

# Indigenous Education for All



## LETHBRIDGE SCHOOL DIVISION

Indigenous Education

3 YEAR STRATEGIC PLAN (Year 3)- 2020-21

2018-2021

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## Introduction

We acknowledge that Lethbridge School Division is located within the traditional territory of the Blackfoot People. We have had the privilege of accessing local knowledge and wisdom to guide us through the development of this strategic plan, while keeping our lens focused on student learning. Lethbridge School Division recognizes the long-standing challenges that Indigenous students have encountered in their educational journeys in public school systems and it is also recognized the important role education plays in facilitating authentic Indigenous learning for all (staff and students).

This plan focuses on outcomes that develop all our staff and students as learners who possess the skills and attributes necessary to achieve and be successful, as well as enhancing and building upon inclusive practices that honor and celebrate Indigenous Ways of Knowing.

## Board Priorities and Data

Lethbridge School Division Board Priorities and data, inform division planning, orchestrate, and influence actions. Preparing Indigenous students for their learning journeys now and into the future, carefully considers meeting their needs as learners as well as supporting their wellbeing in our schools. To mobilize a plan that impacts learning for Indigenous students, the environment in which our Indigenous students learn also must be supported. Staff, students, and community also need to be considered and thoughtfully integrated into planning, strategies, and measures.

This Strategic Plan serves as a guide that acknowledges systems and their complexities, while creating opportunities across the school division for staff and students to continue to learn and grow. This plan includes promising practices that build empathy, enhance Indigenous Ways of Knowing, support our Indigenous students and their learning and lastly provide meaningful learning opportunities for our staff to fulfill the demands in the classroom of the Teacher Quality Standard 5 (TQS5). Lethbridge School Division Board Priorities identify achievement, innovation, and inclusion as priorities for all learners and this structure has been aligned with Indigenous Education strategies, actions, practices, and measures.

## Nature as a Guide for Our Work

From an Indigenous perspective nature is viewed as an intelligent process, where cooperation and sharing with nature provides an illustration or model of how we as humans can learn. All Indigenous ties are connected to nature. From these fundamental beliefs, nature provides our education system with a starting point to access our personalized connection to Indigenous Ways of Knowing. Whether we are a teacher, a student or another staff member, nature is accessible as it is all around us. Nature is in everything we do and has many ties into curriculum.

Our connection to land presents a foundational teacher for all of us and entry point for Indigenous Education. When acknowledging personal paths of Truth and Reconciliation, barriers present due to a lack of understanding, fear of the unknown or connection. Nature provides an immediate connection for all of us regardless of our experiences and generates an ease that can break down barriers to a difficult process for some.

i.e. Teachers in the system have participated in outdoor activities and walks to listen and observe how nature cooperates. Teachers were asked to find evidence in nature to the subjects that they were teaching. This activity provided a starting point of inquiry on how the land taught Indigenous people to survive. This activity also explored the empathy and connection to land. From here teachers can convey their experiences and share their learnings and such an activity with their students.

The barrier-free opportunity for staff and students to connect to nature facilitates engagement and inquiry where deep learning about self and others can occur. It is through this “Place Based” process that learning about Indigenous Ways of Knowing becomes most meaningful. We recognize that our Indigenous Education team and school staff can use nature as an entry point/access point on this journey of learning about Indigenous Ways of Knowing, it is tangible, accessible, and meaningful.

### **Supporting Our School Staff- Professional Learning through Experience, Nature, Experience and Language**

The success of Indigenous student learning and Indigenous Education in our schools is influenced by our school leaders’ and teachers’ abilities. Their relationships and deeper understanding of the historical impacts of colonial education systems on Indigenous populations play a significant role in understanding their own personal journey as it relates to Truth and Reconciliation. At the beginning of the 2019/20 school year our Coordinator of Indigenous Education scheduled visits of up to two hours meeting with Administrators at each of our school buildings to understand where each school is at in their journey and determine how our Indigenous Education department can best support each school and Administrator in the 2019/20 school year.

These visits informed the Indigenous Education department that there needed to be stronger supports for teachers and curriculum. As a result, in 2020-21, Lethbridge School Division revised the Indigenous Education staffing model to provide additional teaching support to our classroom teachers. Our Elementary Teacher- Indigenous Education is planning to target grade 4 and work closely with representation from each school through the lens of inquiry. Our Middle School Teacher- Indigenous Education focusing their attention on the outdoors as an access point for Middle School teachers and learners. Our Coordinator is continuing to work closely with teaching staff at the high school level, offering rich cultural and personal experiences in the outdoors, further building on their work over the last 3 years.

