

DRAFT
November 2011

The Northern Lights School Division #113



2011/2012 Continuous Improvement Plan

Section 2: Division Accomplishments

Provincial Priority Area: Higher Numeracy and Literacy Achievement

Division Measured Goal Outcomes: Improved learner outcomes in all strands of the Math Curriculum and increased reading levels through Grades 1 through 9.

Background: In 2006, the Northern Lights School Division #113 began to phase in the implementation of a division wide “**Building a Community of Learners**” literacy and numeracy initiative. This included the provision of professional learning communities for school staff to integrate efforts and work collaboratively to responds as a team when students fall behind in literacy and numeracy.

In terms of literacy, improvements included the adoption of a leveling system for guided reading instruction, the establishment of book rooms and the provision of professional development for teachers. All students are assessed using running records and are grouped according to their ability level for instruction. Interventions for the students who fall significantly behind in their reading levels are provided by literacy numeracy catalyst teachers. Additionally, schools have made efforts to provide recognition for student achievement through awards and special events such as literacy carnivals.

In numeracy, major resources have been purchased to assist teachers in the implementation of the renewed curricula. A division wide timeline has been developed to assist students who transfer within the school division and to assist with school staff to work as teams across grades and classrooms. Common assessments have been developed that are administered at the end of each chapter. Data from these assessments are reviewed by staff who work in professional learning teams to collaborate on instructional strategies and make provision for intervention plans.

In the current year, a significant improvement will be made to the initiative. Diagnostic assessments will be provided for students who are demonstrating no progress following intervention. In literacy this will help target specific areas of instruction. In math, this will facilitate students receiving individualized instruction at their respective ability level.



