



CREIGHTON SCHOOL DIVISION No. 111

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Section One: Context

Introduction

The Creighton School Division No. 111 (CSD) is a small, friendly public School Division whose boundaries enclose approximately 1600 km² adjacent the Manitoba border in Northeast Saskatchewan. We are north of the 54th parallel, at the end of Highway 106, approximately 400Km northeast of Prince Albert.

There are two main communities in the Division: the Town of Creighton with a population of 1502 and the Village of Denare Beach, with approximately 685 people. In addition, the Amiskosakahikan Indian Reserve of the Peter Ballantyne Cree Nation is adjacent to Denare Beach and also contributes to the division. Nearby, are the City of Flin Flon, Manitoba (population 6500) and other resort, residential and cottage communities.

Vision

Our Vision is that each student who enters our doors shall leave with abundant respect for self and others and the capability to meet the challenges of tomorrow.

Mission

Our mission is to work together to create a student centered environment that fosters healthy living, lifelong learning and responsible citizenship.

Core Values, Beliefs and Principles

Every organization's actions and decisions are guided by those things that its members value and believe. The Board of Education of the Creighton School Division #111 believes that:

- Each individual is unique and has significant intrinsic value and has significant value for our community and society.
- It is vital that society provides education that addresses the personal, physical, spiritual, emotional and intellectual needs of each person.
- Students' current and future needs must be foremost in all decisions.
- Creative, proactive, visionary and accountable leadership provides the foundation for success.
- Collaboration and teamwork are effective, productive and desirable.
- Positive relationships that empower students, parents, staff, administration, community members, partner organizations and other stakeholders are essential to meaningful education.

The Creighton School Division No. 111

Continuous Improvement Report: May 2008

Division Goals

These are outlined in some detail later in this document, but the Board has set five goals as part of its strategic plan which aligns with the Continuous Improvement Framework

These goals are:

A. Goals for the Board

1. Build partnerships to strengthen school division capacity.
2. Develop targets and processes to monitor key results.
3. Establish an effective communications and public relations plan.

B. Goals for the System

1. Enhance the current character education program in Creighton Community School.
2. Expand and enhance the Practical and Applied Arts program

Governance

The Board consists of five members elected at large and one member elected by the members of the Peter Ballantyne Cree Nation. There are normally two Board meetings each month. Central office staff consists of a Director of Education, a Secretary-Treasurer and an administrative office assistant.

Demographics and School Grade Configuration

There is one school in the Division: Creighton Community School (CCS) is an excellent learning environment with 495 students in pre-Kindergarten to Grade 12 and 120 of those students (24%) self-identified as First Nations or Métis.

We generally have one or two forms per grade, with occasional split classrooms in the upper elementary grades. There are 34.6 FTE teachers and 31 support staff.

In addition the CSD purchases services from the neighbouring Flin Flon School Division for 23 students in French Immersion and other programs.

Approximately 38% of students are bussed to school. September 30, 2007 enrolment is summarized below:

pK	K	1	2	3	4	5	6	7	8	9	10	11	12	FI	Other	Total
32	31	37	36	35	32	34	27	41	37	35	47	32	42	12	9	516

The Creighton School Division No. 111

Continuous Improvement Report: May 2008

Community Population Statistics

The families in our division may be described by the following statistics from Stats Canada. A summary is included below, but please be cautious in making interpretations, assumptions or extensions of these statistics.

DATA	CREIGHTON	DENARE BEACH
Total Population	1502	785
Percent of First Nations people	16.3	30.6
Percent of families living below the Low Income Cut-off	8.0	15.3
Percent of lone parent families	15.6	10.6
Percent of families with no certificate, diploma or degree	34.7	29.8
Percent of families whose first language is not English	9.1	10.2
Percent who have lived at same address 1 year ago	86.5	87.7
Percent who have lived at same address 5 years ago	67.3	65.8
Unemployment rate	6.6	10.1

Statistics Canada. 2007. *Creighton, Saskatchewan* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. Retrieved from <http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>

General Program Overview

The CSD is a full service school division that provides a wide range of excellent programs to its students. These include the full range of Saskatchewan curricula in all grades, additional local offerings such as Cree Language (gr. 4-12) and Computer Literacy to elementary and middle years students, over 40 elective courses to secondary students, and extensive programming for students with intensive needs.

