

1. IN-CAMERA SESSION

2. CALL TO ORDER

3. ADOPTION OF AGENDA

Proposed Motion: That the agenda be adopted (as presented) or (as amended).

4. ADOPTION OF MINUTES

Minutes of Regular Meeting – [2018 04 24-Regular Board minutes.pdf](#)

Proposed Motion: That the minutes of the Regular Meeting of April 24, 2018 be adopted (as presented) or (as amended).

5. DELEGATIONS & SPECIAL PRESENTATIONS:

6. CONSENSUS AGENDA ITEMS

Proposed Motion: That the following consent items be received and recommendations be approved as presented:

- *Information Items*
- *Correspondence*

7. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

1. New Student Services vehicle - replace Sebring - [Replacement Vehicle-0.pdf](#)
2. Approval of Preventative Maintenance and Renewal (2018-2022) - [PMR-FINAL 052218.pdf](#)

B. Monitoring and Reporting Items

- 1.

C. Board of Education Strategic Direction Items

1. Level 2 A3's - [Level 2 A3-FINAL 052218.pdf](#)
2. Continuous Agenda 2018-2019 - [Continuous agenda 2018-19-FINAL-052218.pdf](#)

***8. INFORMATION ITEMS**

A. Director's Personnel Report - [2018 04-Director's Personnel Report Apr 1 - Apr 30 2018.pdf](#)

B. Out of Province Travel -

C. CONFIDENTIAL Student Suspensions -

D. Administrative Procedures -

***9. CORRESPONDENCE**

a.

10. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

a. [2018 04 School Trustee.pdf](#)

b. [2018 04 25-SSBA General Insurance Plan WAG update.pdf](#)

c. [2018 05 07-SSBA Update Re SSBA Resolution 17-05.pdf](#)

11. IDENTIFICATION OF EMERGENT ITEMS FOR NEXT MEETING

12. ADJOURNMENT

13. TEN-MINUTE RECESS AND MEDIA INTERVIEWS (if necessary)

14. CLOSED SESSION ROUNDTABLE AND MEETING REVIEW

Complete Board Package -

Board Events - [Board event table](#)

Board Readings - [Media & Thank you](#)

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Tuesday, April 24, 2018 at 2:00 pm at the North East School Division Office Boardroom in Melfort, SK.

PRESENT:

Randy Ariss	Lori Kidney	Director of Education: Don Rempel
Michael Botterill	Ted Kwiatkowski	Supt. of Business Admin.: Wanda McLeod
Linda Erickson	Luke Perkins - Chair	
Bob Gagné	Marla Walton	
Richard Hildebrand		

ABSENT:

CALL TO ORDER – 2:05 pm.

ADOPTION OF AGENDA

2018-04-39 B. Gagné moved that the agenda be adopted as presented. *CARRIED*

MINUTES

2018-04-40 M. Walton moved that the minutes of the Regular Board Meeting held on March 20, 2018 be adopted as presented. *CARRIED*

SPECIAL PRESENTATION

Mark Jensen, Coordinator of Continuous Improvement and Reporting:

- ❖ 2018 April Wall Walk

CONSENSUS ITEMS

2018-04-41 T. Kwiatkowski moved that the following consent items be received and recommendations be approved by the Board as presented: *CARRIED*

- ❖ Information Items
- ❖ Correspondence.

NEW BUSINESS

2018-04-42 M. Botterill moved that the Board approve the tender for the addition of two classrooms at Maude Burke School, in a total amount of \$660,000 plus applicable taxes to VCM Construction. The total budget for the project will not exceed \$800,000. *CARRIED*

**NORTH EAST SCHOOL DIVISION
BOARD MEETING MINUTES
April 24, 2018**

- 2018-04-43 R. Hildebrand moved that the attendance boundary for the North East School Division No. 200 will be in accordance with the attached map and the following land locations:
22-47-16-W2, 23-47-16-W2, 24-47-16-W2, 25-47-16-W2, 26-47-16-W2, 27- 47-16-W2, 34-47-16-W2, 35-47-16-W2, 36-47-16-W2, S-01-48-16-W2, S-02-48-16-W2, S-03-48-16-W2, E-13-48-16-W2, E-24-48-16-W2, NE-25-48-16-W2, SE-36-48-16-W2, 19-47-15-W2, W-20-47-15-W2, W-29-47-15-W2, 30-47-15-W2, 31-47-15-W2, 32-47-15-W2, W-33-47-15-W2, NE-33-47-15-W2, NW-34-47-15-W2, W-03-48-15-W2, 04-48-15-W2, 05-48-15-W2, S-06-48-15-W2, NE-06-48-15-W2, E-07-48-15-W2, 08-48-15-W2, 09-48-15-W2, 10-48-15-W2, W-11-48-15-W2, W-14-48-15-W2, 15-48-15-W2, 16-48-15-W2, 17-48-15-W2, 18-48-15-W2, 19-48-15-W2, 20-48-15-W2, 21-48-15-W2, 22-48-15-W2, 23-48-15-W2, 24-48-15-W2, 25-48-15-W2, 26-48-15-W2, 27-48-15-W2, 28-48-15-W2, 29-48-15-W2, 30-48-15-W2, 31-48-15-W2, 32-48-15-W2, 33-48-15-W2, 34-48-15-W2, 35-48-15-W2, 19-48-14-W2, 30-48-14-W2;
And that the Gronlid-Tisdale boundary change will be for grades kindergarten to eight and return back to Tisdale for grades nine to twelve. *CARRIED*
- 2018-04-44 B. Gagné moved that the Board accept the letter of resignation from Todd Goudy, board member of the North East School Division representing the city of Melfort. *CARRIED*
- 2018-04-45 B. Gagné moved that the Board approve that as a result of the resignation of one of the board members representing Melfort, the Board of the North East School Division will operate with nine board members until the next general election and a decision is made regarding the appropriate number of board members for the school division. *CARRIED*
- 2018-04-46 M. Walton moved that the Board approve the changes to the Committee of the Whole and the Regular Board meetings as follows:
❖ Tuesday, May 29 meeting date to be moved to Tuesday, May 22, 2018.
❖ Tuesday, June 19 meeting date to be moved to Monday, June 18, 2018. *CARRIED*

MONITORING AND REPORTING ITEMS

- 2018-04-47 L. Erickson moved that the Board approve, as a monitoring report, the April 2018 Wall Walk for the key data sets of the North East School Division for the time period of January 31, 2018 to March 31, 2018. *CARRIED*
- 2018-04-48 L. Kidney moved that the Board accept the North East School Division 2017-18 Transportation Report: September 2017 to February 2018. *CARRIED*
- 2018-04-49 R. Ariss moved that the Board accept the financial report for the six months ending February 28, 2018. *CARRIED*

ADJOURNMENT

- 2018-04-50 B. Gagné moved that the Board Meeting adjourn at 3:20 pm. *CARRIED*

Board Chairperson

Superintendent of Business Administration



NESD Board of Education

Meeting Date: May 22, 2018

Topic: Replacement Vehicle – Student Services Sebring

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

Historically, the vehicles owned by the North East School Division have been replaced after 200,000 kilometers of usage has been reached.