Numeracy

Plan

Report

| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>1. 95% of students in grades 1 through 9 will achieve a score of 3 (adequate) or above by June 2014.</p> <p>June 2012- 85% June 2013- 90% June 2014- 95%</p> <p>2. (June 2010 baseline) Local Data</p> <table border="0"> <tr> <td><u>Gr. 1</u></td> <td><u>Gr. 2</u></td> <td><u>Gr. 3</u></td> </tr> <tr> <td>90.45%</td> <td>89.80%</td> <td>87.54%</td> </tr> <tr> <td><u>Gr. 4</u></td> <td><u>Gr. 5</u></td> <td><u>Gr. 6</u></td> </tr> <tr> <td>86.00%</td> <td>82.02%</td> <td>74.57%</td> </tr> <tr> <td><u>Gr. 7</u></td> <td><u>Gr. 8</u></td> <td><u>Gr. 9</u></td> </tr> <tr> <td>69.53%</td> <td>78.89%</td> <td>66.57%</td> </tr> <tr> <td colspan="3">Composite 82.44%</td> </tr> </table> | <u>Gr. 1</u> | <u>Gr. 2</u> | <u>Gr. 3</u> | 90.45% | 89.80% | 87.54% | <u>Gr. 4</u> | <u>Gr. 5</u> | <u>Gr. 6</u> | 86.00% | 82.02% | 74.57% | <u>Gr. 7</u> | <u>Gr. 8</u> | <u>Gr. 9</u> | 69.53% | 78.89% | 66.57% | Composite 82.44% | | | <p>June 2011 Local Data</p> <table border="0"> <tr> <td><u>Gr. 1</u></td> <td><u>Gr. 2</u></td> <td><u>Gr. 3</u></td> </tr> <tr> <td>92.51%</td> <td>88.69%</td> <td>85.41%</td> </tr> <tr> <td><u>Gr. 4</u></td> <td><u>Gr. 5</u></td> <td><u>Gr. 6</u></td> </tr> <tr> <td>86.07%</td> <td>81.71%</td> <td>78.92%</td> </tr> <tr> <td><u>Gr. 7</u></td> <td><u>Gr. 8</u></td> <td><u>Gr. 9</u></td> </tr> <tr> <td>77.33%</td> <td>73.19%</td> <td>75.10%</td> </tr> <tr> <td colspan="3">Composite 83.69%</td> </tr> </table> | <u>Gr. 1</u> | <u>Gr. 2</u> | <u>Gr. 3</u> | 92.51% | 88.69% | 85.41% | <u>Gr. 4</u> | <u>Gr. 5</u> | <u>Gr. 6</u> | 86.07% | 81.71% | 78.92% | <u>Gr. 7</u> | <u>Gr. 8</u> | <u>Gr. 9</u> | 77.33% | 73.19% | 75.10% | Composite 83.69% | | | <p>Division Target</p> <p>June 2012 85%</p> <p>School Community Council Targets June 2012</p> <table border="0"> <tr> <td><u>Gr. 1</u></td> <td><u>Gr. 2</u></td> <td><u>Gr. 3</u></td> </tr> <tr> <td>90.14%</td> <td>93.17%</td> <td>89.54%</td> </tr> <tr> <td><u>Gr. 4</u></td> <td><u>Gr. 5</u></td> <td><u>Gr. 6</u></td> </tr> <tr> <td>88.38%</td> <td>86.49%</td> <td>84.25%</td> </tr> <tr> <td><u>Gr. 7</u></td> <td><u>Gr. 8</u></td> <td><u>Gr. 9</u></td> </tr> <tr> <td>79.30%</td> <td>82.14%</td> <td>78.75%</td> </tr> <tr> <td colspan="3">Composite 85.76%</td> </tr> </table> | <u>Gr. 1</u> | <u>Gr. 2</u> | <u>Gr. 3</u> | 90.14% | 93.17% | 89.54% | <u>Gr. 4</u> | <u>Gr. 5</u> | <u>Gr. 6</u> | 88.38% | 86.49% | 84.25% | <u>Gr. 7</u> | <u>Gr. 8</u> | <u>Gr. 9</u> | 79.30% | 82.14% | 78.75% | Composite 85.76% | | | <p>June 2012 Local Data</p> <table border="0"> <tr> <td><u>Gr. 1</u></td> <td><u>Gr. 2</u></td> <td><u>Gr. 3</u></td> </tr> <tr> <td>____%</td> <td>____%</td> <td>____%</td> </tr> <tr> <td><u>Gr. 4</u></td> <td><u>Gr. 5</u></td> <td><u>Gr. 6</u></td> </tr> <tr> <td>____%</td> <td>____%</td> <td>____%</td> </tr> <tr> <td><u>Gr. 7</u></td> <td><u>Gr. 8</u></td> <td><u>Gr. 9</u></td> </tr> <tr> <td>____%</td> <td>____%</td> <td>____%</td> </tr> <tr> <td colspan="3">Composite ____%</td> </tr> </table> | <u>Gr. 1</u> | <u>Gr. 2</u> | <u>Gr. 3</u> | ____% | ____% | ____% | <u>Gr. 4</u> | <u>Gr. 5</u> | <u>Gr. 6</u> | ____% | ____% | ____% | <u>Gr. 7</u> | <u>Gr. 8</u> | <u>Gr. 9</u> | ____% | ____% | ____% | Composite ____% | | | |
| <u>Gr. 1</u> | <u>Gr. 2</u> | <u>Gr. 3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 90.45% | 89.80% | 87.54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 86.00% | 82.02% | 74.57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Gr. 7</u> | <u>Gr. 8</u> | <u>Gr. 9</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69.53% | 78.89% | 66.57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Strategies for the School Division

Senior Administration Strategies

- Supervision that the best practice, major resources are being used.
- Ensure that Response to Intervention (instruction, professional learning communities, interventions, teacher assistance teams) implementation and continue.
- Share at senior staff meetings administrative ideas about Rtl.

Board Strategic Plan Strategies

- Continue to support the provision of additional LNC teachers in schools.

