

**Creighton School Division No. 111  
Continuous Improvement Plan for 09-10**



**Year 1 of the  
2009-12 Continuous Improvement Plan**

**Year 1 of the  
Continuous Improvement Cycle**

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

## **Section 1: Context**

### **Introduction**

The Creighton School Division No. 111 (CSD) is a small, friendly public School Division whose boundaries enclose approximately 1600 km<sup>2</sup> adjacent the Manitoba border in Northeast Saskatchewan. We are north of the 54<sup>th</sup> 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.

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
 (Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

**Division Goals**

These are outlined in some detail later in this document, but the Board has set five goals as part of its Continuous Improvement Plan.

These goals are:

1. Improve literacy and numeracy achievement for all students.
2. Enhance character education programming to improve students' self-worth, citizenship skills and social development.
3. Establish structures and processes that foster meaningful, active and effective relationships with First Nations and Métis organizations and that promote positive First Nations relationships among students, staff and parents.
4. Encourage parent/guardian involvement in the school system through engaging and encouraging the School Community Council.
5. Enhance programming that promotes student career development and life-long learning.

**Governance**

The Board consists of five members elected at large and one member elected by the members of the Peter Ballantyne Cree Nation (PBCN). There are normally two Board meetings each month.

The School Community Council is an evolving body that continues to seek membership that is representative of the community. The SCC performs governance roles as outlined in regulation and continues to increase its contribution to Division governance. Aside from our tuition agreement with PBCN, we have no formal partnership agreements with PBCN, but we have frequent communication to the Band and to parents about school division programs.

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 two forms per grade, with occasional split classrooms in the upper elementary grades. There are 34.6 FTE teachers and 31 support staff (educational assistants, community school staff, counsellors, etc.). In addition, the CSD purchases services from the neighbouring Flin Flon School Division for 21 students in French Immersion and other programs.

Approximately 38% of students are bussed to school. September 30, 2008 enrolment is summarized below:

pK	K	1	2	3	4	5	6	7	8	9	10	11	12	K-8 FI	Other	Total
32	35	28	33	35	33	36	35	27	42	37	34	36	52	14	6	515

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

## Section 2: Division Goals & Accomplishments

### PROVINCIAL PRIORITY ONE: Higher Literacy and Achievement

**Division Goal Area:** Improve literacy and numeracy achievement for all students

**Rationale:** Literacy and numeracy skills are foundational to future success in school and in life. Since success in these two areas will lead to future success, student achievement in these areas is a primary goal.

#### Objectives

1. Increase teachers' use of AFL instruments and results in planning and instruction.
2. Increase the reading comprehension skills for all students at grade levels measured by AFL, with specific attention to improving the achievement of FNM students.
3. Increase the percentages of grade 2 students who are reading at or above grade level.
4. Successful transition to the new math curricula in grades 2, 3, 5,6,8,9 and continue implementation of K147 math.
5. Enhance teacher skill and implementation of differentiated instruction, with an immediate focus on Inquiry Learning

#### Previous Performance

1. AFL 2007 Reading Assessment showed generally good results - at or above the province in most areas with the following concern areas:
  - Some Comprehension and Reader Response areas were low
  - Disturbingly low results reported by students and staff on teaching and using reading strategies in the Opportunity to Learn section.
2. Local data from 2008-09 teacher professional growth discussions indicated room for growth in reading instruction.
3. Local Grade 2 Reading Results (Woodcock Johnson III Broad Reading) administered in May 2008 showed average score of grade level 3.0 and 73% of students had a grade level score of 2.5 or more. Of the three subcategories, students scored lowest on "passage comprehension".
  - 2007 Reading AFL data in grade 4 & 7 pointed to similar challenges in reading comprehension.

#### Future Performance Targets

1. 2009 Reading AFL results at all grade levels tested show
  - a. at least 90% of students (including 90% of FNM students) at the adequate level and at least 50% of students at proficient level in each of the performance areas (Reading Comp., Explicit Comp., Implicit Comp., Critical Comp., Reader Response)

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
**(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)**

- b. at least 80% of students (including 80% of FNM students) at the adequate level and at least 50% of students at proficient level in the “know and use reading strategies” measure on the Opportunity to Learn data
2. 2011 Reading AFL results at all grade levels tested show
  - a. at least 95% of students (including 95% of FNM students) at the adequate level and at least 65% of students at proficient level in each of the performance areas (Reading Comp., Explicit Comp., Implicit Comp., Critical Comp., Reader Response)
  - b. at least 90% of students (including 90% of FNM students) at the adequate level and at least 60% of students at proficient level in the “know and use reading strategies” measure on the Opportunity to Learn data
3. By June 2010, Local Grade 2 Reading scores show 85% of students with grade level score of 2.5 or higher on Woodcock Johnson Broad Reading Assessment.