The academic program is enhanced by numerous and diverse additional programs:

- Extensive extra-curricular programs in sports, fine arts, performing arts, and many social or academic-related clubs
- Multi-faceted community school programs
- Skating and swimming
- Outdoor education
- Reading buddies
- Bicycle safety
- Nutrition and snack program
- Student government
- Student and family support groups
- and many others

The Creighton School Division No. 111 Continuous Improvement Report: May 2008

The students are also supported by a large number of programs intended to identify and assist students with additional learning needs:

- Kindergarten Screening program
- Early Reading Intervention program
- Resource program, including Special Education Co-ordinator and 1.0 FTE Resource teacher
- Speech and language program, including Speech and Language Consultant and 1.0 FTE speech aide in school
- Learning Assistance Program for our grade 7-12 students staffed by 1.0 FTE teachers and educational assistants
- Elementary Learning Assistance Program focused on grade 4-6 students, but open to all elementary students staffed by 0.4 FTE teacher and shared educational assistants
- Pro-social Behaviour Program staffed 0.4 FTE teacher.

Students who experience life-challenges of many sorts are also supported by our school counselling program (2.0 FTE counsellors) to assist students in school and our integrated services program (.30 FTE) to connect with other agencies.

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Section Two: Division Priorities & Strategies

Priority One: Higher Literacy and Achievement

Division Focus Area	Division Strategies in 2006-2008	Division Results & Notes	Success Rating 1-5
Assessment For Learning	Encourage staff to become item developers, field-testers and markers	Several meetings with staff and administration to encourage and discuss opportunities. Increased support for AFL process, but no item developers or testers.	
	Communicating with students, parents and staff the purpose and value of the AFL assessments	Strong success in communicating with staff and students, but parent awareness still limited	
	Disseminating our results efficiently and effectively	Results were shared as soon as possible with staff and trustees, but not with others as effectively	
	Integrating our results into goal setting and planning activities to ensure we are responsive to the needs of our students as suggested by AFL data	Good general discussions among staff and directions from administration for general use of AFL data, but no clear measurable goals set based on data	
Monitoring Targets	Early Literacy success by measuring achievement in Kindergarten and Grade 1.	Choose to monitor literacy by using data from Kd pre-and post screens, from Early Reading Intervention program and Grade 2 reading success (instead of grade 1). Good success based on anecdotal records, and last year's numbers	
	Graduation-related results by collecting achievement data and surveying students regarding their preparedness for post-secondary endeavours.	Good initial data collection process and reassuring numbers, but there is no long-term data to compare to yet	

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Division Focus Area	Division Strategies in 2006-2008	Division Results & Notes	Success Rating 1-5
Professional Development	Helping staff develop effective SMART goals related directly to student learning	Good success with increasing teacher's ability to write SMART goals with more work needed on relating them directly to student learning and ensuring they are clearly measurable	
	Encouraging staff to become more aware and able to use data (measurable results) to improve their work with students and improve student learning	Very limited success. There were some positive indications related to using AFL data in broad general ways but little success in increasing our capacity to generate good data and use it for student learning	
	Assisting teams become more aware of teamwork skills and team dynamics and more effective at working together collaboratively	Strong indications of success in some grade areas and certain groups of staff. There is need for more institutionalization of collaboration	

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Priority Two: Equitable Opportunities