Other Operational Plan Strategies

- Support implementation and develop recommendations through the steering committee for maintenance of numeracy programs in all schools.
- Common assessments for math curricula are reviewed by the math assessment subcommittee
- Provide PD for grade 1-9 teachers on math
- curricula and the major integrated resource
- Use the locally developed NLSD common numeracy assessments, intervention tests, and Key Math
- Individual Student Numeracy Assessment Tracking (ISNAT)
- Time and sequence for math units in renewed curricula created. (Data collection end dates for Numeracy year plan)
- Grades 1-6 teacher-student-parent "Math Connection" information sheet
- Grades 7-9 NLSD Assessment Practice-tests
- Implement a one time only Tier 3 screen for students who are likely at a math level that requires Tier 3 undesignated. Ensure PLC meetings and intervention plan created and used within two weeks following common assessment in literacy and math filed by the principals.
- Complete an update flowchart and Rti triangle to represent Rtl academic in NLSD and attach to AP 222.
- Support implementation of renewed curriculum in grades 1-9 by funding a central office sample collection of recommended key professional and student resources.
- Ensure PLC meetings and intervention plan created and used within two weeks following common assessment in literacy and math filed by the principals.
- Complete an update flowchart and Rti triangle to represent Rtl academic in NLSD and attach to AP 222.

- Provide consultant support for curriculum implementation focusing on curriculum based planning.
- Conduct an orientation for all LNC teachers.
- Establish a NLSD literacy and numeracy promotional campaign across the school division that includes the development of an icon or images, mottos or phrases and promotional materials.
- Support implementation and develop recommendations through the steering committee for maintenance of numeracy programs in all schools
- Coordinate dissemination and interpretation of 2011 AFL Math reports
- Have French immersion translation for common assessment instruments in mathematics for grades 1-6.

**Literacy
Plan**

Report

| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress |
|---|---|---|---|---------------------|
| <p>1. 90% of students in grades 1 through 9 will be at instructional or independent levels for their respective grades level June 2014. June 2012- 80% June 2013- 85% June 2014- 90%</p> <p>2. (June 2007 baseline) Local Data <u>Gr. 1</u> <u>Gr. 2</u> <u>Gr. 3</u> Level 5 Level 7 Level 9 59% 76% 81%</p> <p>(June 2008 baseline) <u>Gr. 4</u> <u>Gr. 5</u> <u>Gr. 6</u> Level 11 Level 13 Level 15 89% 93.8% 93.8%</p> <p>(June 2009 baseline) <u>Gr. 7</u> <u>Gr. 8</u> <u>Gr. 9</u> Level 22 Level 23 Level 24 76.1% 68.8% 70.6%</p> <p>June 2007 Composite 71.40% (Gr. 1-3)</p> <p>June 2008 Composite 81.04% (Gr. 1-6)</p> <p>June 2009 Composite 71.16% (Gr. 1-9)</p> <p>June 2010 Composite 74.55%</p> <p>NOTE: Levels changed 2008-09 for grades 3-6</p> | <p>June 2011 Guided Reading outcomes for students in Grades 1 through 9 are as follows:</p> <p>June 2011 Local Data <u>Gr. 1</u> <u>Gr. 2</u> <u>Gr. 3</u> Level 5 Level 7 Level 12 59.37% 75.33% 74.82%</p> <p><u>Gr. 4</u> <u>Gr. 5</u> <u>Gr. 6</u> Level 16 Level 19 Level 21 70.51% 72.13% 80.65%</p> <p><u>Gr. 7</u> <u>Gr. 8</u> <u>Gr. 9</u> Level 22 Level 23 Level 24 80.84% 81.64% 78.63%</p> <p>Composite instructional/independent reading level percentage outcome 74.59%</p> | <p>Division Target</p> <p>June 2012 80%</p> <p>School Community Council Targets June 2012 <u>Gr. 1</u> <u>Gr. 2</u> <u>Gr. 3</u> Level 5 Level 7 Level 12 73.35% 67.53% 72.84%</p> <p><u>Gr. 4</u> <u>Gr. 5</u> <u>Gr. 6</u> Level 16 Level 19 Level 21 72.84% 74.84% 78.11%</p> <p><u>Gr. 7</u> <u>Gr. 8</u> <u>Gr. 9</u> Level 22 Level 23 Level 24 82.34% 77.66% 83.86%</p> <p>Composite instructional/independent reading level percentage outcome 75.99%</p> | <p>June 2012 Local Data <u>Gr. 1</u> <u>Gr. 2</u> <u>Gr. 3</u> Level 5 Level 7 Level 12 ____% ____% ____%</p> <p><u>Gr. 4</u> <u>Gr. 5</u> <u>Gr. 6</u> Level 16 Level 19 Level 21 ____% ____% ____%</p> <p><u>Gr. 7</u> <u>Gr. 8</u> <u>Gr. 9</u> Level 22 Level 23 Level 24 ____% ____% ____%</p> <p>Composite instructional/independent reading level percentage outcome ____%</p> | |