Lethbridge School Division believes in honoring and valuing the diversity of all learners. Informing our school leaders of promising practices through the lens of Universal Design for Learning (UDL) that connect to Indigenous communities, school systems, and authentic professional learning opportunities is important. Various professional learning opportunities related to Inclusive Schools, UDL and connecting with Kainai Board of Education continue to enhance our understanding of Indigenous Ways of Knowing.

We have now reached a point with TQS 5 (curriculum), student and family need and staffing pressures that have inspired us to think differently about how we meet the following identified system needs:

- Supporting teachers with accessing resources and weaving in Indigenous content to their current practice

- Supporting staff with deep learning experiences connected to Indigenous Ways of Knowing – building relationships, connection, and valuing perspectives
- Supporting all our students in having meaningful learning experiences related to Indigenous Ways of Knowing
- Supporting all our students and families
- Ensuring our Indigenous students have a successful education experience (increasing graduation rates)

***“Our conversations are changing, so must our work”***

The center of this professional learning visual is the **“what”** of what we are attempting to focus on with our Indigenous Education Department and within our schools. We recognize that through positive relationships, understanding nature through an Indigenous lens and learning about the diversity of Indigenous perspectives we can build greater understanding of Indigenous cultures, celebrate Indigenous culture, and learn from one another while ensuring our “self” is well.



## Communication and Collaboration

Effective communication and working together builds mutual understanding, trust, and common language.

We all communicate through the silence of language, regardless of the language we speak. As we begin to unpack our experiences and share through communication our intention is to provide clarity.

Unfortunately, in vulnerable times confusion or hurt feelings can occur. That is why we are all embarking cautiously, respectfully, and mindfully upon our journey of learning Indigenous Ways of Knowing. Each person's interpretation of their experiences is valued and viewed as an opportunity to dialogue and furthermore build relationship and understanding.

We recognize that Lethbridge School Division needs to continue to endeavor to support our families and parents of Indigenous students and encourage their positive participation in their child's education. Nurturing our school-family communication and relationships is valuable when considering a student's educational experience. Families need to feel welcome in a school environment that supports safety as a foundational tenet. Integrating shared learning and the inquiry process in our classrooms demonstrates Lethbridge School Division's larger commitment to nurturing Indigenous Ways of Knowing beyond the day to day learning experience.

i.e. One teacher shared "that there is no safe entry point" when referring to their own personal and professional Teacher Quality Standard 5 (TQS5) journey. Through communicating needs clearly, collaborating with staff who possessed Indigenous Ways of Knowing/experiences and relying on relationships with staff and nature, they were able to connect and enhance the authentic learning experiences for them and their students. Communication and collaboration for this teacher facilitated a broadening of perspectives for all involved and shifted away from a more prescribed "traditional" curricular approach. They indicated they felt that learning for all was enriched.

Holistic learning provides opportunities for students to build empathy, perspective take, apply personal connection or relation, thereby enhance the learning experience.

## The Importance of Student Perspective and Voice

One student of Indigenous ancestry recently shared an experience where she had an opportunity to dance in front of her peers. She indicated after the experience that sharing her own perspective and cultural connection provided a starting point for relationship building and learning between herself and her non-Indigenous peers. Recreating our learning environment so reflection, questioning, vulnerability, and deeper understanding can occur, will directly enhance connection for our staff and students. Our classrooms facilitate opportunities for our students to explore and discover knowledge from each other that assists them in determining who they want to be without barriers. We recognize that the traditional approach to "sage on the stage" learning in our classrooms is changing and as a result, facilitates learning through shared experiences and deeper connection thereby building empathy. It is our hope that continuing to provide these types of learning experiences in our schools will change and shape a promising future for all.

Our future is in our classrooms and the power is in their actions. Opportunities to solicit and support student voice are continuing to be nurtured through Division Student Council, Mentorship opportunities, and student participation in our Indigenous Education Committee.

## 2020-21 DIVISION INDIGENOUS EDUCATION PRIORITIES

### PRIORITY ONE: ACHIEVEMENT

#### Related Provincial Goals (2020-21):

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

#### Related Division Goals (2020-21):

- (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) Indigenous student achievement relative to provincial standards will improve.