**Plan & Strategies:**

1. Continue ongoing staff discussion of strategies to understand and use AFL as part of instructional decisions
2. Develop a planning and action team to guide processes for improved First Nation & Métis (FN&M) student achievement
3. Provide professional development in the instruction and integration of diverse reading strategies
4. Conduct a review and renewal of our Early Learning program using Ministry of Education guides and the data from the Early Development Instrument.
5. Grade 1 teachers and assessment PLC discuss standardized assessment possibilities and then administer one of the researched instruments
6. Grade 2 focus instruction on reading comprehension
7. Discuss, debate AFL data with staff and identify opportunities to explicitly teach reading strategies to students
8. Establishing systematic process to recognizing student and staff achievements on AFL assessments
9. Enhancing the assessment capacity of our staff (methods and data use); and
10. Providing Professional Development for inquiry-based learning

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

**PROVINCIAL PRIORITY TWO: Equitable Opportunities**

**Division Goal Area:** Enhance character education programming to improve students' self-worth, citizenship skills, and social development.

**Rationale:** There is strong support for the idea that an improved sense of self-esteem and social skills leads to more successful school and life experiences. In addition, the practical experience of educators within our system shows that when students feel good about themselves and their school, they are successful and happy. If we are successful in improving students' self-worth, citizenship and pro-social skills, we can reasonably expect school climate, student opportunity to learn and student achievement to improve.

**Objectives**

1. Expand teacher implementation of Virtues program to all classrooms in K-6 and explore implementation strategies in 7-9
2. Establish mechanism to measure the level of Virtues program implementation and identifiable results
3. Establish baseline measure of FN&M students' sense of cultural pride and sense of affirmation of their culture in school.
4. Maintain students sense of satisfaction with school climate as measured by locally developed survey instrument
5. Establish reliable measure of student suspension by grade level, gender, and ethnicity and including duration and reason.
6. Improve FN&M students OTL data. Although measures are not identical, since AFL assessments are only done every two years, we will measure OTL each year using Reading in grade 4, 7 & 10 or Writing 5, 8 & 11, as available
7. While it is not directly related to this Division goal, we also expect to monitor our success with our children's services program through reporting on results of the provincial review of our program.

**Previous Performance**

1. Anecdotal evidence suggests that Virtues program has been implemented extensively in several classrooms, moderately in others, but minimally in others.
2. Teachers have anecdotally reported positive results in the improved atmosphere and decreased behaviour problems in their classrooms.
3. We have no specific measure of our FN&M students sense of cultural pride, although local teacher wisdom suggests that FN&M students are generally positive about their culture and sense of belonging until grade 5 or 6 where things deteriorate
4. In 2007-08 a Character Education survey was conducted and showed generally very positive results related to school climate. It contained a twelve-question survey for various groups of stakeholders and asked for a response to a statements like "students feel safe at school" or "school rules are fair" or "people at school treat each other with respect". A summary is below:

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
 (Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

Group	Average Percent of Responses in top 2 categories (usually/always)	Average Percent of responses in bottom three Never/rarely/sometimes
K-2 students	Percent positive: 78%	Percent Negative: 10%
3-6 students	65	35
7-12 students	76	24
k-2 parents	92	8
3-6 parents	85	15
7-12 parents	74	26
Staff	82	18

5. Student suspensions have not been a significant issue, but we have no consistently reliable data on students suspensions
6. 2007 AFL Reading data indicates that the number of our FN&M students who have “sufficient” OTL are below the division average in most areas in each grade level, except for “home support for reading” at the grade 4 level (85% for FNM vs. 80% for division).

The 2008 AFL Writing data indicates that the number of our FN&M students who have “sufficient” OTL are below the division average in 5 instances and at or above the division average in 4 instances. The area of largest challenge is in grade 8 where our FN&M students were below the division level in all three areas.

