

Lethbridge School District No. 51



First Nations, Metis and Inuit Strategic Plan

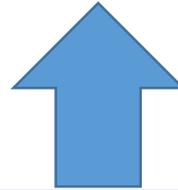
2015 - 2016

Lethbridge School District No. 51

FNMI Strategic Plan for 2015 – 2016

Strategic Objective from Alberta Education Business Plan

The achievement gap between First Nations, Metis and Inuit students is eliminated.



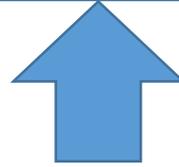
District Outcome to Achieve Strategic Objective

Supporting Student Achievement and Closing the Achievement Gap



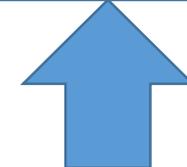
Strategy 1

Increase the level of student engagement with a focus on the early years.



Strategy 2

Implement a comprehensive literacy initiative.



Strategy 3

Establish interventions designed to address gaps in student learning.

Strategy 1

Increase the level of student engagement with a focus on the early years.

- **Specific Activities**
- **Incorporate FNMI resources into instructional programs and provide workshops in their use.**
- **Support FNMI Liaisons, Elementary Counsellors and Making Connections Workers in working with students and their families to remove barriers to academic achievement.**
- **Track attendance levels from Kindergarten to grade 5 and develop coordinated intervention strategies to encourage student attendance.**
- **Early in the school year connect with parents of children entering school for the first time.**
- **Provide attendance incentives to students who achieve perfect attendance and celebrate their success in the FNMI Newsletter.**
- **Increase the number of cultural activities and engage FNMI students, with attention to offering leadership roles.**

Evidence that the strategies are implemented and successful

- **Teachers access FNMI resources from the Curriculum Resource Centre and the school.**
- **Teachers report using more FNMI resources in their instruction.**
- **Contact notes documenting the frequency of contact with students are collected.**
- **Student attendance improves.**
- **Kindergarten parents report feeling connected to their child's school.**
- **More students take a leadership role in cultural activities in the school.**

Strategy 2

Implement a comprehensive literacy initiative.

Specific Activities:

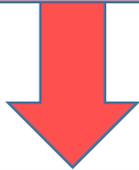
- Expand the use of READ 180 at the secondary level.
- Offer professional learning activities for teachers related to literacy at elementary and middle school levels.
- Develop a common literacy assessment tool across all elementary schools.
- Explore ways to provide literacy resources to parents.

Evidence that the strategies are implemented and successful

- There are more teachers trained in the use of READ 180 and it is integrated into the middle and high school programs.
- Guided reading workshops are offered to middle school teachers and student literacy levels increase.
- Early literacy workshops are offered to elementary teachers, particularly first and second year teachers and student literacy levels increase.
- The common literacy tool data establishes a benchmark for literacy levels.

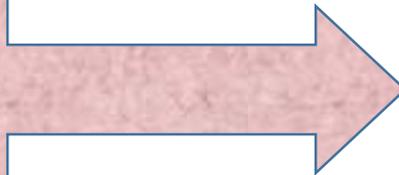
Strategy 3

Establish interventions designed to address gaps in student learning.



Specific Activities

- **Develop Pyramids of Intervention for students, with a focus on early intervention at the primary level.**
- **Recruit volunteers, preferably Elders, to assist primary students with their reading.**



Evidence that the strategies are implemented and successful

- **Pyramids of Intervention will be developed and monitored by the FNMI Lead Teacher. Student growth will result.**
- **Students' reading levels will be at grade level.**

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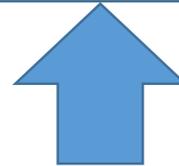
District Outcome to Achieve Strategic Objective

First Nations, Metis and Inuit students complete high school at the same rate as all other students.



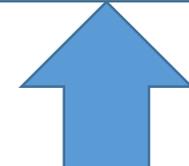
Strategy 1

FNMI Liaisons and the Career Quest Success Coach support students.



Strategy 2

FNMI students who have disconnected from school return to complete their high school program.



Strategy 3

Increase the level of student engagement in school.

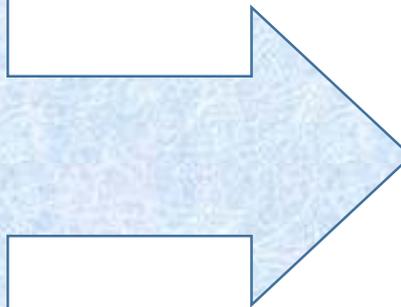
Strategy 1

FNMI Liaisons and the Career Quest Success Coach support students.



Specific Activities

- **FNMI Liaisons will provide ongoing support for personal concerns.**
- **FNMI Liaisons will facilitate mentorship opportunities for high school students both with younger students and adult role models.**
- **The Career Quest Success Coach will work with Career Practitioners, the Off-Campus Coordinator, and post-secondary institutions to promote short-term and long-term career planning for students.**
- **The Career Quest Success Coach will inform students of scholarship opportunities and assist them with the application process.**

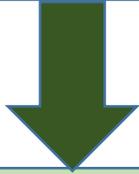


Evidence that the strategies are implemented and successful

- **Data collected from FNMI Liaison contact notes yields information related to the amount of support being provided.**
- **Mentorship relationships are present in all high schools and survey results are positive.**
- **Each student in the Career Quest Program develops a short-term and long-term career plan.**
- **There is a higher percentage of students enrolling in post-secondary institutions than in previous years.**
- **There is a higher percentage of students applying for scholarships than in previous years.**
- **There is a higher percentage of students enrolled in work experience and the Registered Apprenticeship Program than last year.**

Strategy 2

FNMI students who have disconnected from school return to complete their high school program.



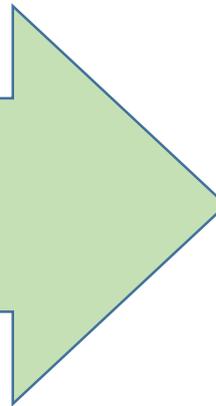
Specific Activities:

FASTFORWARD Program

- The student advisors with the FASTFORWARD High School Completion Program contact students who have left school prior to graduation.
- Student advisors assist students in developing program plans for high school graduation/completion.
- Student advisors provide supported referrals to agencies that can offer assistance in the areas of financial and emotional counselling.
- Staff at Victoria Park High School assist students in completing their course work.

All Schools

- The District Off-Campus Facilitator assists students in connecting to work experience and RAP.



Evidence that the strategies are implemented and successful

- The number of students who re-engage and complete their high school program.
- The number of students who continue in the program after the first year.
- The District High School Completion Rate will increase and the drop-out rate will decrease.
- The increase in the percentage of students who enroll in work experience or RAP.

Strategy 3

Increase the level of student engagement in school.

Specific Activities

- Provide professional learning opportunities for administrators regarding the impact of residential schools.
- Provide professional learning activities for staff related to FNMI culture.
- Hire a teacher to teach Aboriginal Studies for Semester Two.
- Coordinate school-based FNMI student focus group meetings at each high school.
- Track attendance and identify the stage at which student attendance begins to wane.
- Provide cultural awareness professional learning sessions for counsellors.

Evidence that the strategies are implemented and successful

- Survey results of staff indicate an increased level of efficacy in relation to addressing the needs of FNMI students.
- The number of FNMI and non-FNMI students who enroll in the Aboriginal Studies and the viability of offering the course next school year will be indicators of success.
- The student focus groups will provide insights into the needs of the students and potentially drive change.
- By tracking student attendance, targeted strategies can be developed.
- Counsellors will report that they are better able to support FNMI students.