Strategies for the School Division

Senior Administration Strategies

- Supervision that the best practice, major resources are being used.
- Ensure that Response to Intervention (instruction, professional learning communities, interventions, teacher assistance teams) implementation and continue.
- Share at senior staff meetings administrative ideas about literacy and student achievement.
- Allocate more central office resources to schools that are having difficulty in literacy.
- Continue to support small schools with itinerant resource teachers, who provide LNC support as well.

Board Strategic Plan Strategies

- Continue to support the provision of additional LNC teachers in schools.
- Summer Programming (2012 Literacy Camps and Recreation).
- Make provision of a one time grant for replacement (50%) and purchase of new library books (50%) for all school libraries.

Other Operational Plan Strategies

- Support Guided Reading/ Balanced Literacy through the steering committee recommendations for maintenance of literacy programs in all schools.
- Use common ELA assessments (Early Literacy, NLSD common reading assessment, PPVT, TOLD) for Rtl Tier 1, Tier 2, T1-2-3 transition for gr.1-9
- Provide P.D. for K-5 teachers on ELA instruction, and assessment on request
- Facilitate Literacy PD for LNC teachers by sponsoring membership in Sask. Reading Council, registration for SRC Conference, or other literacy PD as approved.
- Level Books & update NLSD Book list for Guided Reading
- Ensure PLC meetings and intervention plan created and used within two weeks following common assessment in literacy and math filed by the principals.
- Complete an update flowchart and Rti triangle to represent Rtl academic in NLSD and attach to AP 222.
- Coordinate dissemination and interpretation of 2011 of Reading AFL reports
- Coordinate participation in 2012 AFL writing for grades 5,8 and 11
- Develop Writing Task Grid
- Provide PD on writing traits
- Upon development of a job description, hire a school division librarian
- Establish a professional resource library at the central office.
- Provide support for school library staff to attend the Northern Library Conference.
- All - Provide funding to support the Library Staff Education Project.
- Develop Northern Standards for Libraries for implementation in 2011.

Section 2: Division Accomplishments

Provincial Priority Area: Equitable Opportunities

Division Measured Goal Outcomes:

- Increase the number of students who successfully complete the Drivers' Education program.
- Increase the number of credits students attain annually in the high school program (grades 10 to 12).
- Increase student participation rates in Treaty Essential Learnings assessment.
- Increase student achievement levels on the Treaty Essential Learnings assessment.
- Increase student attendance of all students in the school division.

Background: The Northern Lights School Division #113 must continually identify innovative strategies to enhance Grade 12 graduation rates for First Nations and Métis students. As identified in the *Northern Saskatchewan Training Needs Assessment Report 2008-09*, northern students appear to be staying in school longer. Enrolments in middle years and secondary levels in both provincial and First Nation schools in the northern region are increasing and the result is that more students are achieving a Grade 12 diploma. However, the region continues to have lower graduation rates than the provincial average. Through education and training this gap must be closed to ensure northern youth realize their full potential in the opportunities that exist in this region and throughout the world. Providing students with the Saskatchewan Drivers Education program allows for increased employment viability and provides an incentive for students to attend school. Focusing on increasing the number of credits attained by students each year in their high school program, through a range of course offerings and learning supports, ensures successful completion of the high school program.

The Ministry of Education has mandated that teaching *Treaties in the Classroom* will be a requirement for all schools in Saskatchewan from Grades K-12. Teaching Treaties in the Classroom comes with two key resources that provide information about treaties, First Nations peoples and the history of what is now known as Saskatchewan. Resources are available within each school in the Northern Lights School Division # 113 district.