7. The 2008-09 student services review of our PPP results show

<b>Personal Program Plan Review</b>		
	<i>Success 07-08</i>	<i>Success 08-09</i>
1. Strengths and impact areas (needs) are recorded	100%	100%
2. Assessed level of educational performance is recorded	100%	100%
3. Annual outcomes are consistent with impact areas	57%	100%
4. Short term objectives are developed under each annual outcome	0%	100%
5. Assessment procedures for monitoring and evaluating student progress are recorded	14%	100%
6. Sources of supports are recorded	57%	14%
7. Efforts towards differentiated instructional strategies	43%	100%
8. Collaborative Team Approach	100%	100%
9. Parental signature or documented attempt	0%	100%
<b>Intensive Supports Monitoring Checklist</b>		
Identification of Students with Intensive Supports documentation is completed	100%	100%
Areas of Impact are priority areas with the Personal Program Plan and have annual outcomes	43%	100%
Sources of Support align with the areas of impact in the Personal Program Plan	43%	100%

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
**(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)**

**Future Performance Targets**

1. A June 2010 survey will show the Virtues program will have been implemented at least moderately in 90% of K-7 classrooms and extensively in 50% of K-7 classrooms. The following years results will show increase in level of implementation until 90% or more K-6 classrooms demonstrate extensive use of the Virtues program
2. By May 28, 2010, the Virtues PLC will identify at least two 8-12 teachers to implement the virtues program during the 2010-2011 school year and will have identified strategies to promote the virtues program in grade 8-12. The following years will show an increase in numbers and level of implementation of the virtues program in grade 8-12.
3. By May 28, 2010 the FN&M Planning and Action committee will have administered an instrument to measure students' sense of cultural pride and affirmation of their culture in CCS. Future years will show increasing numbers and intensity of cultural pride and students will report increasing levels of cultural affirmation in CCS.
4. Monthly reports of student suspension by grade level, gender, and ethnicity and including duration and reason will be provided beginning in January 2010. Future years will show reductions in number of student suspensions
5. The 2010 AFL Writing data will show that the number of our FN&M students who have "sufficient" OTL are at or above the division average in all areas at each grade level. The 2011 AFL Reading data will show a similar result as well an increased number of students who achieve an "excellent" standard.
6. The 2010 review of student services data will show at least a 90% success rate in all areas while no area will show a decline from the 08-09 level. A 2011 review (external or internal) will show a 95% success rate in all areas while no area will show a decline from the 09-10 level.

**Plan & Strategies:**

1. Provide instructional time to one staff member to implement Virtues training and support for all K-6 teachers
2. Provide professional development in Character Education for a core group of K-6 and 7-9 teachers
3. Establish a mixed gender and multi-aged Planning and Action team of FN and non-FN members to analyze, recommend and implement strategies to enhance FN&M students' sense of pride and the affirmation of FN&M culture in school.
4. Continue ongoing staff discussion of strategies to understand and use the AFL data, especially OTL data, as part of instructional decisions
5. Purchase software capable of tracking and reporting student conduct and provide training for administrators in its use
6. Alter the Principal's monthly reports to the Director to include student conduct data
7. Provide bi-monthly meetings between Director, In-school administrator and Special Education teacher to monitor program.
8. Special Education teacher will meet regularly with classroom teachers to monitor the PPP implementation and student progress toward goals.

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
 (Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

**PROVINCIAL PRIORITY THREE: Smooth Transitions**

**Division Goal Area:** Enhance programming that promotes student career development and life-long learning.

**Rationale:** Career development is a lifelong process that depends on the acquisition and continued refinement diverse competencies. Students engaged in constructing and applying career knowledge naturally build a positive disposition towards learning. If we can effectively engage students in career development, it will provide them with enhanced career management skill and improved propensity for life-long learning.

**Objectives**

1. Improve the level of teacher’s integration of *Blueprint for Life/work Designs* competencies in K-5 classrooms
2. Establish improving trend of student achievement data in selected career development outcomes in the K-5 grades.
3. Establish and sustain an effective and comprehensive implementation of the middle years career development curricula.
4. Ensure high persistence rates for student high school completion
5. Establish systematic process for graduates and parents to provide information about CCS career development program and about student transition from CCS to work or post-secondary training or employment.

**Previous Performance**

1. During the 2007-008 school year, 0.1 FTE teacher staffing component was provided to introduce and implement the Blueprint competencies to staff, with a focus on personal management competencies. Year-end data showed:

Respondents completed a 5-point scale for each item: 1 – I don’t understand this item 2 – I understand this item, but do not integrate it into planning and instruction 3 – I understand this item and rarely integrate it into planning and instruction 4 – I understand this item and occasionally integrate it into planning and instruction 5 – I understand this item and frequently integrate it into planning and instruction	(N=11, 1-5 scale)  <b>Average Response</b>
<b>AREA A: PERSONAL MANAGEMENT</b>	
1.1 Build a positive self-image while discovering its influence on self and others	<b>4.7</b>
1.2 Build a positive self-image and understand its influence on one’s life and work	<b>3.1</b>
2.1 Develop abilities for building positive relationships in one’s life	<b>3.8</b>
2.2 Develop enhanced abilities for building positive relationships in one’s life	<b>3.1</b>
3.1 Discover that change and growth are part of life	<b>4.1</b>
3.2 Learn to respond to change and growth (I)	<b>3.7</b>
<b>Area “A” Avg.</b>	<b>3.8</b>