Division Focus Area	Division Strategies & Activities in 2006-2008	Division Results & Notes	Success Rating 1-5
Comprehensive Prevention and Early Intervention	Review staffing level for learning resource teachers and educational assistants	Staffing levels continue to be monitored, but good success in distributing Educational Assistant time to where needs are and in increasing effectiveness of LRT time distribution	
Effective Partnerships	Pursue a more interactive and substantial partnership with the Peter Ballantyne Cree Nation	<p>Very little success in PBCN partnerships. Success for First Nations and all students, through PBCN partnership or in other ways will be a priority in the next CIF plan.</p> <p>Excellent success in developing other successful partnerships with Flin Flon School Division (transportation, Speech, Ed. Psych) and with Town of Creighton (recreation, PAA facility)</p>	
Adaptive Leadership	The division will work towards the establishment of a functional and representative school community council.	The SCC is active and supportive of the school program and their constitution has been approved Room for growth in involvement of First Nations and Métis parents and secondary students	
SchoolPlus Implementation	We expect to continue our success in all 6 pillars of this initiative (internal reference to SchoolPlus file)	Success continues (embedded within this CIR) Enhancements of the character education program has been a very visible and successful aspect	

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Priority Three: Smooth Transitions

Division Focus Area	Division Strategies & Activities in 2006-2008	Division Results & Notes	Success Rating 1-5
Effective use of Student Information Systems	Improve effective use of the provincial Student Data System to ensure accurate and current records for our school and other schools in the province	School administrators and admin assistants have attended training sessions, increased reliance on SDS and decreased lag time for additions and withdrawals. Review of admin assistant job descriptions and reorganization of duties improved efficiency of SDS and SIRS	
	Increase data accuracy and user efficiency in our internal data system (SIRS from MIG)	Data on SIRS system has been culled and cleaned. Some errors still exist, but significantly fewer than previously. More training has been scheduled to increase efficiency for attendance, fees, and user reports	
Monitor Graduation Statistics	Develop and use template to track student graduation rates and other related information	Thorough data collection from first graduating class. Follow-up of 2007 graduates planned for May-June Similar collection of data from 2008 graduates planned.	
Career Development	Gather information to develop Career Development Plan Internal reference to Career Development file Internal link to Career Devment Mar 08 Interim Report	Initial consultation with staff, gathering of information, and establish action plan Application and receipt of Ministry project grant Promising initial results with project	

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Priority Four: System Accountability & Governance

Division Focus Area	Division Strategies & Activities in 2006-2008	Division Results & Notes	Success Rating 1-5
Financial	Proceed with the implementation of PSAB procedures	Some initial challenges with new coding and reporting. Expect full compliance 08-09	
	Implement the accounting software from Open Door Technology	A significant challenge. Process was plagued by layers of ambiguity and external ineptitude. Surviving is success	
	Provide policy, direction and monitoring for school-based accounts	Division has provided expectations, processes and monitoring. Refining processes & increasing compliance is ongoing	
	Continue to participate in the FOG review process	Attended all meetings, provided written and verbal suggestions and feedback. The division perceives it has had some influence on the current FOG	
Facilities	Conduct a facilities needs assessment	Review was conducted, but with limited input from staff or students Identification of several significant needs, but lacks systematic prioritization	
	Provide an expanded parking facility for staff	Expanded but incomplete due to site foundational problems and prohibitive costs	
	Assessing the efficiency and potential replacement of one of the boiler systems for heating	Assessed, determined need for replacement, tendered and awarded tender. Project completed, behind schedule but within cost estimates	

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Division Focus Area	Division Strategies & Activities in 2006-2008	Division Results & Notes	Success Rating 1-5
Transportation	Explore possibilities for greater efficiencies and possible partnerships with Flin Flon School Division	Invited joint transportation tender (no response) Developed sharing of transportation for Adaptive Swim program and occasional shared excursions	
Information Technology	Recruit appropriate staff who would be responsible for the operation of the network	Contracted part-time network administrator from local area who provides excellent service	
	Support teacher and EA professional development for the integration of ICT into teaching practices and supporting related in-school initiatives	Technology PLC created and developed. PLC organized needs survey, purchase of mobile lab, trained teachers in its use and provided other ICT training	
Board and School Governance	Establishment of the School Community Council	Council elected Supported by funds from division Board-SCC connection established	
	Approval of an SCC constitution and procedural manual	Constitution developed and approved Limited progress in creating a procedure manual. Currently, most are appendices to constitution.	

