Designate administrators at each school site responsible for supporting the work of the FNMI team in an effort to have a coherent and consistent implementation of strategies.
- More purposeful review of data relative to FNMI students to develop strategies for academic improvement
- Provide enhanced services for targeted FNMI students (literacy intervention, attendance, academic achievement, interagency).
- Plan events that celebrate FNMI culture and create pride in FNMI ancestry.
- Board FNMI Standing Committee will establish a District vision, connect with community, and implement community based strategies related to TRC within the education system as per the Calls to Action.
- Collaborate with other Districts to learn about best practice and jointly plan for implementation of strategies targeting improved student learning.

**Measures**

- "Our School Survey" (if able to disaggregate), attendance data, family participation in school events.
- All schools acknowledge the traditional territory at key events.
- Increase in Elder and Knowledge Keepers' participation in schools.
- Number of targeted events/evenings supporting initiatives related to FNMI endeavors



- Increase in resources available to teachers of FNMI content
- Increase in PD available to teachers
- Literacy levels in students of FNMI ancestry will improve

*Required provincial measures:*

- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort) and Diploma Examinations.
- High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- Annual dropout rate of students aged 14 to 18.
- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of self-identified FNMI students writing four or more Diploma Examinations within 3 years of entering Grade 10.

## **PRIORITY TWO: INCLUSION**

### **Related Provincial Goals (2018-19):**

- (1) Alberta's students are successful.
- (2) Alberta's education system respects diversity and promotes inclusion.

1. All Indigenous students will feel welcomed, be engaged in their learning communities, and participate in their learning communities.

***Why? Positive environments that nurture a sense of belonging for Indigenous students are essential for student growth and development.***

### **Strategic Actions:**

- Enhance relationships between schools and the local Indigenous community so that they feel comfortable connecting directly.
- Consult with the FNMI Advisory
- Connect Indigenous families with the Early Education Program (EEP) Coordinator and EEP team
- District Family Night for EEP students
- Engage Indigenous Families & Communities (District Family Night, Family Circles, Parenting Classes, Teachers making regular contact with families, district staff visiting the Indigenous communities (Kainai, Piikani, Siksika)
- Connect Lethbridge District Professional Learning Communities with Indigenous Professional Learning Communities in Kainai, Piikani, Siksika
- Create partnerships to access external resources that support wellness and cultural programming (Ever Active Schools, Opo'kaa'sin, Well for Culture)
- Support staff with accessing PL for Trauma informed practice that is culturally relevant
- Positive Spaces Committee continues to work with the administrative committee to build common commitment and understandings relative to diversity.
- Celebrate initiatives that support FNMI culture

<ul style="list-style-type: none"> <li>• Provide FNMI students with opportunities to participate in Cultural Wellness activities (sweats, Resiliency Summit, Language and Culture Symposiums)</li> </ul>
<p><b>Measures</b></p>
<ul style="list-style-type: none"> <li>• APORI: Satisfaction with services; safe and caring schools measure</li> <li>• Track FNMI student engagement and participation in Wellness, Leadership and Cultural opportunities</li> <li>• Track attendance at various evening events</li> </ul>
<p>2. Build an environment that supports safe, welcoming and caring schools where all Indigenous staff, family and students feel welcome and respected</p>
<p><i>Why? All learners are valued, can learn, and contribute to our communities. We all know that when students feel safe, welcome and cared for they flourish.</i></p>
<p>Strategic Actions:</p> <ul style="list-style-type: none"> <li>• Support the development of culturally responsive practices that inform district staff (administrators, teachers, CARE teams)</li> <li>• Maintain current programming designed to enhance and support student leadership (Mentorship program)</li> <li>• Develop programming that enhances and supports Indigenous student leadership (Indigenous Student District Council, Peer groups, sports team captains)</li> <li>• Continue with school specific and district wide universal programming for Indigenous students and all students (Buffalo Kit, Blanket Exercise, Winter Count, Arts &amp; Culture)</li> <li>• Develop and Implement Restorative Practices for Students encountering challenges in school (Healing Circles, Elders in Residence, Wellness Activities) in collaboration with the Counselling Coordinator (Wellness/CARE Teams), Student Engagement Officer &amp; FNMI Advisory</li> <li>• Support Safe Spaces for LGBTQ Community and make them welcoming environments for FNMI students.</li> <li>• Connect Indigenous students across the district (Mentorship Program, Student Council, FNMI Advisory Committee Student Reps)</li> <li>• Connect staff and students across the district with Blackfoot communities and schools– Kainai, Piikani,</li> <li>• Create culturally welcoming visuals throughout the schools (main entrances, classrooms, offices, hallways)</li> <li>• Continue with school specific and district wide cultural activities for Indigenous students and all students (District Powwow, FNMI Feather Blessing, Powwow Clubs, Drum Groups, Orange Shirt Day, Rock Your Mocs)</li> <li>• Work with Human Resources to build their capacity to expand hiring networks that extend into Indigenous communities</li> <li>• Enhance supports that assist students who transition from school to school within the District</li> <li>• Enhance supports that assist students who transition into the District</li> </ul>
<p><b>Measures</b></p>
<ul style="list-style-type: none"> <li>• Increased collaboration between-all schools and First Nations, Métis and Inuit community in Lethbridge and with the Blackfoot Confederacy First Nations: Kainai, Piikani and Siksika.</li> <li>• Improved self-identification levels.</li> <li>• Increased number of First Nations, Métis and Inuit teaching and non-teaching staff.</li> </ul>