CURRENT STATUS

Student Services has a 2008 Sebring that is currently at approximately 260,000 kilometers.

Administration would like to request a board motion to approve the purchase of a replacement vehicle from the unrestricted accumulated surplus.

The staff of NESD prefers to drive a small SUV, especially during the winter months. The cost of this vehicle is estimated to be between \$30,000 and \$35,000. When division office purchased a similar vehicle in December of this year, the cost was approximately \$30,200.

RECOMMENDATION

Proposed motion:

That the Board approve the use of up to \$35,000 of the unrestricted accumulated surplus to purchase a replacement vehicle for division office with a cost of up to \$35,000.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration	May 15, 2018	



NESD Board of Education

Meeting Date: May 22, 2018

Topic: Preventative Maintenance and Renewal (PMR)

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

The deadline for submitting the three year PMR plans and budgets to the Ministry of Education is May 31, 2018. The provincial budget was announced on April 10, 2018, NESD was provided with \$1,530,633 (\$1,335,506 in 2017-18) in PMR funding.

CURRENT STATUS

Please find attached the proposed PMR budgets for 2018-19 plus the next three years. Administration is proposing that \$1,375,000 would be spent on PMR projects during 2018-19. This is the amount that has been included in the 2018-19 operating budget.

The projected balance remaining in PMR funds at August 31, 2019 is approximately \$1.6 million.

RECOMMENDATION

Proposed motion:

That the Board approve the Preventative Maintenance and Renewal plans for the fiscal years 2018-19, 2019-20, 2020-21 and 2021-22 as presented.

PREPARED BY	DATE	ATTACHMENTS
Wanda McLeod, Superintendent of Business Administration Jeff Zenner, Supervisor of Facilities	May 14, 2018	❖ 2019-20 to 2021-22 PMR Budgets

North East School Division

PMR Project Budget:

Facility	Estimated Cost	Summary	Request Owner
2018/19			
Bjorkdale School	\$ 120,000	Roof replacement over Gym	School Request
Gronlid Central School	\$ 40,000	Hire Consultant to develop a study on sustainable schools, utilization & facilities conditions index for Gronlid, Star City, Bjorkdale, Aborfield.	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 550,000	Roof sections 23,25,26,27, approx. 15,300 sq/ft	School Request
Maude Burke Elementary School	\$ 30,000	Need to do Johnson Controls Building controls upgrade at various school due to the fact not able to access being out of date. PP, CP, LP, Wagner, Brunswick, Maude Burke	Supervisor of Facilities
Maude Burke Elementary School	\$ 45,000	New washroom for Pre-K program beside the Library	School Request
Melfort & Unit Comprehensive Collegiate	\$ 495,000	Replace section 1, total 9,900 sq/ft, strip down to insulation cover with SBS (roofing membrane), install fall protection	Supervisor of Facilities
Naicam School	\$ 12,000	Prairie Controls is out of date, needs upgraded as it is not being supported anymore. Naicam, TES, WMS	Supervisor of Facilities
Tisdale Middle & Secondary School	\$ 65,000	Prairie Controls is out of date, needs upgraded as it is not being supported anymore. Controllers need to be replace for heat control	Supervisor of Facilities
White Fox School	\$ 8,000	Door locksets are aged, hard to unlock & lock,	School Request
William Mason School	\$ 10,000	Door locksets are aged, hard to unlock & lock,	School Request
	\$ 1,375,000		
2019/20			
Arborfield School	\$ 75,000	Replace fire alarm control panel, 2016 annual fire alarm inspection recommends upgrade	Supervisor of Facilities
Bjorkdale School	\$ 70,000	Replace fire alarm control panel. 2016 annual fire alarm inspection recommends upgrade	Supervisor of Facilities
Gronlid Central School	\$ 48,000	Replace fire alarm control panel. recommendation from fire alarm inspection 2016	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 675,000	Roof sections 19, 20,28, 29, approx. 18,000 sq/ft	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 90,000	BMS is not Digital as old of date, pneumatic system leaks and gauge are not true, upgrade completing to an more energy efficient monitoring system	Supervisor of Facilities
Melfort & Unit Comprehensive Collegiate	\$ 63,500	Replace section over college, all granular is off, re coating product will extend life, 4,150 sq/ft	Supervisor of Facilities
Star City School	\$ 70,000	Replace fire alarm control panel. 2016 recommendation from the fire alarm inspection	Supervisor of Facilities
Tisdale Middle & Secondary School	\$ 1,200,000	Roof Section 11&12 installed 1990- 26,925 sq/ft , 30 yrs old, Life cycle would be 25 years.	Supervisor of Facilities
	\$ 2,291,500		
2020/21			
Bjorkdale School	\$ 16,063	Replacement of shingle roof over school storage shed.	Supervisor of Facilities
Brunswick School	\$ 90,000	Stucco walls, Paint has faded and should be upgraded. Cracks are showing in several locations. Patch and repair stucco and upgrade painting .	Supervisor of Facilities
Carrot River High School	\$ 285,000	Replace roof sections 11 & 12, (14,500 sq/ft)	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 150,000	Office renovation to make it more of a useable space & appearance looking	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 475,000	Roof sections 3,6,9,11 approx. 10,225 sq/ft	Supervisor of Facilities
Melfort & Unit Comprehensive Collegiate	\$ 250,000	General office space for more usable area	School Request
Melfort & Unit Comprehensive Collegiate	\$ 55,000	Modernization of 2nd floor Labs, rm 212,213,214,215, see attachment for ideas	School Request
Tisdale Elementary School	\$ 50,000	Crawlspace linear needs replacing, lots of ground water, cause of smell & mold growth.	School Request
Tisdale Middle & Secondary School	\$ 527,489	Roof Section 1,2 installed 1990- 11,450 sq/ft , roof is 31 years old, Life cycle would be 25 years.	Supervisor of Facilities
Wagner School	\$ 75,000	Replacement plan for lockers at the back of rooms, add metal lockers	School Request
	\$ 1,973,552		
2021/22			
Arborfield School	\$ 55,000	New windows in the Elementary Part of school	School Request
Bjorkdale School	\$ 450,000	New air handlers for fresh air to meet ASHRA standards	Supervisor of Facilities
Brunswick School	\$ 300,000	Redevelop area with office and work area; make area more open and usable, no addition to building can be done.	School Request
Carrot River Elementary School	\$ 90,000	Shingles on the East and the North sides are replaced in 2012; this is to replace the West and South sides.	Supervisor of Facilities
Carrot River High School	\$ 200,000	General office not functional as it could be	School Request
Gronlid Central School	\$ 530,000	Roof section 2 is 32 years old past life cycle, 14,274 sq/ft	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 200,000	Roof sections 23,25,26,27 approx. 5,075 sq/ft	Supervisor of Facilities
L P Miller Comprehensive High School	\$ 250,000	Retop pavement on student parking, slurry coat staff parking	School Request
L P Miller Comprehensive High School	\$ 350,000	Provide A/C to classrooms, help with better learning environment, controls to operate DX coils on extra fan unit.	School Request
Melfort & Unit Comprehensive Collegiate	\$ 250,000	Modernize classrooms, all WR partitions are needed, all aluminum entry doors needed, front steps to school	School Request
Melfort & Unit Comprehensive Collegiate	\$ 100,000	Recap staff parking lot.	School Request
Wagner School	\$ 635,000	Roof section 1,2,3 installed in 1993, approx. 16625 sq/ft, 30 yrs old. Life cycle would be 25 years.	Supervisor of Facilities
	\$ 3,410,000		