#### Indigenous Education Division 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 Indigenous 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, Indigenous Education teacher reps) of Strategic Plan & gauge feedback on current practices
- Increase the level of student engagement
- Target building the capacity of Administrators around Indigenous Ways of Knowing
- Provide Professional Learning for all Teachers and build capacity to share experiences and Blackfoot Ways of Knowing
- Communicate out to system regularly regarding updates about Indigenous Education and endeavors
- Targeted intervention at the High School level with Grad Coaches that work under the Indigenous Education umbrella
- Establish Professional Learning Communities with school based Indigenous Education Committee Reps
- Establish Professional Learning Days that are connected
- Facilitate District PL for Indigenous “teacher reps” – grade 4 and grade 6/7 level at elementary and middle school
- Support Indigenous Education Collaborative Communities for teachers to inquire into Indigenous Education and Blackfoot Ways of Knowing

- Support partnerships between the Indigenous Education department staff and district staff (Mental Health Capacity Building Team, Counselling Team, Indigenous Education Committee Reps, Wellness)
- Facilitate and Support Kainai Board of Education Partnership
- Support Teacher professional growth in Indigenous Education (TQS, Competency 5)
- Students will access knowledge of their culture and language if resources permit
- Facilitate cross-curricular planning recognizing Indigenous Education practices in the classroom as part of new curriculum implementation (TQS, Competency 5)
- Celebrate various rich Indigenous cultural learning opportunities throughout all schools

**Measures**

- Increase 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 Indigenous Education resources allocated by the district – signing out resources at Curriculum Centre- promotion by our Teachers of Indigenous Education
- Increased percentage of Indigenous students who achieve the provincial Acceptable 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), indicating a year of growth in learners
- high school graduates entering post-secondary upon their completion of high school
- Track Number of students involved in leadership opportunities (Mentorship Program, Indigenous 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 Indigenous students. Resources should not perpetuate stereotypes of Indigenous 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 and Culture classes that may be offered in the community
- Provide Professional Learning opportunities for Administrators that are culturally informative culturally and current/updated practices that encourage open, reflective practices



- Provide all students and staff with access to Elders and Cultural Consultants, Knowledge Keepers and Mentors as required
- Develop and access Indigenous resources & supports that engage students and families with literacy and numeracy

**Measures**

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

**3. Indigenous 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 Indigenous 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 Indigenous Education for all learners - “Indigenous Education for all”.
- Integrate Indigenous content into delivery of instruction across curriculum areas for all learners.
- Build capacity of Indigenous Education staff to feel comfortable sharing their knowledge and working more closely with staff
- Directly enhance support to teachers to build their capacity
- Designate administrators at each school site responsible for supporting the work of the Indigenous Education team in an effort to build a coherent and consistent implementation of strategies
- More purposeful review of data relative to Indigenous students to develop strategies for academic improvement
- Provide enhanced services for targeted Indigenous students (literacy intervention, attendance, academic achievement, interagency)
- Plan events that celebrate Indigenous cultures and create pride in various Indigenous cultures
- Board Indigenous Education Committee will establish a Division 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 Divisions to learn about best practice and jointly plan for implementation of strategies targeting improved student learning (SAPDC work)

**Measures**

- “Our School Survey”, 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 when required
- Number of targeted events/evenings supporting initiatives related to Indigenous endeavors
- Increase in resources available to teachers of Indigenous content
- Share PL learning that is available to teachers locally and provincially

- Literacy levels in students of Indigenous ancestry will improve

*Required provincial measures:*

- Overall percentage of self-identified Indigenous 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 Indigenous 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 Indigenous students within six years of entering Grade 10.
- Percentage of self-identified Indigenous Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of self-identified Indigenous 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 Administrators of Kainai Board of Education and LSD
- Consult with the Indigenous Education Advisory Committee
- Connect Indigenous families with the Early Education Program (EEP) Coordinator and EEP team
- Division Family Night
- Engage Indigenous Families & Communities (Division Family Night, Family nights at schools, Teachers making regular contact with families, division staff visiting the Indigenous communities (Kainai)
- Connect Lethbridge Division 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)
- Support staff with accessing PL for Trauma informed practice that is culturally relevant work closely with Mental Health Capacity Building learning opportunities
- Participate in Diversity and Inclusion Parent evening and encourage Indigenous Parent participation
- Celebrate initiatives that support Indigenous cultures
- Provide Indigenous students with opportunities to participate in Cultural Wellness activities (Cultural events, Resiliency Summit, Language and Culture Symposiums)