The measure of student success is student attendance which influences achievement when attendance suffers, achievement suffers. The school division has been collecting data on student attendance and recognizes the importance of developing strategies to increase student attendance. To address the need in schools we have created a position that will focus on student attendance. This consultant will work with students, staff and families to provide support, assistance and guidance within our communities and schools.

| Plan | | | Report | |
|---|--|--|---------------------------------------|---------------------|
| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress |
| <p>1. 85% of students registered in Driver Education will successfully complete the program during the school year by June 2014.</p> <p>June 2012 – 75% June 2013 – 80% June 2014 – 85%</p> <p>(June 2009 Baseline) Local Data 113/228 (49.56%)</p> <p>June 2010 199/273 (72.89%)</p> | <p>June 2011 Local Data 167/255 (65.49%)</p> | <p>Division Target</p> <p>June 2012 75%</p> <p>School Community Council Targets June 2012 275/330 (83.33%)</p> | <p>June 2012 Local Data ____%</p> | |
| <p>2. By June 2014, high school students will achieve at least six credits per school year.</p> <p>June 2012- 5.0 credits June 2013- 5.5 credits June 2014- 6.0 credits</p> <p>(June 2010 Baseline) Local Data 4.84</p> | <p>June 2011 Local Data 5.26</p> | <p>Division Target</p> <p>June 2012 5.0</p> <p>School Community Council Targets June 2012 5.57</p> | <p>June 2012 Local Data _____</p> | |

Drivers Education Strategies

Senior Administration Strategies

Review, monitor and revise, as necessary, process and procedures for contracts, scheduling and supervision of in-class and in-car instructors.

Review and monitor progress and successful completion of in-class and in-car instruction.

Board Strategic Plan Strategies

Review success of program through the annual Continuous Improvement Report and approve budget to support the program.

Other Operational Plan Strategies

- Implement the provision of contracts throughout the school division for in-class instructors.
- At the Driver Education Conference, NLSD in-class instructors and contractors will meet regarding the current year plan, assessing success and making changes as needed. General schedules of instruction (in car and in class) will be outlined in this meeting.
- Ensure new in-class instructors complete their examination early in the school year.
- Arrange with SGI, the provision of a Drivers Education orientation for new in-class instructors who have successfully completed the Drivers Education examination.
- Review and amend AP 235 to reflect current processes and procedures. Ensure that forms and procedures are up to date and align: include that in-class instruction is completed fully prior to in-car instruction and form 235-3 is used by in-class instructors tracking student progress in-class and in-car throughout the training program.
- Ensure adequate teaching resources are provided to in-class instructors (Sept. 2011)
- Address unfulfilled contracts from 2010-2011 with contractors for Cumberland House and Pinehouse Lake.
- Contact, in writing, possible in-class contractors for the purpose of having them express interest in applying to be instructors at the board established rate.
- Create a Year Plan of Driver Ed Schedules for all NLSD High Schools and provide contracts to Contractors to meet individual school time lines. Follow up and facilitate changes.
- Notify in-car contractors of assigned schools and times for instruction.
- Facilitate Driver Contractors contract fulfillment and NLSD contract payment process.
- Apply for the aboriginal drivers grant and make provision for graduated students from Cumberland House and Pinehouse who were unable to complete Drivers Ed. in 2010-2011 to complete commercial Drivers Ed.
- Assess NLSD #113 Drivers Education program success using performance targets and outcomes.
- Explore / create a bursary for northerners that provides sponsorship for the in-car instructors course and makes provision of a contract for a specified number of students for a minimum of five years.

Credit Achievement Strategies

Senior Administration Strategies

- Review program offerings and staffing at each high school.
- Work to develop capacity through the EdCentre's online courses to offer a wide variety of courses to supplement and enhance offerings made in high schools.
- Review career transitions at each school.

Board Strategic Plan Strategies

- Review performance outcomes and approve budget to support the high school program in NLSD schools.

