

# Lethbridge School District No. 51



## **First Nations, Metis and Inuit Strategic Plan**

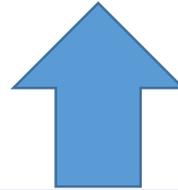
2015 - 2016

# 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.**



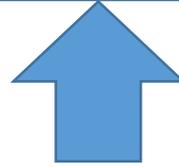
District Outcome to Achieve Strategic Objective

**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:

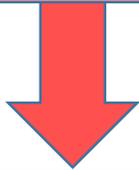
- Expand the use of READ 180 at the secondary level.
- Offer professional learning activities for teachers related to literacy at elementary and middle school levels.
- Develop a common literacy assessment tool across all elementary schools.
- Explore ways to provide literacy resources to parents.

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.

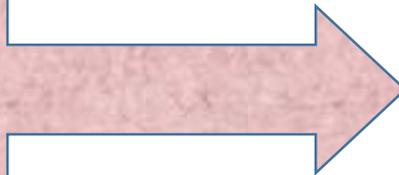
**Strategy 3**

**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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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.**



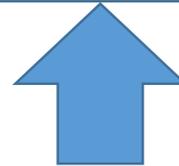
District Outcome to Achieve Strategic Objective

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



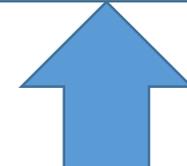
## Strategy 1

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.

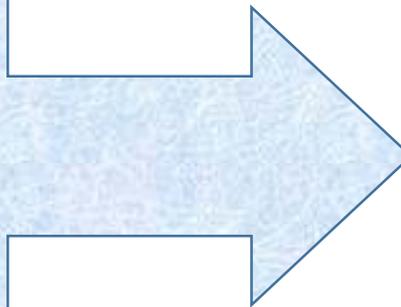
### Strategy 1

**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.**

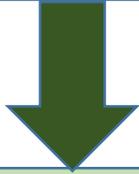


#### Evidence that the strategies are implemented and successful

- **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.



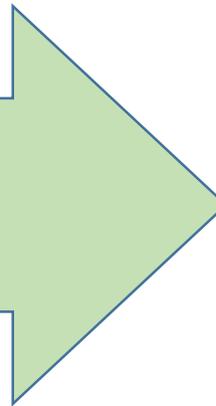
### Specific Activities:

#### 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.