NESD Board of Education

Meeting Date: May 22, 2018

Topic: 2018-2019 Level 2 Work Plans

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

The Education Sector Strategic Plan (ESSP) is a multi-year plan designed to achieve the goals for education as set out in the government's plan for growth 2020. The sector plan was approved by Boards of Education in 2014 and is checked and adjusted annually through a planning process to update Level 1 A3s led by the Provincial Leadership Team (PLT). The PLT is comprised of First Nations, provincial directors of education and members of the deputy minister's office.

CURRENT STATUS

The administration of the North East School Division has completed system Level 2 plans (A3's) to align with the education sector priorities and outcomes. The board's strategic plan for 2017-2021 has been developed and an additional A3 in the area of holistic well-being has been developed to support the renewal of the board's strategic plan.

The Level 2 plans will be shared with school level administrators at the Administrative Council in June. School Community Councils, teachers and school administration will align Level 3 school plans with the priorities of the education sector and the school division. Level 3 plans will be approved by the board of education in the fall of 2018.

RECOMMENDATION

Proposed Board Motion

That the Board of Education accepts the 2018-2019 North East School Division Level 2 Outcome and Project plans as presented.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel Director of Education	May 15, 2018	2018-2019 Level 2 A3's Link - Level 2 A3-052218

2018-19 NESD Plan : Reading, Writing, & Math in Support of Sector Outcome

Sector Outcome: By June 2020, 80% of students will be at or above grade level in reading, writing, and math.
Date of Original Draft: February 25th, 2014
Date Last Updated: March 26, 2018

Primary Owner: Stacey Lair

Secondary Owner: Learning Coordinators

1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

READING:
 % of grade 3 students are reading at or above an instructional Level 19 on the June, 2018 data set of the NESD diagnostic reading levels.

 % of grade 3 students are comprehending at or above grade level on the Reading Assessment District, 2018 (final Divisional report up)

 % of grade 3 students are fully meeting or achieving with enriched understanding in the Comprehend and Respond focus area within StudentsAchieve in June, 2018.

WRITING:
 % of grade 4 students are fully meeting or achieving with enriched understanding on the Compose and Create focus area in ELA in June, 2018 according to StudentsAchieve data.
 % of grade 4 students are at a level 3 or 4 on the June, 2018 Provincial reporting.
 % of grade 7 students are fully meeting or achieving with enriched understanding on the Compose and Create focus area in ELA in June, 2018 according to StudentsAchieve data.
 % of grade 7 students are at a level 3 or 4 on the June, 2018 Provincial reporting
 % of grade 9 students are fully meeting or achieving with enriched understanding on the Compose and Create focus area in ELA in June, 2018 according to StudentsAchieve data.
 % of grade 9 students are at a level 3 or 4 on the June, 2018 Provincial reporting.

MATH:
 % of grade 2 students are fully meeting or achieving with enriched understanding on the Number Strand in June, 2018 according to StudentsAchieve data.
 % of grade 5 students are fully meeting or achieving with enriched understanding on the Number Strand in June, 2018 according to StudentsAchieve data.
 % of grade 8 students are fully meeting or achieving with enriched understanding on the Number Strand in June, 2018 according to StudentsAchieve data.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Reading <ul style="list-style-type: none"> Report the NESD diagnostic reading levels for Grade 3 in November, March (NESD only) and June (Ministry) Schools will review their reading data (DLR and SA) quarterly and develop strategies to address areas of concern Offer optional PLC Sprints for grade 3 teachers Share ongoing work with partners 	DLR Data collected and available for response by schools/teachers Actions within school-level A3s Increased skill and confidence in benchmarking and responsive instruction Collaborative work in the area of literacy support	School Admin and staff School Admin and staff Coordinators Don, Stacy, Mark, Reanne, Eric Reanne	Nov, March, June Nov, Jan, April, June Ongoing Ongoing	June, 2019 Ongoing	SDS and StudentsAchieve, teacher time SIP days, etc Coordinator Coordinators, Superintendents, Director Coordinator, time, mileage	Risks: <ul style="list-style-type: none"> New teachers; administration of DLR Unfamiliar/confidence in benchmarking and responding to data Lack of PLC structure and lack of interest in PLC Sprint Teachers not utilizing data to inform their daily planning Budget constraints Invalid or inconsistent assessment practices Mitigations: <ul style="list-style-type: none"> PD to build skill Collegial days as required Encourage target strategic planning by schools (PLC Learning Sprints) Utilize coordinators to minimize costs Communication re. intent of PLC Sprints
Writing <ul style="list-style-type: none"> Schools will review their Compose & Create (SA) writing data quarterly and develop strategies to address areas of concern. Report to the Ministry on writing for grades 4, 7 and 9, by individual student using the ESSP developed rubrics and supports Share and continue to explore ESSP writing continuum rubrics, writing materials and reporting protocols with teachers and stakeholders 	Actions within the A3s, which are lived out in classrooms and schools Data Authentic assessment practices and responsive instruction PLC Days	School Admin and staff School Admin and teachers Coordinators Coordinators, Administrators	Nov, Jan, April, June June, 2018 Yearlong Nov, Jan, April	June, 2019 Yearlong	Superintendent, Coordinator support Sub days, mileage, meal costs Collegial time Collegial time	Risks: <ul style="list-style-type: none"> Data interpretation and response Lack of strategies deployed to improve Lack of PLC structure Budget constraints Lack of interest in PLC Learning Sprints Mitigations: <ul style="list-style-type: none"> PLC Learning Sprints – guided, structured process, time given, localized to minimize travel, half day only Admin Council – PLC discussion