- Increased student engagement in school clubs, sports teams and other extra-curricular activities.
- Increased student access to support services like counselling.
- Improved attendance rates for First Nations, Métis and Inuit students.
- Increased reflection of First Nations, Métis and Inuit culture in student artwork, imagery and events.
- School staff have access to ongoing professional learning on Indicators of Inclusive Schools and UDL principles
- Survey and Implement the Truth & Reconciliation Calls to Action in Education
- Planning for instruction addresses learner variability
- "Our School" survey data relative to school belonging.

### **PRIORITY THREE: INNOVATION**

#### **Related Provincial Goals (2018-19):**

- (1) Alberta's students are successful.
- (3) Alberta has excellent teachers, and school and school authority leaders.

1. Supporting all district staff and district communities in developing and enhancing their foundational knowledge of Blackfoot Ways of Knowing / Indigenous Cultures, so they may appreciate and respect the cultures of their FNMI students, families and the community, through system wide learning.
2. Ensure all district staff have a thorough understanding of the residential school system and an understanding of the impact of colonization.

**Why? Providing foundational knowledge for all is an essential part of helping our district staff appreciate and honor the history of Indigenous people and understand Indigenous students.**

#### **Strategic Actions:**

- Provide Professional Learning Opportunities for teachers & administrators on Land Based Learning
- Provide professional development opportunities that culturally authentic, relevant and localized (Blackfoot) to increase cultural awareness and understanding for Lethbridge School District staff
- Facilitate Professional Learning for all staff that is culturally hands on and authentic (land based learning, keynote speakers who are specialized in the treaties, residential schools, traditional governance, health care, child welfare, Indian Act)
- Establish Professional Learning Community collaborations with Kainai & Piikani
- Develop a data base of resources for teachers to access
- Increase / update the Curriculum Centre's Indigenous Resources
- Facilitate Professional Learning on accessing culturally appropriate and authentic resources for teachers and Learning Commons staff
- District Principal provides support and presents at Induction Program & Administrators Mentorship Program
- Survey schools – what they know and want to know about Indigenous cultures
- Survey teachers through ATA PL Committee about their inquiries around Indigenous education and pedagogy
- Collaborate with District FNMI PL Committee and ATA PL Committee

- Collaborate with surrounding districts (Kainai Board of Education, Holy Spirit, Livingstone Range, Peigan Board of Education, West Winds, Horizon)
- Develop authentic presentations on Indigenous content and culture that teachers can implement, while providing basic learning opportunities from a vision to move the district approach from the “what” of Indigenous Culture to the “how”
- Provide teachers with opportunities to connect with elders, knowledge keepers, Indigenous educators
- Design and support teachers with developing and implementing culturally connected assessment tools
- Engage all students in the district with appreciating and respecting Blackfoot culture
- Ensure all district staff are familiar with Blackfoot protocols, traditional territory and local history of the Blackfoot Confederacy
- Develop an FNMI Parent District Council
- Engage the parent community in FNMI cultural events and community events
- Provide FNMI focused PL for District School Council
- Invite District School Council to attend cultural events
- Provide FNMI focused PL for Trustees and provide opportunities to attend Indigenous Cultural events

**Measures**

- Improved district staff’s access to professional development on First Nations, Métis and Inuit issues.
- Classroom instruction and culture shows evidence of infusion of history and culture of First Nations, Métis and Inuit peoples.
- Teachers ensure there are curricular links to cultural activities.
- Track District School Council participation at FNMI PL and cultural events
- Track Trustee participation at FNMI PL and cultural events
- Survey District School Council for feedback of FNMI PL
- Survey Trustees for feedback on FNMI PL

**Measures**

- Schools use of Ed Tech Lead Teacher.
- Schools’ usage of online resources.
- Teacher feedback on access to technology (ease and frequency).