The Creighton School Division No. 111 Continuous Improvement Report: May 2008

Section Three: Financial Information

Budget

To assist in financial accountability monthly financial statements are provided to Board members and senior administrators that shows yearly budget amounts, current expenditures and balance remaining. Please see Appendix A for the April 08 statement, which includes the previous year's actuals to date. The specific budget items are available in that statement, but summarized below are some specific budget allocations from the 07-08 budget:

Governance and Administration	\$287,065.00 (5.4%)
Instruction	\$4,008,516.00 (74.8%)
Plant operation & maintenance:.....	\$516,170.00 (9.5%)
Student transportation	\$282,553.00 (5.3%)
Other	\$267,196.00 (5.0%)

Investment Highlights

Investments accounts provided some of the costs for our recent addition and renovation, but are essentially depleted. Some funds remain in our provision for reserves account.

Explanation of Surplus/Deficit

It would not be accurate to attribute the small 2006-07 surplus of \$65,861 to any one area, but we budgeted revenues very conservatively and there were some expenditure areas were slightly under budget.

Financial Statements

A copy of the Audited 06-07 Financial statements is in the appendix, but other copies or other financial reports can be obtained by making a written request to

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The Creighton School Division No. 111

Continuous Improvement Report: May 2008

Section Four: Division Facilities & Capital Plan

The Division has no plans for major facility construction. However, there is a significant need for roof renovations and we are awaiting approval from the Facilities Branch. We anticipate that approval prior to a leaking roof.

Division facilities were expanded during the 07-08 school year through the establishment of a partnership and three-year lease of a portion of one of the town of Creighton's facilities. We have rented a portion of the unused curling rink to provide space for our PAA courses of mechanics and construction. The renovations are on-going, as funds allow, but the additional facilities have been a considerable enhancement of the division's capacity. The other significant facility maintenance projects were outlined in Section Two, Priority Four, in the facilities section.

The recent capital expenditures and changes in our context have deferred significant capital plans. We are reviewing several program and facility areas and the results of those reviews will provide direction for future capital plans.

Section Five: Division Communication Plan

Communications have been an area of significant accomplishments for the division. The board and administrations have devoted a significant amount of time discussing philosophy and strategy to engage and communicate with staff, students, parents, and other community members. Discussion initially revolved around policy development and sending communication to others, but we have also paid more attention to "listening" strategies to hear what stakeholders are saying. Our efforts have produced the following:

- Creation and adoption of a communication policy
- School division newsletter mailed to every home in the division three times per year. The newsletter has a blend of school events, school division activities and other relevant topics
- Staff discussion papers distributed every two months. This highlights some events in the division for staff and also provides information about recent hot topics in education
- Community Connection events in Denare Beach and Creighton with a meal and brief presentations by trustees to share some information in person with electors and hear their ideas about directions for the school division. Unfortunately, attendance at the Denare Beach event was low and the Creighton event was postponed due to lack of interest.

The results of our efforts have not been measured in any formal way but several items suggest success with communication. These include a perceived increase in elector-trustee conversations, more frequent local media articles published and broadcast on radio, and an increase in staff-director conversations on education topics.

**The Creighton School Division No. 111
Continuous Improvement Report: May 2008**

Section Six: List of Appendices

1. Literacy Data:
 - a. Grade 2 reading
 - b. Kd. Screening (pre and post)
2. Graduation data
3. Career Development Interim Report
4. SCC constitution
5. April 2008 Financial Statement
6. Audited Financial Statements
7. Communication Policy 5.2 and Regulations 5.2.1