2. Root Cause Analysis
 A. Learning Strategies need to be explicitly taught in ELA and Math and reinforced in all other subjects
 B. Assessment tools and practices must be authentic and carefully aligned to outcomes with intended rigor.

<p>C. A strong data process is used to design learning responsive to student needs</p> <p>D. Teachers require targeted Professional Development to properly support them in meeting their students' educational needs</p> <p>E. Learning experiences must be designed to engage and motivate students and increase student achievement.</p> <p>F. The connections between reading/writing and process/product must be made explicit</p> <p>G. Home partnerships to support learning has been identified as an area for improvement</p> <p>H. Need to build a consistency of understanding of grade appropriate reading, writing and math levels</p> <p>I. Opportunities need to be structured for teachers to work with small groups of students to provide intervention, as diagnosed by strong formative assessment practices</p> <p>J. Rich reading, writing, math and assessment resources need to be supported within schools</p>	<ul style="list-style-type: none"> PLC Sprints for examining student writing samples and diagnosing/making a professional judgement Identify a writing "lead" 	A person at attend to provincial work and direct local work	Katie	Ongoing		Coordinators, sub days, meals	<ul style="list-style-type: none"> Utilize coordinators to minimize costs 					
	<p>Math</p> <ul style="list-style-type: none"> Report to Ministry on Math Number Strand for grades 2, 5, and 8 by individual student, using provincial rubrics and supports Engage in provincial sector consultation and partnership sharing re. reading, writing, math rubrics and processes Central PD (Grades 2, 5, and 8 teachers of math) to prepare for holistic decision-making Identify a math "lead" 	Data	Mark	Spring, 2018	June, 2019	Coordinator time, time for teachers to assess and enter results	<p>Risks:</p> <ul style="list-style-type: none"> Teachers not feeling comfortable making a holistic judgement Teachers not understanding the rubric Teachers using SA grades to report up to Ministry Teachers missing the PD 					
		Don, Mark	Don SPDU	Spring 2018	Yearlong	Time and resources to attend provincial work	<p>Mitigations:</p> <ul style="list-style-type: none"> Catching up missing teachers PD to explore holistic professional judgements Videos to coach teachers 					
		Workshop days	Coordinators	Winter, 2019	Ongoing	Staff member time	Local PD budget					
		A person to attend provincial work and direct local work	Mark (prov) Katie (local)			Coordinator, mileage, hotel						
	<p>Additional Targeted and Relevant Professional Learning</p> <ul style="list-style-type: none"> New Teacher Mentorship Program (3 days and embedded mentorship) Literacy Catch Up Days (2 days centrally funded) Enhance Curriculum Corner supports in Reading, Writing and Math PLC Sprints – grades 3 (voluntary) 4 (required) - 8-10 weeks 	Workshops/ Mentorship	Coordinators, mentors, admin	Year long	June, 2018	Subs, mileage, meals, teacher time	<p>Risks:</p> <ul style="list-style-type: none"> Lack of sharing of resources by teachers Dysfunctional mentorship pairings Lack of community in PLCs 					
	Workshops	Coordinators	Fall, 2018	Fall, 2018	Coordinator, mentor and mentee time		<p>Mitigations:</p> <ul style="list-style-type: none"> Review processes Build relationships Embed time Choose pairings carefully Make the PLC grouping geographically organized 					
	Curriculum Corner supports	Coordinators	Yearlong									
	Improved data and comfort with PLC process – school experts	Coordinators	Nov, Jan, Apr	Spring 2019	Subs, mileage							
<p>Enduring strategies and NESD Rubric</p> <table border="1"> <tr> <td>Culturally relevant and engaging curriculum</td> </tr> <tr> <td>Targeted and relevant professional learning</td> </tr> <tr> <td>Differentiated, high quality instruction</td> </tr> <tr> <td>Culturally appropriate and high quality assessment</td> </tr> <tr> <td>Strong family, school, and community partnerships</td> </tr> </table>								Culturally relevant and engaging curriculum	Targeted and relevant professional learning	Differentiated, high quality instruction	Culturally appropriate and high quality assessment	Strong family, school, and community partnerships
Culturally relevant and engaging curriculum												
Targeted and relevant professional learning												
Differentiated, high quality instruction												
Culturally appropriate and high quality assessment												
Strong family, school, and community partnerships												
<p>3. Future State (How will the situation will be different because of the actions taken to improve it?)</p>	<p>5. Metrics (How will you know a change has been an improvement?)</p>				<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?)</p>							

<p>Students will be more successful and achieve higher levels of learning.</p> <p>Specific Improvement targets:</p> <ol style="list-style-type: none"> 1. By June 2020, at least 80% of grade 3 students will be reading at or above grade level. 2. By June 2020, at least 80% of grade 4, 7 & 9 students will be proficient at writing, as indicated by provincial writing rubrics 3. By June 2020, at least 80% of grade 2, 5 & 8 students will be proficient on identified numeracy outcomes as indicated by the provincial math rubrics 	<p>Reading: Grade 3 reading achievement data (DLR) is reported to the Ministry in June. Comprehend and Respond for Grades 1-12 in ELA, StudentsAchieve (4 terms)</p> <p>Writing: Provincial Writing 4, 7 & 9 achievement data is reported in June, 2019. Compose and Create, ELA, StudentsAchieve data (4 terms)</p> <p>Math: Provincial Math 2, 5 & 8 achievement data is reported commencing in June, 2019. Numbers Strand, Math, StudentsAchieve data (4 terms)</p>	<ul style="list-style-type: none"> • Ministry of Education – NESD data • Teachers – quality instruction, assessment, and intervention practices • Principals – school instructional leaders for the school • Boards of Education & SCCs – opportunity to educate/message and bring onside with the process, parental information • Parents – student led conferences, open houses, annual meetings, information sessions and packages • Students – learning, reflecting, growing
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2018-19 NESD Sector Outcome Plan : Kindergarten Students Ready to Learn