## **APPENDIX A:**

### **First Nations, Metis, and Inuit Education Vision and Mission**

#### **Aini'yimmayi Koko'sinnooniksi**

#### ***Our Children Are Special***

##### **Vision**

Respecting the traditional Blackfoot Territory we reside on, all staff and students will understand our historical and social context. This foundation informs a culture of inclusion where all students and staff are successful, confident, valued, and proud of who they are in Lethbridge School District No. 51.

##### **Mission**

Lethbridge School District No. 51 is dedicated to delivering and providing culturally authentic learning opportunities that build capacity among all learners. A proactive, professional and positive team puts relationships at the center of learning. Consistent, collaborative and culturally sensitive supports are delivered through successful practices for schools and families.

## Lethbridge School District- First Nations, Métis and Inuit Education Department Data

	2017/18 (Pre)	2018/19 (year 1)	2019/20 (year 2)	2020/21 (year 3)
<b>Drop Out Rates</b>	District 14% Province 4.8%	District goal 10%	District goal 8%	District goal 7%
<b>Diplomas (Acceptable Standard)</b>	District 81.9% Province 77.1%	Maintain	Maintain	Maintain
<b>High School Completion Rate (3 year)</b>	District 35.1% Province 53.3%	District goal 50%	District goal 55%	District goal 60%
<b>Transition Rate (6 year)</b>	District 35.9% Province 33%	District goal 40%	District goal 45%	District goal 50%
<b>Provincial Achievement Test (Acceptable Standard)</b>	District 36% Province 51.7%	District goal 40%	District goal 45%	District goal 50%
<b>FNMI Visual Representation in Schools</b>	EI-8 Middle-2 H.S.-3	EI-12 Middle-4 H.S.-4	Div.1-All Div.2-All Div.3-All	Div.1-All Div.2-All Div.3-All
<b>Fountas and Pinnell Grade 1-5</b>	20/278 Low av. 80/278 Hi av	23/270 Low av. 70/278 Hi av	District goal: 5% Low av 40% Hi av. *All students at grade level by grade 3	District goal: Less than 5% Low av. 50% Hi av. *All students at grade level by grade 3



<b>Attendance (90%)</b>	See graph below	See graph below	See graph below	
<b>Teacher Survey "what is your confidence level in developing, applying and supporting the implementation of FNMI topics?"</b>	Extensive 6 Developing 25 Some 25 Limited 30 Very Limited 14  31/100 is developing or above	Extensive 15 Developing 30 Some 26 Limited 24 Very Limited 5  45/100 is developing or above	Extensive 25 Developing 30 Some 22 Limited 20 Very Limited 3  55/100 is developing or above	
<b>District Parent night attendance</b>	4 parents and family members attended	80 +parents and family members attended	120+ parents and family members	150+ parents and family members
<b>Resource Use</b>	4 point scale- use of FNMI resources by teachers was "moderate" (2) (Curriculum resource Library)	4 point scale use of FNMI resources has increased still "moderate" (2)	4 point scale use of FNMI resources 3	4 point scale use of FNMI resources 3