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
**(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)**

2. The 2008 Core Indicators report shows that our “persistence rates” compare well to the province.
  - a. For those who entered grade 10 in 2005, 96.88% either graduated or are still enrolled (Province is 89.43%).
  - b. For those who entered grade 10 in 2006, 93.33% either graduated or are still enrolled (Province is 94.94%).
  - c. We do not have enough data to make accurate comparison for FN&M students
3. We have no previous data on the other targets

**Future Performance Targets**

1. By June 2010, teacher response to locally developed *Blueprint* survey will demonstrate an average response of 4.0 on each of the Area A competencies. 2011 results will maintain that level of response in Area A competencies while showing an average response of 3.0 in Area B competencies (Learning & Work Exploration)
2. By June 2010, an instrument will have been developed and implemented that indicates student achievement in Area A competencies of the Blueprint. Future targets will show increasing levels of student achievement of the competencies in each area
3. By June 2010, and annually thereafter, 95% of students in grade 6-9 will have received at least 30 hours of instruction in Career Development during the academic year just ending. The percentage of FN&M students who receive the instruction will be at least equal to the division average.
4. Each year our “persistence rates” will be equal or better than the provincial average for all students and for FN&M students as well.
5. By October 2010 the student and parent response to the locally developed transition survey will show strong support for the preparation students received to transition from grade 12 to post-secondary training or employment. The next survey in 2013 will show equal or improved support.

**Plan & Strategies:**

1. Provide staff instructional time to support the *Blueprint* implementation in K-5 classrooms.
2. Review and update Career Development resources in classrooms and in the school resource center
3. Ensure Career Development concepts and instructional strategies are included in regular staff communication, meetings and PD events.
4. Monitor the inclusion of Career Development concepts in classrooms through formal and informal teacher supervision processes.
5. Provide curriculum implementation support through professional development, dialogue and preparation and planning time.
6. Explore external contractor possibilities to develop and administer the student/parent survey of CCS preparation and transition support.

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

**PROVINCIAL PRIORITY FOUR: Accountability & Governance**

**Division Goal Areas:**

1. Establish structures and processes that foster meaningful, active and effective relationships with First Nations and Métis organizations and that promote positive First Nations relationships among students, staff and parents
2. Encourage parent/guardian involvement in the school system through engaging and encouraging the School Community Council (SCC)

**Rationale:**

Research frequently shows that a sense of belonging is positively related to grades and other school achievements (Smerdon, 2002, Goodenow, 1993 and Hagborg, 1998). There is also strong support for the idea that increased parent engagement in a child's education has a positive influence on that child's achievement. If we promote positive parent relationships with the school, student achievement will improve.

We also believe that the school serves the community and while professional expertise is needed to make sound educational decisions, governance that is effective, transparent and accountable is good governance.

**Objectives**

1. Improve achievement for FN&M and non-FN&M students through the establishment of a meaningful, active and effective relationship with Peter Ballantyne Cree Nation (PBCN), our primary FN partner organization in the community.
2. Improved student achievement and OTL results through increasing the ability of the SCC to engage parents in the learning program at CCS.

**Previous Performance**

1. We have anecdotal evidence and practical experience that indicates a passive relationship between PBCN and CSD. A tuition agreement is in place that has been generally effective. PBCN parents generally support the work of CCS with their children, but there are underlying concerns and very little direct cooperation between PBCN and CSD.
2. The SCC is an active and functional body that contributes to the culture and support program of the school, but its contribution to the learning program is limited. Despite efforts, representatives from FN&M community are not active on the SCC

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
 (Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

3. OTL measures are not clearly related to active partnerships and effective SCCs, but they may provide an indirect measure of successful partnerships. 2007 Math OTL data are summarized below. Shaded areas are below provincial average.