TITLE: Kindergarten Students Ready to Learn
 Sector Outcome: By June 30, 2020, children aged 0-5 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.
Date of Original Draft: March 17, 2014
Date Last Updated: March 23, 2018

Primary Owner: Eric Hufnagel **Secondary Owner: Reanne Usselman**
Other Team Members: Stephanie Rutley, Theresa Rederburg-deBoth

1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

- 83% of the NESD K students are ready for Grade 1 based on the spring 2017 EYE-TA data.
- 46% of the PreK and K students scored at a level of 3 in the winter 2018 HMTMS
- 90% of the Prekindergarten and Kindergarten environments averaged a score of 6 or higher in all categories of the ECERS-3 scale.

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

- A. Vulnerable children are entering the school system without early intervention support.
- B. Parents/caregivers are unaware or uninvolved in their child’s intellectual, social, emotional, and physical abilities.
- C. Children entering school are lacking opportunities to resources, experiences, and rich language.
- D. Fragmented and inconsistent responses and services for children 0-5 and their families.

Enduring Strategies and NESD Rubric

	Culturally relevant and engaging curriculum
	Targeted and relevant professional learning
	Differentiated, high quality instruction
	Culturally appropriate and high quality assessment
	Strong family, school, and community partnerships

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Early Years Evaluation (EYE): <ul style="list-style-type: none"> Monitor the administration of the EYE-TA to all Kindergarten students in the NESD. Monitor the administration of the EYE-DA to all 4 year old Prekindergarten students in the NESD. Train new K and PreK teachers on administering the EYE. (A/C) 	<ul style="list-style-type: none"> EYE-TA data collected in the fall and spring. 	Reanne	September 2018	May 2019	<ul style="list-style-type: none"> Sub coverage to support the EYE-TA process (meetings; SLC). SSS Team Support. Sub coverage to support coverage for EYE-DA assessment. Mileage, meals, sub costs for training new PreK/K teachers in administering the EYE. 	Risk: New teachers joining the NESD later in the year and missing training. Mitigation: Principals and Coordinators to train new staff. HR to notify Coordinators when new staff is hired
	<ul style="list-style-type: none"> EYE-DA data collected in the fall. 	Reanne	September 2018	Oct. 2018		
	<ul style="list-style-type: none"> New teachers trained in administering the EYE assessment. 	Reanne	Ongoing			
Help Me Tell My Story (HMTMS): <ul style="list-style-type: none"> Monitor the administration of the <i>Help Me Tell My Story</i> (Oral Language) assessment to K and Prek classrooms in voluntary NESD schools. Train and support PreK/K teachers in selected schools on administering the HMTMS. (B/C) 	<ul style="list-style-type: none"> HMTMS data collected. 	Reanne	Nov. 2018	June 2019	<ul style="list-style-type: none"> SSS team support. FNMI consultant support. Sub coverage for training and assessment. SSS team support. 	Risk: Lack of parent and community engagement. Technology glitches. Mitigation: Ministry IT Support. More communication to parents prior to events. Use of Outreach Workers.
	<ul style="list-style-type: none"> Teachers trained. 	Reanne				
Early Childhood Environmental Rating Scale – Revised (ECERS-3): <ul style="list-style-type: none"> Administer the ECERS-3 assessment in Prek and Kindergarten as per schedule.(C) 	<ul style="list-style-type: none"> ECERS-3 data collected in the spring. 	Reanne Steph Katie	March 2019	June 2019	<ul style="list-style-type: none"> Coordinator support. 	Risk: Time/Resources. New Personnel Mitigation: Pre-planning supports. PD/training for new staff.

<p>Early Learning Intervention Support:</p> <ul style="list-style-type: none"> • Provide 1 professional development day for PreK teachers on documentation and reporting. • Provide 2 professional development days for PreK/K teachers on the Social and Emotional Development of Children (i.e., Reaching In Reaching Out) • Promote Early Years Plan within the NESD as well as with community partners • Review Early Entrance criteria with NESD staff and community partners. 	<ul style="list-style-type: none"> • PreK PLC • PreK/K • Prek -3 teachers and partners • Clarify process 	<p>Reanne</p> <p>Reanne RIRO Facilitators</p> <p>Eric/Reanne</p> <p>Steph</p>	<p>March 2018</p> <p>October 2018</p> <p>August 2018</p> <p>August 2018</p>	<p>June 2019</p> <p>June 2019</p> <p>June 2019</p> <p>June 2019</p>	<ul style="list-style-type: none"> • Mileage, meals and sub costs for training. • Mileage, meals, sub costs for PD. 	<p>Risk: Turnover of teachers</p> <p>Mitigation: Strategic hiring and retention</p> <p>Risk Turnover of service providers within agencies. Perception that EE is synonymous with EA allocation</p> <p>Mitigation Professional learning Communication with agencies Consistency with practice</p>
<p>Engagement:</p> <ul style="list-style-type: none"> • Facilitate partnerships with 0-3 Task Force and other CBO's to support children and families. • Promote the facilitation of family engagement events and Information packages to inform parents on data and interventions. • Promote and track the nutrition program in PreK and K. 	<ul style="list-style-type: none"> • NESD will meet regularly with 0-3 Task Force events will be connected to EYE, Help Me Tell My Story, Students Achieve data • Nutritious snacks will be provided daily to PreK students and nutritional needs will be 	<p>Reanne</p> <p>Reanne</p> <p>Reanne and Theresa</p>	<p>Aug. 2018</p>	<p>June 2019</p>	<ul style="list-style-type: none"> • Superintendent/Coordinator support. • Collegial time to plan. • Coordinator/Consultant support. • Coordinator support 	<p>Risk: Lack of parent engagement.</p> <p>Mitigation: School autonomy to plan for their parents. Meeting outside of school</p> <p>Risk: Funding</p> <p>Mitigation: Grants accessed and maintained</p>