**Attendance 90% or better**

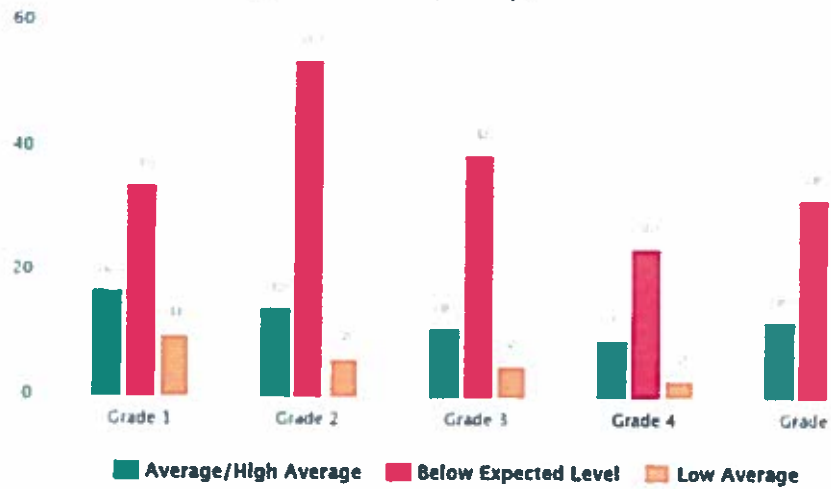
Grade	Total # of Indigenous enrolled 2016-2017	# of Indigenous in Attendance 90% or better 2016-2017	% attending 90% or better 2016-2017	Total # of Indigenous enrolled 2017-2018	# of Indigenous in Attendance 90% or better 2017-2018	% attending 90% or better 2017-2018	Total # of Indigenous enrolled 2018-2019	# of Indigenous in Attendance 90% or better 2018-2019	% attending 90% or better 2018-2019 As of Oct 30, 2018
Grade 1	70	31	44%	63	32	51%	61	39	64%
Grade 2	77	36	47%	64	25	39%	60	39	65%
Grade 3	59	22	37%	73	36	49%	62	40	65%
Grade 4	47	22	47%	64	25	39%	73	48	66%
Grade 5	64	23	36%	46	18	39%	63	45	71%
Grade 6	55	27	49%	64	23	36%	47	23	49%
Grade 7	63	20	32%	56	23	41%	62	27	44%
Grade 8	55	18	33%	66	23	35%	55	26	47%
Grade 9	51	17	33%	53	15	28%	67	25	37%
Grade 10	69	17	25%	58	18	31%	51	15	29%
Grade 11	46	14	30%	63	14	22%	58	14	24%
Grade 12	51	5	10%	60	10	17%	75	17	23%

Indigenous Fountas and Pinnell Levels 3 year comparison

Fall 2016

Level Dashboards for Each Grade (chart)

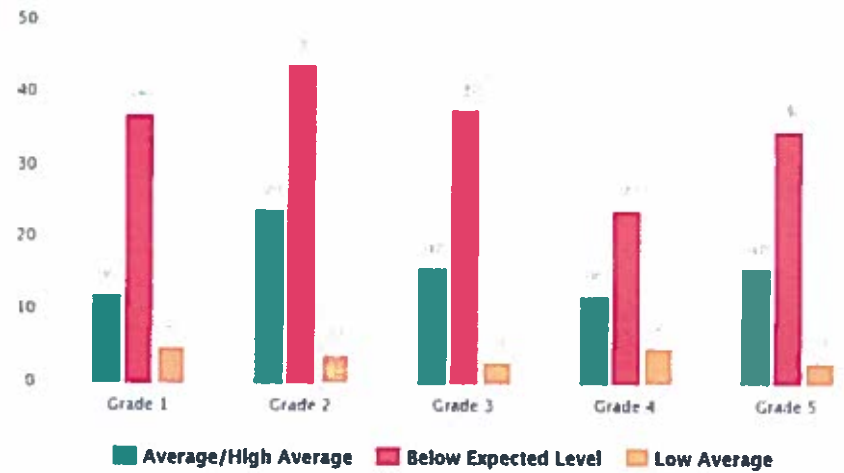
Count of Students by Mastery - 277 Students



Spring 2017

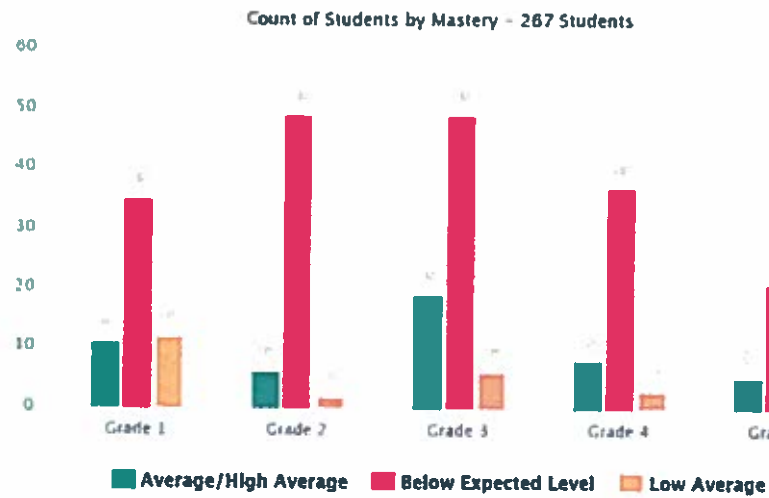
Level Dashboards for Each Grade (chart)

