

The Creighton School Division No. 111

Continuous Improvement Plan

Sept. 2006-August 2008

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 1500 and the Village of Denare Beach, with approximately 600 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.

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 CCS.
2. Expand and enhance the Practical and Applied Arts program

Governance

The Board consists of five members elected at large and one member appointed by 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 is an excellent learning environment with 487 students in pre-Kindergarten to Grade12. We generally have one or two forms per grade, with occasional split classrooms in the upper elementary grades. There are 32.4 FTE teachers and 32 support staff.

In addition the CSD purchases services from the neighbouring Flin Flon School Division for 14 students in French Immersion and for 19 students in other programs.

Approximately 38% of students are bussed to school. Enrolment is summarized below:

pK	K	1	2	3	4	5	6	7	8	9	10	11	12	FI	Other	Total
30	29	35	37	29	33	32	35	37	35	44	39	30	42	14	19	520

The **families** in our Division may be described by the following statistics from Stats Canada (<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>). Please be cautious in making interpretations, assumptions or extensions of these statistics.

- 19% of the general population are Aboriginal, which translates into 24% of our school population
- 70% of families have lived at their current address for at least 5 years. The remainder are significantly transient.
- The unemployment rate is near 10 %
- Approximately 12% of families are lone-parent families

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 special needs students.

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 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

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.

Section Two: Division Priorities and Strategies

Priority One: Higher Literacy and Achievement

Plans for improvement in this area include strategies in three main areas

- **Assessment For Learning:** The CSD has been an active participant in the development and implementation of the provincial Assessment for Learning (AFL) program. Over the duration of this plan we intend to continue our participation in the AFL program to the fullest extent possible. This includes:
 - Encouraging staff to become item developers, field-testers and markers;
 - Communicating with students, parents and staff the purpose and value of the AFL assessments;
 - Disseminating our results efficiently and effectively; and
 - 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.
- **Monitoring Targets:** The division has results in several areas it plans to monitor. Relevant to literacy and achievement are the monitoring of Early Literacy success by measuring achievement in Kindergarten and Grade 1 and the monitoring of graduation-related results by collecting achievement data and surveying students regarding their preparedness for post-secondary endeavours.
- **Professional Development:** The division will support staff PD through the Learning Community approach in three broad ways:
 - Helping staff develop effective SMART goals related directly to student learning;
 - Encouraging staff to become more aware and able to use data (measurable results) to improve their work with students and improve student learning; and
 - Assisting teams become more aware of teamwork skills and team dynamics and more effective at working together collaboratively.

Priority Two: Equitable Opportunities

The main strategy for the Division in this area is to continue the implementation and enhancement of the School^{PLUS} Initiative. We expect to continue our success in all 6 pillars of this initiative ([internal reference to SchoolPlus file](#)), but our strategy for improvement will focus on three of these:

- **Comprehensive Prevention and Early Intervention:** The Division plans to review its staffing level for learning resource teachers and educational assistants to ensure students with significant needs are able to receive the assistance needed.
- **Effective Partnerships:** The Division will pursue a more interactive and substantial partnership with the Peter Ballantyne Cree Nation in hopes of working together towards improved participation and outcomes for our First Nations students.
- **Adaptive Leadership:** The Division will work towards the functional establishment of a representative school community council. Through the work of this body, it is hoped that our school can become more responsive to the needs of all students and provide opportunities for the success of all students.

Priority Three: Smooth Transitions

The transitions of students from grade to grade within our school are supported by a positive collaborative culture and effective information sharing among staff, especially between sending and receiving teachers. However, the board seeks to improve its transitions for students within and beyond our school through the following strategies:

- More effective use of the Student Data System and our internal software in a timely fashion to update enrolment, withdrawal and other data for students
- As outlined in the Priority One area, we will monitor graduation-related data to ensure a successful transition to post-secondary education, training or employment.
- Gather information to design an effective Career Development Action Plan in our division which incorporates SaskLearning's priorities and curricula as well as the *Blueprint for Life/Work Designs*. This will be a substantial endeavour. ([internal reference to Career Development file](#))

Priority Four: System Accountability & Governance

There are several strategies for improvement within this area:

- **Finance:** To improve our financial accountability we will
 - Proceed with the implementation of PSAB procedures;
 - Implement the Education Suite accounting software from Open Door Technology;

- Provide policy and direction for all school-based accounts (school clubs, fundraising, etc.). We also provide internal controls and fraud prevention monitoring of these accounts; and
 - Continue to participate in the FOG review process.
- **Facilities:** Plant operation and maintenance is an ongoing challenge with substantial grounds and facilities. During this school year, we will be conducting a facilities needs assessment, providing an expanded parking facility for staff and assessing the efficiency and potential replacement of one of the boiler systems for heating.
- **Transportation:** The Division transportation contract will expire in June 2007 and we will be exploring possibilities for greater efficiencies and possible partnerships with Flin Flon School Division.
- **Information Technology:** Our initial priority was to recruit appropriate staff who would be responsible for the operation of the network and in addition to those regular duties, he/she would also submit a thrice-yearly report on the status of the network, hardware and software. These reports will be used to make decisions about purchasing or training required for effective use of hardware and software. Strategies related directly to student learning include supporting staff professional development for the integration of ICT into teaching practices and supporting related in-school initiatives.
- **Board and School Governance:** The primary initiative in this area is the establishment of the School Community Council. This includes the establishment of Board policy and then drafting and approval of a constitution and comprehensive procedural manual to enable the SCC to perform its functions effectively.

Section Three: Financial

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 January 07 statement.

Previous Actuals

As a result of the transition year budgeting (Jan 06-August 06), and our significantly different reality, previous actuals are not reliable indicators of past expenses.

Investment Highlights

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

Explanation of Deficit

The small deficit of \$12, 767.00 is difficult to attribute to any one area. Several areas were slightly under budget and some were over budget.

Section Four: Division Facilities and 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. The major 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

The specific budget items are available in Appendix A: The January 07 Financial Statement, but summarized below are four budget allocations related to this area:

- Plant operation & maintenance: \$475,012.00 (9.4%)
- Student transportation \$254,225.00 (5.0%)
- Capital projects 0.00
- Purchases and leases \$80,000.00 (1.6%)

Section Five: Division Communication Plan

As noted in Section One, Division Goals section, the school division is in the process of developing communication policies and plans to communicate with its various partners. This is part of the Divisional strategies for improvement. Regardless, portions of this continuous improvement plan will be shared with all of our stakeholders through a variety of mechanisms.

In order to obtain full financial statements, please make written request to
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