FINAL

		tracked with K students.					
<p>3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i></p>	<p>5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i></p>		<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p>				
<p>By June 2020, 90% of children exiting Kindergarten will score within the appropriate range in four of the five domains as measured by Early Years Evaluation (EYE).</p> <p>-Those leading early childhood educational environments will be appropriately trained.</p> <p>- Access to and family engagement in high-quality, universal (all who choose) childcare and/or pre-kindergarten. No barriers for who you are or where you live.</p> <p>- If the province was able to achieve the stated outcome, research would support the expectation that in the long-term graduation rates would rise and health outcomes would improve among many other significant benefits.</p>	<ul style="list-style-type: none"> • EYE-TA Data – 90% of our students exiting Kindergarten with appropriate development, indicated by green, as measured by EYE-TA data results. • Help Me Tell My Story – 80% of students in participating Kindergarten classes will score a Level 3 in all aspects of the rubric. • ECERS-3 - Prekindergarten and Kindergarten environments will average a score of 6 or higher in all categories of the ECERS-3 scale. • Documentation of family engagement event(s) facilitated by each elementary school. • Data on the EYE and HMTMS will be shared with parents. • Interventions to support the EYE, HMTMS, and ECERS-3 will be displayed on Curriculum Corner to support teachers. • 100% of NESD prek and K teachers will be trained in <i>Reaching In Reaching Out</i>. 		<ul style="list-style-type: none"> • Families will be informed on the EYE and HMTMS assessment. • Parents will stay informed through Students Achieve Parent Portal, Student Led Conferences, and RTI meetings. • Community partners, such as the 0-3 Task Force, will receive updates on the NESD Early Learning Support Sector. 				

2018-19 NESD Plan : FNM Achievement and Graduation Rates in Support of Sector Outcome

<p>TITLE: FNM Achievement and Graduation Rates Level 2 Sector Outcome: By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates. Date of Original Draft: March 9, 2014 Date Last Updated: April 24, 2018</p>	<p>Primary Owner: Stacy Lair Lead Unit/Branch: Partnerships Team Lead(s): Don Rempel</p>	<p>Secondary Owner: Theresa Rederburg-DeBoth, Sharon Meyer Expert Advisor: Other Team Members: Randy Kerr, Mark Jensen, Katie White</p>																																																		
<p>1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i> Currently in the NESD, First Nations and Metis student experience a lower level of success and engagement than Non-FNM students. Students have a lower rate of credit attainment and on time graduation. Comparatively, in 2016-17 the NESD has 3-year graduation rate of 73% for FNM students and 92% graduation rate for non-aboriginal students. Credit attainment is significantly lower in FNM students. In 2016-17, 77% of Non-FNM students attain 8 credits where 47% of FNM students attain 8 credits.</p>	<p>4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i></p>																																																			
<p>2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i> Students experience external pressures such as, peer influence, socio-economic difficulties, family transiency and a disconnect from both post-secondary and work force opportunities. Some NESD First Nations and Metis students are not staying in school and are not engaged in learning. Formal partnerships to track and support students exist in a limited capacity within the North East School Division. Attendance rates require improvement, particularly with FN students who have an attendance rate of Attendance of 92.98% compared to 96.95% for non-aboriginal students. Teachers require training and support to develop understanding to better engage FNM students.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Actions</th> <th style="width: 20%;">Deliverables</th> <th style="width: 10%;">Lead</th> <th style="width: 8%;">Start Date</th> <th style="width: 8%;">Completion Date</th> <th style="width: 10%;">Resources Required (Human and Financial)</th> <th style="width: 29%;">Risk/Mitigation</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">FNM Graduation tracking</td> <td>Communication plan for sharing of FNM attendance and credit attainment with parents, stakeholders and Division personnel</td> <td>Stacy/Mark</td> <td>August 2014</td> <td>June 2019 Repeated annually for longitudinal data</td> <td>Data services support</td> <td> Risks <ul style="list-style-type: none"> Only self-identified students will be represented as many students do not self-identify Mitigation <ul style="list-style-type: none"> Continuing the encouragement to self-identify </td> </tr> <tr> <td style="background-color: #d9ead3;">FNM – TMSS mentorship program (Student)</td> <td>Continued student mentorship program.</td> <td>Randy Kerr</td> <td>August 2013</td> <td>June 2019</td> <td>FNMEAF grant support</td> <td> Risks <ul style="list-style-type: none"> Roles of individuals may become clouded Mitigation <ul style="list-style-type: none"> Current high level support from partners needs to be maintained Roles are being better defined </td> </tr> <tr> <td style="background-color: #d9ead3;">FNM PD for NESD teachers and extended partners</td> <td>High level, consistent PD for NESD teachers and FNM stakeholders</td> <td>Stacy, Theresa</td> <td>August 2014</td> <td>June 2019</td> <td>FNM Consultant</td> <td> Risks <ul style="list-style-type: none"> Availability of partners Mitigation <ul style="list-style-type: none"> Availability of FN Consultant to assist </td> </tr> <tr> <td style="background-color: #d9ead3;">Following Their Voices (FTV) <ul style="list-style-type: none"> Professional learning opportunities for the staffs of LP Miller </td> <td>Implement the FTV framework into LP Miller Improved student learning outcomes</td> <td>Stacy</td> <td>August 2018</td> <td>August 2020</td> <td>School Based Administrator Lead Teacher School Based Facilitator Superintendent</td> <td> Risks <ul style="list-style-type: none"> Fidelity to the program (roles, time, schedules, etc.) Mitigation <ul style="list-style-type: none"> Regular monitoring </td> </tr> <tr> <td style="background-color: #d9ead3;">Mamawe Project, which includes:</td> <td>School supports for FN students. 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		perspective in a divisional report.					<ul style="list-style-type: none"> Only self-identified students will be represented as many students do not self-identify Mitigation <ul style="list-style-type: none"> Continuing the encouragement to self-identify
	Desegregated FNM attendance data tracking	Graphical and anecdotal representation and monthly reporting to stakeholders	Mark	August 2014	June 2019	Data services	Risks <ul style="list-style-type: none"> Only self-identified students will be represented as many students do not self-identify Mitigation <ul style="list-style-type: none"> Continuing the encouragement to self-identify
	FNM Consultant participation in Rtl meetings around FN students	Additional supports provided in Rtl student plan.	Theresa, Sharon	August 2014	June 2018	IS Coordinator FNM Consultant	Risks <ul style="list-style-type: none"> Only self-identified students may be represented. Mitigation <ul style="list-style-type: none"> Appropriate involvement of FNM Consultant support
	Invitational Shared Service Initiatives will support formal partnerships	ISSI three year grants for direct service to FN	Stacy	March 31, 2014	June 30 2019	Grad Coach, Business club facilitator,	Risks <ul style="list-style-type: none"> Grant cancelled due to improper use of FN based staff Mitigation <ul style="list-style-type: none"> Support of STC to monitor staffing
3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>						6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>
<p>In the future, First Nations and Métis students will be enrolled and attend school at the same rates as their non-aboriginal counterparts. First Nations and Métis student engagement will rise to the point that there is no difference in engagement levels between self-declared students and any other group of students in the province.</p> <p>Student achievement and attendance data will be communicated regularly to parents and FNM stakeholders to provide timely intervention and prevent students from becoming disengaged.</p> <p>Aboriginal students' graduation rates will align with non-aboriginal student graduation rates.</p>	<ol style="list-style-type: none"> Data for FNM students' attendance will be collected through Maplewood and reported to schools through Skopus. OurSCHOOL data will be used to identify engagement level of FNM students. 3 & 5 year Grad data for FNM students. On time credit attainment. NESD Rubric on Culture and Climate and Collaborative Culture Indicators – 80% of administrators and teaching staff will self-assess at the synthesis or refinement level of the rubric. Partnerships will be established between the NESD Board and NE First Nations. Strategic work plans with SMART goals will accompany each partnership. FNM (self-declared on-time graduation rates and credit attainment will improve at least 5% per year 						Partnership links will be utilized to communicate with stakeholders. <p>Communication strategies will be standardized to inform parents and FNM stakeholders of attendance and achievement status. Schools will communicate data to parents and FNM support personnel proactively.</p>