Count of Students by Mastery - 278 Students



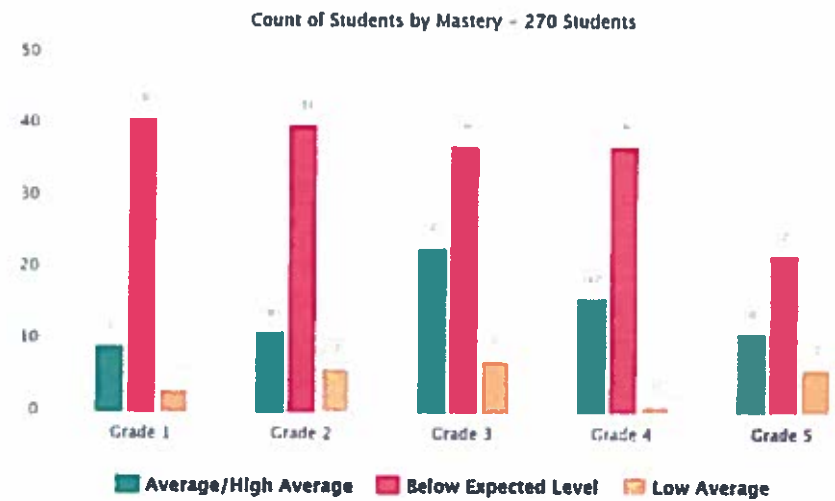
## Fall 2017

Level Dashboards for Each Grade (chart)



## Spring 2018

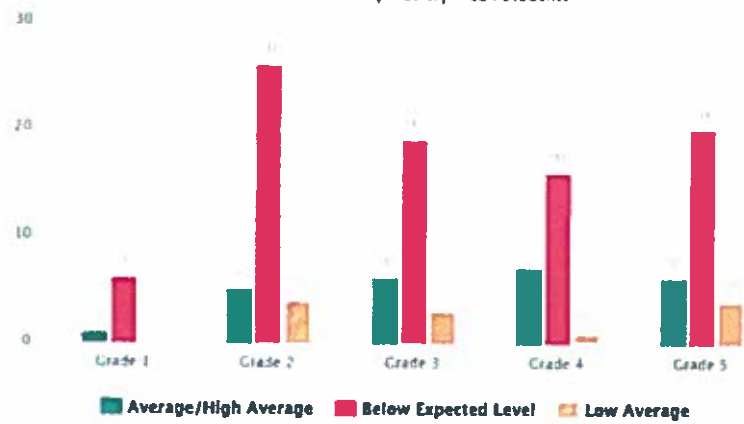
Level Dashboards for Each Grade (chart)



# Fall 2018

## Level Dashboards for Each Grade (chart)

Count of Students by Mastery - 124 Students



## FNMI Acceptable Standard Results 2016 - 2018





Fountas and Pinnell Summary Report

School Year: 2016-2017

Home Room: All Rooms

Grade: All Grades

Print Date: 2017-03-01

Test Date: Test/All periods

School				Male			Female	
	Below Lev	Low Avg	High Avg	Below Lev	Low Avg	High Avg	Below Lev	Low Avg
G. S. Lakie Middle School								
Stafford Ridge Outreach								
Chinook High School								
Ecole Agnes Davidson School	5	4	4	3	3	3	2	1
Fleetwood-Bawden School	4	1	4	2	1	1	2	
Galbraith School	43	3	8	18	2	4	25	1
General Stewart School	3		2	1		2	2	
Gilbert Paterson Middle School								
Lakeview Elementary School	15	6	16	9	5	6	6	1
Nicholas Sheran Community School	14	1	19	10		15	4	1
Lethbridge Collegiate Institute								
Park Meadows School	19		5	8		3	11	
Victoria Park High School								
Senator Buchanan Elementary School	27		2	12			15	
Dr. Gerald B. Probe Elementary School	6	4	10	4	2	5	2	2
Westminster School	17	1	3	13	1	2	4	
CAMP								
Wilson Middle School								
Pitawanj School								
Mike Mountain Horse School	22	2	13	12	1	5	10	1
Harbour House School								
Winston Churchill High School								
Lethbridge Christian School	1	2	2			1	1	2
Immanuel Christian Elementary School	14	2	5	7		2	7	2
Immanuel Christian High School								
Coalbanks Elementary School								
Total	190	26	93	99	15	49	91	11