### **Measures**

- APORI: Satisfaction with services; safe and caring schools measure
- Track Indigenous student engagement and participation in Wellness, Leadership and Cultural opportunities
- Track attendance at various evening events

**2. Build an environment that supports safe, welcoming, and caring schools where all Indigenous staff, family and students feel welcome and respected**

***Why? All learners are valued, can learn, and contribute to our communities. We all know that when students feel safe, welcomed, and cared for, they flourish.***

**Strategic Actions:**

- Support the development of culturally responsive practices that inform division staff (administrators, teachers, Wellness teams)
- Maintain current programming designed to enhance and support student leadership (Mentorship program)
- Develop programming that enhances and supports Indigenous student leadership (greater participation of Indigenous students on Division Student Council, Peer groups, sports teams)
- Continue with school specific and district wide universal programming for Indigenous students and all students (Buffalo Kit, Blanket Exercise, Winter Count, Arts & Culture)
- “Think Outside” partnership with Helen Schuler and our Indigenous Education Department
- 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 Teams), Student Engagement Officer & Indigenous Education Advisory
- Support Safe Spaces for LGBTQ Community and make them welcoming environments for Indigenous students.
- Connect Indigenous students across the district (Mentorship Program, Student Council, Indigenous Education Committee Student Reps)
- Connect staff and students across the district with Blackfoot communities and schools– Kainai, Piikani
- Create culturally welcoming visuals throughout the schools (main entrances, classrooms, offices, hallways)
- Continue with school specific and district wide cultural activities for Indigenous students and all students (District Powwow, Indigenous Feather Blessing, Powwow Clubs, Drum Groups, Orange Shirt Day, Rock Your Mocs)
- Work with Human Resources to build their capacity to expand hiring networks that extend into Indigenous communities
- Enhance supports that assist students who transition from school to school within the Division
- Enhance supports that assist students who transition into the Division

**Measures**

- Increased collaboration between-all schools and Indigenous communities in Lethbridge
- Improved self-identification levels
- Increased number of Indigenous teaching and non-teaching staff
- Increased student engagement in school clubs, sports teams, and other extra-curricular activities
- Increased student access to support services
- Improved attendance rates for Indigenous students
- Increased reflection of Indigenous cultures 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 UNDRIP recommendations in Education
- “Our School” survey data relative to school belonging

### **PRIORITY THREE: INNOVATION**

#### **Related Provincial Goals (2020-21):**

- (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 Indigenous students, families and the community, through system wide learning.**
- 2. Ensure all division 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 division 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 Division 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)
- Nurture Professional Learning Community collaborations with Kainai
- Elementary and Middle School Teacher- Indigenous Education develop a data base of resources for teachers to access (work with Technology)
- Increase / update the Curriculum Centre’s Resources with Indigenous content
- Facilitate Professional Learning on accessing culturally appropriate and authentic resources for teachers and Learning Commons staff
- Division Coordinator 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 Division Indigenous Education PL Committee and ATA PL Committee
- Collaborate with surrounding divisions (Kainai Board of Education, Holy Spirit, Livingstone Range, Peigan Board of Education, West Wind, Horizon)
- Develop authentic presentations on Indigenous content and culture that teachers can implement, while providing basic learning opportunities from a vision to move the division approach from the “what” of Indigenous Culture to the “how”
- Provide teachers with opportunities to connect with Elders, Knowledge Keepers, Indigenous educators
- Engage all students in the division with appreciating and respecting Blackfoot culture
- Ensure all division staff are familiar with Blackfoot tradition and local context

- Enhance Indigenous parent involvement
- Engage the parent community in Indigenous cultural events and community events
- Provide Indigenous focused PL for Division School Council
- Invite Division School Council to attend cultural events
- Provide Indigenous focused PL for Trustees and provide opportunities to attend various Indigenous Cultural events

**Measures**

- Improved division staff's access to professional development on Indigenous issues
- Classroom instruction and culture shows evidence of infusion of history and culture of Indigenous peoples and multiple perspectives
- Teachers ensure there are curricular links to cultural activities
- Track Division School Council participation at Indigenous Professional Learning and cultural events
- Track Trustee participation at Indigenous Professional Learning and cultural events
- Survey Division School Council for feedback of Indigenous Professional Learning

**Measures**

- Schools use of Elementary and Middle School Teachers- Indigenous Education
- Schools' usage of online resources.
- Teacher feedback on access to Indigenous resources and staff (ease and frequency).