2018-19 NESD Plan : Graduation Rates in Support of Sector Outcome

<p>TITLE: Graduation Rates</p> <p>Sector Outcome: Saskatchewan’s graduation rate will be 85% by 2020.</p> <p>Date of Original Draft: Sept., 2017 Date last Updated: April 24, 2018</p>	<p>Primary Owner: Stacy Lair</p> <p>Lead Unit/Branch: Data</p> <p>Team Lead(s): Don Rempel</p>	<p>Secondary Owner: Linda Hipkins, Mark Jensen, Theresa Rederburg-deBoth</p> <p>Expert Advisor:</p> <p>Other Team Members: Sharon Meyer, Katie White</p>
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<p>1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i></p>	<p>4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i></p>
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While a graduation rate of 85% in the NESD is at the provincial average not all students are currently successful in graduating or transitioning to post-secondary or the skilled work force.

Career guidance and support needs to provide direction to students in traditional and nontraditional avenues.

Increased focus on FN graduation is essential but needs to expand into opportunities for FN students after successful graduation.

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties. Students become disengaged as they see little application of standard curriculum and traditional graduation models to their current life experience.

Saskatchewan secondary students must accumulate at least 24 secondary level credits in order to graduate. This means that to graduate “on-time” (within a three-year period after beginning Grade 10), a student must accumulate an average of eight credits per year. First nation students in the NESD have struggled to maintain 8 credits a year due to pressures identified.

Comparatively, in 2016-17 the NESD has 3-year graduation rate of 73% for FNM students and 92% graduation rate for non-aboriginal students.

Credit attainment is significantly lower in FN students. In 2016-17, 77% of Non-FNM students attain 8 credits where only 47% of FNM students attain 8 credits.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Monitor attendance data and participate in provincial offerings (school, province, board)	School and Division level report of attendance patterns Report attendance strategies from other jurisdictions	Stacy/Mark	August 2015	June 2019	Data Services Skopus Outreach Workers	Risks <ul style="list-style-type: none"> Ability to present data in a manageable form Mitigation <ul style="list-style-type: none"> Skopus building better attendance reports and dashboards
Credit attainment tracking	Gr 10-12 School level report of on time credit attainment by student	Stacy/Mark	August 2014	June 2019	Data Services	Risks <ul style="list-style-type: none"> Inaccurate records from incomplete data entry Difficult to track transient students Mitigation <ul style="list-style-type: none"> New USIS to track data better
Continuation of NESD Graduation rates team	Grad Rates team will provide supports at school level	Stacy/Mark	September 2017	June 2020	Online Principal Superintendent School administrators Career Guidance staff	Risks <ul style="list-style-type: none"> Challenge of supporting all schools Mitigation <ul style="list-style-type: none"> Utilize Career Guidance members to reach small schools
Divisional Career Fair	Annual grade 11 NESD career fair hosted. Continued focus on occupations not institutions.	Stacy	March 2018	March 2019	Career Guidance staff Student transportation and supervision Post-secondary and employer participation	Risks <ul style="list-style-type: none"> Lack of vendors volunteering to present Mitigation <ul style="list-style-type: none"> Building of reserve list of presenters
Bring Your Own Device support	One to one student use of technology	Linda Kirk/Robert	August 2014	June 2020	IT support LC support	Risks <ul style="list-style-type: none"> Teacher resistance to using technology in instruction. Mitigation <ul style="list-style-type: none"> Active involvement of DLC to support schools
Create Locally Developed Course (LDC) to address holistic needs of students	A LDC will be created to replace the former Aboriginal Education LDC.	Katie	August 2018	June 2019	Teachers from TMSS/LP Miller	Risks <ul style="list-style-type: none"> Ministry does not approve application Mitigation <ul style="list-style-type: none"> Multiple drafts and submissions may be required

	My Blueprint Implemented at grade 9 - 11	Career Guidance staff trained in My Blueprint use	Stacy/Mark Linda	August 2014	June 2019	Career Guidance staff	Risks <ul style="list-style-type: none"> Change over from current product used Students do not update their profile Mitigation <ul style="list-style-type: none"> Use for enrollment of courses
	Nutrition programs	Program in all NESD schools	Theresa	June 2015	June 2019	Theresa	Risks <ul style="list-style-type: none"> Financial resources available. Mitigation <ul style="list-style-type: none"> Disperse funds based on need and data
	Divisional support for extracurricular activities and after school programming.	High level athletic, Drama, and club programs available for student interests and participation	Stacy	August 2014	June 2019	Financial support for League and Provincial competition Divisional recognition for staff participation	Risks <ul style="list-style-type: none"> Budget restrictions to prevent support Mitigation <ul style="list-style-type: none"> Board to continue to support
	OurSCHOOL survey for grades 4-6, 7-12 students and all teachers	Detailed school and division level data sets	Mark	April 2015	August 2019	Data Reporting Coordinator IT support	Risks <ul style="list-style-type: none"> Length of survey creates loss of student interest and accuracy Teachers do not want to complete survey Mitigation <ul style="list-style-type: none"> Reduce the number of questions offered
	ThoughtExchange	Expand ThoughtExchange to include issues based follow up surveys	Stacy/Don	Sept 2015	June 2018	IT Support, school level admin support and monitoring	Risks <ul style="list-style-type: none"> Email contact lists inaccurate Lack of parental participation Mitigation <ul style="list-style-type: none"> Create more intriguing topics to survey