Opportunity to Learn	Gr. 8 Adequate or Higher				Gr. 11 Adequate or Higher			
	All	Male	Female	FN&M	All	Male	Female	FN&M
Propensity to Learn	60	<b>48</b>	67	<b>51</b>	66	<b>53</b>	76	61
Persistence in Difficulty	84	78	87	80	75	<b>62</b>	87	87
Home Support for Learning in General	<b>68</b>	<b>58</b>	75	76	78	79	81	71
Home Support for Learning Math	76	<b>52</b>	90	78	54	56	57	<b>38</b>

**Future Performance Targets**

1. An active advisory panel made of a representative sample of PBCN members will provide regular monitoring, advice and support for the learning program in CCS
2. Representatives from PBCN governance and Education portfolio will meet regularly with CSD governance and Administrative team to discuss challenges and successes and plan ways to address challenges and celebrate successes
3. School community council will be a representative body, including active PBCN and/or FNM members
4. OTL results in Math will show no areas in any grade level reported that are below the provincial average.

**Plan & Strategies:**

1. Continue ongoing discussion of strategies to understand and use AFL as part of SCC planning decisions
2. Develop a planning and action team to guide processes for improved First Nation & Métis (FN&M) student achievement
3. Continue to meet regularly with family groups of PBCN members to hear their concerns and suggestions

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
 (Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

**Section 3: Division Financial Information**

**Budget**

To assist in financial accountability monthly financial statements are provided to Board members and senior administrators. These statements show the year's budget amounts, current expenditures and balance remaining. Please see Appendix A for the November 2009 statement.

The specific budget items are available in that statement, but summarized below are some categorical budget allocations:

<b>Category</b>	<b>Actual 08-09</b>	<b>Budget 09-10</b>
Governance and Administration .....	270,913 .....	295,000 (5%)
Instruction.....	4,055,603 .....	4,294,391 (73%)
Plant operation & maintenance: .....	705,216 .....	683,638 (12%)
Student transportation .....	279,432 .....	307,090 (5%)
Other .....	302,676 .....	313,519 (5%)
<b>TOTAL .....</b>	<b>5,700,831 .....</b>	<b>5,893,638</b>

**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 2008-09 results to any one area. However there were some expenditures that help to explain our results.

- Plant operation required a replacement of several boilers
- Purchase of a 17 passenger bus and construction of a garage for storage
- Staffing efficiencies saved

**Financial Statements**

A copy of the Audited 08-09 Financial Statements or other financial reports can be obtained by making a written request to

Shirley Owen, Secretary Treasurer  
 Creighton School Division No.111  
 Box 158  
 Creighton, SK S0P 0A0

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

## **Section 4: Facilities and Capital Plan**

The capital expenditures for the 2003 renovation and addition were funded entirely from Division reserves and borrowing, so we plan to solidify our financial position before any undertaking further major capital projects. However, we are reviewing several program and facility areas and the results of those reviews will provide direction for future capital plans. These include:

- A significant need for roof renovations and we are awaiting approval
- The windows throughout most of the school are beyond their expected life and we anticipate tendering a window replacement contract in the Spring of 2010
- The heating boilers upgrade will continue, as funds are available
- We purchased a 17-passenger bus and constructed a facility for storage of that vehicle. There will be some residual costs as we finish that garage.
- Through a partnership with the Town of Creighton, in 2007 we secured a lease for a portion of the unused curling rink to provide space for our PAA courses of mechanics, construction and cosmetology. The renovation costs continue to be part of our facilities plan costs and the related equipment costs are also accounted for in other parts of our budget.

## **Section 5: 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 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.
- Improved communication with various partners

In 2009-10, we expect to build on our successes and continue to promote open and extensive communication internally and externally.

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)

## Section 6: Appendices, Links

1. Creighton School Division Website: [www.creightonschool.com](http://www.creightonschool.com) .
2. Assessment for Learning AFL Reports are available from school division website or by contacting Robert Bratvold, Director of Education at [rbratvold@yahoo.ca](mailto:rbratvold@yahoo.ca) or at 306-688-5825
3. Detailed information about our population statistics is available at 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>
4. Any questions, comments or concerns can be addressed to

Robert Bratvold  
Director of Education  
Creighton School Division No. 111  
Box 158  
Creighton SK S0P 0A0  
Ph: 306-688-5825  
Fx: 306-688-3131  
[rbratvold@yahoo.ca](mailto:rbratvold@yahoo.ca)

## Section 7: Reader Notes

**Creighton School Division No. 111**  
**Continuous Improvement Plan for 09-10**  
(Year 1 of the 09-12 Continuous Improvement Plan, Year 1 of the CI Cycle)



We invite your suggestions, comments or questions about the contents of this document or about any aspect of the School Division. Direct school-related items to Mrs. Dupre, principal of Creighton Community School and for all other questions, suggestions and comments, please contact Robert Bratvold, Director of Education. Stop at the Board Office in Creighton Community School or contact him by phone at 688-5825. We look forward to your feedback!