## **APPENDIX A: Indigenous Education Vision and Mission**

### **Indigenous Education for All**

#### **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 Division.

#### **Mission**

Lethbridge School Division 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.

**APPENDIX B:**  
**Indigenous Education Department Data**

**INDIGENOUS EDUCATION STRATEGIC PLAN 2020/21**

	<b>2017/18 (Pre)</b>	<b>YEAR 1 - 2018/19</b>	<b>YEAR 2 - 2019/20</b>	<b>YEAR 3 - 2020/21</b>
<b>Drop Out Rates</b>	District 14% Province 4.8%	District goal 10%  District 8.2% Province 5.4%  <b>IMPROVEMENT</b>	Division goal 8%  Division 9.3% Province 5.5%	
<b>Diplomas (Acceptable Standard)</b>	District 79.6% Province 76.7%	District goal: Maintain  District 81.9% Province 77.1%	Division goal 80%  Division 75.6% Province 77.2%	
<b>High School Completion Rate (3 year)</b>	District 35.1% Province 53.3%	District goal 50%  District 35.7% Province 56.6%  <b>IMPROVEMENT</b>	Division goal 55%  Division 48.9% Province 55.8%  <b>IMPROVEMENT</b>	
<b>Transition Rate (6 year)</b>	District 35.9% Province 33%	District goal 40%  District 36.5% Province 34.2%  <b>IMPROVEMENT</b>	Division goal 45%  Division 36.8% Province 35%  <b>IMPROVEMENT</b>	
<b>Provincial Achievement Test (Acceptable Standard)</b>	District 38.6% Province 51.9%	District goal 40%  District 36% Province 51.7%  <b>IMPROVEMENT</b>	Division goal 45%  Division 44.9% Province 54%  <b>IMPROVEMENT</b>	
<b>Indigenous Visual Representation in Schools</b>	EI-8 Middle-2 H.S.-3	EI-All Middle-All H.S.- 3  <b>IMPROVEMENT</b>	95%  <b>IMPROVEMENT</b>	
<b>Fountas and Pinnell Grade 1-5</b>	20/278 Low av 80/278 Hi av	23/270 Low av 70/278 Hi av  <b>IMPROVEMENT</b> *Needs attention	Available Dec. 1- needs ongoing targeting	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	See graph below
<b>Teacher Survey:</b> <i>“What is your confidence level in developing, applying and supporting the implementation of Indigenous topics?”</i>	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>Division Parent Night Attendance</b>	4 parents and family members attended	80 +parents and family members attended	30+ parents and family members	**Will need to explore opportunities for parent connection/involvement during Pandemic.
<b>Resource Use</b>	4-point scale- use of FNMI resources by teachers was “moderate” (2)	4-point scale use of FNMI resources has increased still “moderate” (2)	4-point scale use of FNMI resources 3 and continue to build library of authentic resources (3)	Started to build a strong resource library (3) as well as nurture personal experiences at celebrations events



**Attendance - Indigenous Student Above 90 Percent Attendance Rates**

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	Total # of Indigenous enrolled 2019-2020 as of March 16	# of Indigenous in Attendance 90% or better 2019-2020 As of Mar 16, 2020	% attending 90% or better 2019-2020 As of March 16, 2020
Grade 1	70	31	44%	63	32	51%	62	29	47%	51	18	35%
Grade 2	77	36	47%	64	25	39%	58	30	52%	61	30	49%
Grade 3	59	22	37%	73	36	49%	62	30	48%	67	34	51%
Grade 4	47	22	47%	64	25	39%	74	36	49%	56	22	39%
Grade 5	64	23	36%	46	18	39%	63	31	49%	80	40	50%
Grade 6	55	27	49%	64	23	36%	48	17	35%	61	22	36%
Grade 7	63	20	32%	56	23	41%	62	22	35%	50	11	22%
Grade 8	55	18	33%	66	23	35%	57	20	35%	57	9	16%
Grade 9	51	17	33%	53	15	28%	70	21	30%	61	16	26%
Grade 10	69	17	25%	58	18	31%	52	6	12%	68	21	31%
Grade 11	46	14	30%	63	14	22%	59	7	12%	53	14	26%
Grade 12	51	5	10%	60	10	17%	85	15	18%	61	10	16%