Other Operational Plan Strategies

Treaty Education

Report

| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress |
|--|---|--|---|---------------------|
| <p>By June 2014, 1. 90% of students in grade seven will participate in Treaty Essential Learnings assessment.</p> <p>June 2012- 70 percent June 2013- 80 percent June 2014- 90 percent</p> <p>2. Grade seven students will achieve 80% on the Treaty Essential Learnings assessment.</p> <p>June 2012- 70 percent June 2013- 75 percent June 2014- 80 percent</p> <p>(June 2010 Baseline) Local Data</p> <p>Participation 54%</p> <p>Achievement 44.7%</p> | <p>June 2011 Local Data</p> <p>Participation 60.7%</p> <p>Achievement 45.6%</p> | <p>Division Target</p> <p>June 2012</p> <p>Participation 70%</p> <p>Achieved 70%</p> <p>School Community Council Targets June 2012</p> <p>Participation 72.52%</p> <p>Achievement 69.87%</p> | <p>June 2012 Local Data</p> <p>Participation ____%</p> <p>Achievement ____%</p> | |

Treaty Education Strategies

Senior Administration Strategies

- Ensure that the treaty assessment is coordinated when it is time to complete.
- Review and ensure that content of the Treaty Essential Learnings are understood for each category.
- Superintendents will ensure that the Treaty resources are to be implemented.
- Ensure that treaty resources are in each class.

Board Strategic Plan Strategies

- Review performance outcomes and approve budget to support the high school program in NLSD schools.

Other Operational Plan Strategies

- Ongoing in-service training for Catalyst/Alternate teachers and school staff
- Ongoing Consultant support for Treaties in the Classroom implementation
- Review Treaty Survey data and develop action plan to address gaps

| Attendance | | | Report | |
|---|--------------------------------------|---|-----------------------------------|---------------------|
| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress |
| By June 2014, 90% of students will attend school every day June 2012- 80 percent June 2013- 85 percent June 2014- 90 percent (June 2010 Baseline) Local Data 78.7% | June 2011 Local Data 79.4% | Division Target June 2012 80% School Community Council Targets June 2012 86.19% | June 2012 Local Data ____% | |

Attendance Strategies

Senior Administration Strategies

- Have the attendance consultant work in the four schools that have the lowest attendance and additional work with the school community councils.
- Consider having focus groups involving students who are not attending.
- Assign the Local Attendance Officers to Superintendents in small schools, and the responsive services consultant to large schools.

Board Strategic Plan Strategies

- Review performance outcomes and approve budget to support the high school program in NLSD schools.

Other Operational Plan Strategies

- Responsive Services will collaborate with schools in reviewing, revising, and developing initiatives to address chronic non-attendance for students, with School administration. The Responsive Services team will develop a flowchart, outlining RTI model. Also, a flow chart for individual schools will be locally developed (clearly articulating what the RTI model looks like at Tier 1, Tier 2, and Tier 3).
- Review Tier 1 interventions and develop solution circles in an effort to develop the capacity for school personnel to respond

effectively with Tier 1 intervention for attendance.

- Continue to review and enhance Tier 2 support for schools with regular scheduled Responsive Team visits.
- Review and enhance Tier 3 support (assisting through a model of self-empowerment, negotiation and navigation of resources).
- Review and enhance Tier 3, including a push for local interagency collaboration in response to chronic non attending students.
- Work with Schools to provide a sharing of successful attendance strategies, developing a series of short video clips to demonstrate attendance initiatives and media support and awareness.

Section 2: Division Accomplishments

Provincial Priority Area: Smooth Transitions

Division Measured Goal Outcomes:

- Improved student transition from high school to post-secondary education, employment or further training.
- Improved student progress through high school by lessening number of years to complete.

Background:

NLSD has recognized the growing importance of helping students to meet the needs of the Northern Labour Market. The Career Development Program has initiated a number of strategies to assist students in exploring potential career paths and taking advantage of the learning opportunities available to them to help them along these paths.

Apprenticeship is one area targeted for development and NLSD has worked to encourage schools to build apprenticeship awareness and training into high school programming through initiatives such as the Saskatchewan Youth Apprenticeship Program (SYAP).

Saskatchewan Youth Apprenticeship (SYA) raises awareness of apprenticeship in Saskatchewan schools by helping young people discover what rewards come with working in the skilled trades. SYA enhances student career development by exploring the world of opportunities skilled trades offer Saskatchewan youth. This program allows students to explore the apprenticeship options available to them. Benefits to students include focused information of career planning, up to 300 hours credit toward apprenticeship, waiver of apprenticeship registration fee (currently \$150), and waiver of tuition fee for first level of technical training as an apprentice. Students who complete the program are also eligible for scholarships to help cover the cost of apprenticeship programs.