**Accountability Pillar Overall Summary**

**3-Year Plan – May 2020**

**Authority: 3040 The Lethbridge School Division (FNMI)**

Measure Category	Measure	Lethbridge School Division (FNMI)			Alberta (FNMI)		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Drop Out Rate</a>	9.3	8.2	11.1	5.5	5.4	5.3
	<a href="#">High School Completion Rate (3 yr)</a>	48.9	35.7	39.4	55.8	56.6	54.5
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	44.9	36.0	38.6	54.0	51.7	51.9
	<a href="#">PAT: Excellence</a>	5.0	2.4	3.5	7.4	6.6	6.5
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	75.6	81.9	79.6	77.2	77.1	76.7
	<a href="#">Diploma: Excellence</a>	3.7	12.0	10.3	11.4	11.0	10.6
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	15.7	17.8	17.6	24.4	24.6	23.6
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	31.5	31.1	28.8	39.1	37.1	35.7
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	36.8	36.5	34.8	35.0	34.2	33.0
	<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a

**Accountability Pillar Overall Summary (Continued)**  
**3-Year Plan – May 2020**  
**Authority: 3040 The Lethbridge School Division (FNMI)**

Measure Category	Measure Evaluation		
	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	n/a	n/a
Student Learning Opportunities	n/a	n/a	n/a
	n/a	n/a	n/a
	Low	n/a	n/a
	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Very Low	Maintained	Concern
	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Low	Maintained	Issue
	Very Low	Declined	Concern
	Very Low	Maintained	Concern
	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Very Low	Maintained	Concern
	n/a	n/a	n/a
	n/a	n/a	n/a
Parental Involvement	n/a	n/a	n/a
Continuous Improvement	n/a	n/a	n/a

### Annual Drop Out Rate

	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2015	207	23	11.1	1.8	<b>10.3</b>
2016	224	28	12.5	3.6	<b>11.1</b>
2017	222	33	14.9	2.2	<b>14.0</b>
2018	200	19	9.5	2.9	<b>8.2</b>
2019	235	24	10.2	2.5	<b>9.3</b>

### Annual Returning Rate

	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2015	38	6	3	0	9	23.7	4.1	<b>26.5</b>
2016	23	2	1	0	3	13.0	2.1	<b>14.3</b>
2017	28	3	0	0	3	10.7	2.3	<b>11.7</b>
2018	31	1	0	0	1	3.2	2.5	<b>3.5</b>
2019	19	1	0	0	1	5.3	2.6	<b>6.1</b>

### High School Completion Rates – Measure History

	Lethbridge School Division (FNMI)										Alberta (FNMI)									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	50	39.1	60	47.3	45	35.1	52	35.7	52	48.9	3,419	50.2	3,502	53.7	3,617	53.3	3,629	56.6	3,751	55.8
4 Year Completion	51	41.1	49	44.7	59	51.7	39	45.7	56	55.1	3,077	55.0	3,283	55.9	3,335	59.8	3,454	60.8	3,524	64.0
5 Year Completion	50	42.7	52	48.9	50	52.4	58	51.7	38	52.1	2,967	57.5	3,051	59.1	3,237	60.2	3,271	64.4	3,414	64.9

## Literacy Data

### Grade 1-3 Literacy - Meeting (combined average high average/low average)/Not Meeting (below)

#### Grade 1 - Students (Fall)

	2017/18 (60 students)	2018/19 (56 students)	2019/20 (37 students)
FNMI meeting	11 (18%)	12 (21%)	6 (16%)
FNMI not meeting	49 (82%)	44 (79%)	31 (84%)

#### Grade 2 - Students (Fall)

	2017/18 (55 students)	2018/19 (58 students)	2019/20 (55 students)
FNMI meeting	6 (11%)	11 (19%)	8 (15%)
FNMI not meeting	49 (89%)	47 (81%)	47 (85%)

#### Grade 3 - Students (Fall)

	2017/18 (74 students)	2018/19 (57 students)	2019/20 (51 students)
FNMI meeting	20 (27%)	11 (19%)	11 (22%)
FNMI not meeting	54 (73%)	46 (81%)	40 (78%)

### 2020-21 Current Data as of October 15, 2020:

#### Grade 2 - 2020/21 – 8 students

FNMI meeting = 2 (25%)