To address the need to engage students in this program, Module 88 in the PAA program has become a compulsory component of grade 9 PAA courses in NLSD schools beginning in 2010- 2011 to make them eligible for the SYA Program once they were in high school. High schools have also been asked to register all grade 10 students in the SYA Program and to work with all high school teachers to implement a plan which promotes completion of the SYAP challenges through their coursework.

| Plan | | Report | | |
|--|--|--|--|---------------------|
| Objective & Baseline Data | Previous Year Performance Indicators | Performance Targets | Outcomes | Summary of Progress |
| <p>1. Increase the number of students involved in Saskatchewan Youth Apprenticeship Program by increasing the number of grade 9 students completing Module 88.</p> <p>2012 – 100%</p> <p>(June 2011 Baseline) Local Data</p> <p>191/320 – 59.69%</p> | <p>June 2011 Local Data</p> <p>191/320 – 59.69%</p> | <p>Division Target</p> <p>June 2012 100%</p> <p>School Community Council Targets June 2012</p> <p>292/308 – 94.81%</p> | <p>June 2012 Local Data</p> <p>_____</p> | |
| <p>2. Increasing the number of students registered in SYAP in grades 10-12.</p> <p>SYAP 2012 – 75% of grade 10-12's enrolled Scholarships 2012 – 6</p> <p>(June 2011 Baseline) Local Data</p> <p>Registered 358/1002 – 35.73%</p> <p>Scholarship 2</p> | <p>June 2011 Local Data</p> <p>Registered 358/1002 – 35.73%</p> <p>Scholarship 2</p> | <p>Division Target</p> <p>June 2012</p> <p>Registered 75%</p> <p>Scholarships 6</p> <p>School Community Council Targets June 2012</p> <p>Registered 843/993 – 85.00%</p> <p>Scholarship 16</p> | <p>June 2012 Local Data</p> <p>Registered _____</p> <p>Scholarship _____</p> | |

Plan/Strategies:

Present Youth Apprenticeship Program and division guidelines to the NLSD Administrators annually (AP 245).

Support, review and provide feedback on the implementation of Youth Apprenticeship implementation through regular visits to schools with grades 9 to 12.

Support schools in providing information to students, parents, and teachers so they are fully informed about the Sask. Youth Apprenticeship & Scholarship Programs (as part of Division CD Communications Package).

Work with schools and PAA teachers to ensure delivery of Module 88 to all grade 9 students.

Work with all high schools to enroll all students in the Sask. Youth Apprenticeship Program and ensure program and program benefits are well advertised to students, parents and staff.

Support implementation of the Youth Apprenticeship Program for all grade 10 students: spring planning and preparation; fall implementation.

Develop a division Career Development Communications package with information for students, parents, teachers and administrators on SYAP.

Board Strategic Plan**Other Operational Plan Strategies**

Section 2: Division Accomplishments

Provincial Priority Area: System Accountability and Governance

I. Board Accountability Reports

The Board requires monitoring reports to account and communicate with its public in regards to the Division Measured Goal Outcomes set out in their Continuous Improvement Plan. Prior to reviewing these reports the Board and Senior Staff will first reach an agreement on the SMART Goal targets/benchmarks outlined in the plan. A reporting schedule will also be set by the Board through its annual agenda planning process to ensure follow-up and ongoing monitoring until compliance is clearly indicated with the corresponding SMART Goal. If compliance is not met when the Director provides his accountability report further recommendations will be required by the Director suggesting other appropriate measures to move the Division towards accomplishment of the set targets. The Board will either approve the report or redirect the Director to provide more data to indicate that the Division is achieving its ends. If targets are met the Board and Director will review the compliance data and then set new targets (SMART Goals) for continued growth.

- A. The accountability reports will include information that:
1. references Board Policy;
 2. clearly indicates compliance or exceptions in compliance;
 3. compare results with the previous set targets;
 4. include recommendations for effecting improvement where needed; and
 5. are signed by the Director.