FNMI not meeting = 6 (75%)

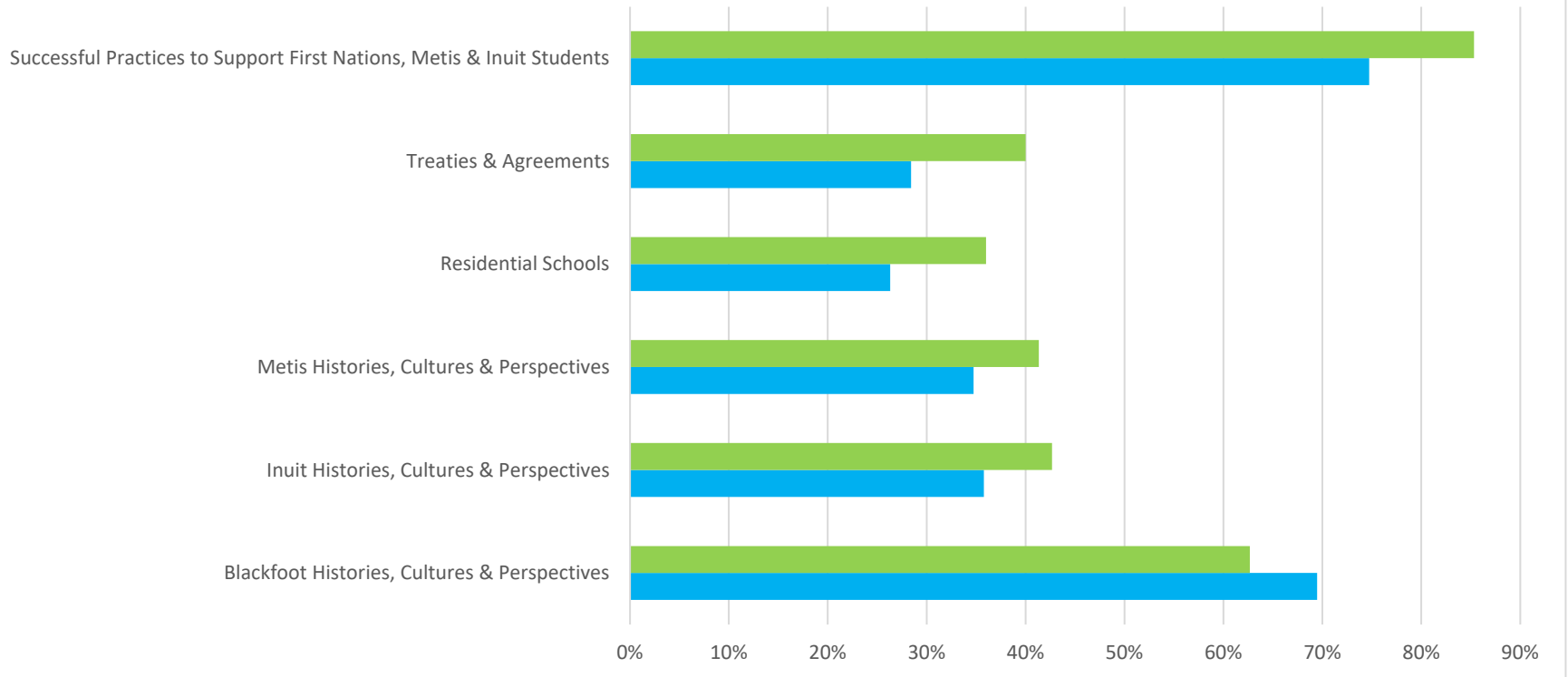
#### Grade 3 – 2020/21- 11 students

FNMI meeting = 2 (18%)

FNMI not meeting = 9 (82%)

### Elementary & Secondary School Professional Development Needs

In which aspect of integrating First Nations, Metis & Inuit cultures, histories and perspectives would you benefit from ongoing professional development?



	Blackfoot Histories, Cultures & Perspectives	Inuit Histories, Cultures & Perspectives	Metis Histories, Cultures & Perspectives	Residential Schools	Treaties & Agreements	Successful Practices to Support First Nations, Metis & Inuit Students
■ Middle/High (75 Responses)	47	32	31	27	30	64
■ Elementary (95 Responses)	66	34	33	25	27	71

■ Middle/High (75 Responses) ■ Elementary (95 Responses)

### Self-Identified Indigenous Students in Lethbridge School Division