3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>	6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>
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<p>The graduation rate will increase from the 2013 rate of 89.5% by the year 2020. In addition, the FNM graduation rate will increase from the 2013 rate 55.9% to 65% by the year 2020.</p> <p>By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.</p> <p>NESD students will have opportunities for graduation beyond traditional high school credits by 2020.</p>	<p>3 & 5 year grad rates – FNM and overall (measures overall outcome) “OurSCHOOL” perceptual surveys of student engagement (measures future actions related to this outcome) Number of students who identify as First Nations and Métis Attendance data (All, FNM, non-FNM) On time credit attainment (All, FNM, non-FNM) 100% of Grades 9 – 11 students will have a profile created on My Blueprint.</p>	<p>First Nations and Métis students, educators, community members, and Elders through schools and chief and council Parents, families, students and staff Post-secondary institutions Business and industry</p>
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2018-20 NESD Project Plan : Holistic Well-Being in the NESD

<p>TITLE: Holistic Well-Being in the NESD</p> <p>System Goal: Our students and staff support and feed the body, emotions, mind and spirit to increase a sense of well-being, connectedness and resilience, and to improve student achievement.</p> <p>Date of Original Draft: May 15, 2018 Date Last Updated: May 16, 2018</p>	<p>Primary Owner: Don Rempel</p> <p>Lead Unit/Branch: Executive Council</p> <p>Team Lead(s):</p>	<p>Secondary Owner: Heather Shwetz</p> <p>Expert Advisor:</p> <p>Other Team Members: NESD Coordinators</p>
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1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]* **4. Implementation Plan** (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

The NESD values the contribution of our staffs and students and appreciates the strengths and gifts each person contributes to our learning community. As individuals work and learn within the NESD, ensuring a positive holistic view of well-being, connectedness and resilience to honour each individual is a desired state. A balanced systemic program to feed the body, emotions, mind, and spirit can be challenging in the face of multiple demands on the school system.

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

- The NESD is a somewhat large, rural division.
- A. Each school, building and department has a unique culture.
 - B. Multiple and competing demands can often lead to variances in vision, mission and direction setting at the school and various system levels.
 - C. Looking across the system, the sense of well-being is generally positive. To continually improve, we need to act upon specific targeted data that can help us improve staff and student resilience and connectedness.
 - D. The NESD needs to provide increased communication to internal (staff) stakeholders to develop common understandings. A ThoughtExchange survey in the spring of 2018 will highlight themes related to employee health and well-being.
 - E. OurSCHOOL data suggests there is a growing and heightened level of anxiety and depression within our student population. Recent tragic events may have affected the sense of well-being amongst students and staff.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
New to the NESD Teacher Orientation program	Teachers who are new to the NESD will attend a morning session prior to school start-up to become familiar with successful NESD practices.	Katie White	August 2018	August 2018	Katie White, Salary recognition and expenses for new teachers	Risk <ul style="list-style-type: none"> • Teachers unable to attend Mitigation <ul style="list-style-type: none"> • Teachers are compensated for their attendance
Review Exit Interviews for departing employees and analyze results (Data Driven from the Gallup Q12)	All employees from the 2018/19 year will be given an opportunity to provide feedback to the NESD. Benchmark established and continued improvement expected.	Heather Shwetz	Aug 2018	June 2020	HR Downloads survey tools; Melissa White to administer	Risk <ul style="list-style-type: none"> • Employees not wanting to provide feedback Mitigation <ul style="list-style-type: none"> • All employees are provided the opportunity
ThoughtExchange Survey	Using the benchmarked data, from the survey, develop action plans to address quick wins, short term gains and long term concerns identified by staff through schools and department heads.	Don Rempel	May 2018	June 2018	Thought Exchange Survey tool	Risk <ul style="list-style-type: none"> • Employees not wanting to provide feedback Mitigation <ul style="list-style-type: none"> • Email reminders sent to staff encouraging open participation
Employee appreciation gifts and Recognition Banquet	Ideasource is utilized for gift selection Annual appreciation is held in Tisdale	Melissa White	Sept 2018	March 2020	HR/Payroll team \$17500 annual Don Rempel Board of Trustees	Risk <ul style="list-style-type: none"> • Funds not provided Mitigation <ul style="list-style-type: none"> • Budgets are managed responsibly so as to ensure funds are available
Reaching In Reaching Out (RIRO)	Provide 2 optional professional development days for teachers on the Social and Emotional Development of Children	Reanne Usselman	Oct 2018	June 2019	RIRO Facilitators Mileage, meals, substitute costs	Risk <ul style="list-style-type: none"> • Perception that this is only for early years teachers Mitigation <ul style="list-style-type: none"> • 25 seats are available for any teaching staff
Support Community Connections	SCC will receive a Governance Grant to support school community involvement	Don Rempel	Sept 2018	June 2020	Enhanced Governance Grant	Risk <ul style="list-style-type: none"> • Funds not provided or scaled back • SCCs do not spend the funds or spend the funds appropriately Mitigation

						<ul style="list-style-type: none"> Communication is clear regarding how the funds may be spent
Director/Superintendent Focus Groups with staff & students	High school staff and students with meet with Director/Superintendent regarding Assessment AP progress.	Don Rempel	Nov 2018	June 2019	Teacher & support staff representatives, students	<p>Risk</p> <ul style="list-style-type: none"> Students and staff are not transparent about the assessment practices in the schools <p>Mitigation</p> <ul style="list-style-type: none"> Students and staff are selected carefully
Annual Board Linkage with SCCs	Survey SCC for topics of interest Provide an open forum for discussion with the Board	Don Rempel	Sept 2018	June 2020	Board of Trustees SCC's Travel and meeting budget	<p>Risk</p> <ul style="list-style-type: none"> SCCs do not provide list of topics of interest <p>Mitigation</p> <ul style="list-style-type: none"> Revert to an open forum
Student Government	Student governments will be supported to attend the Student Leadership Conference	Stacy Lair	Sept 2018	June 2020	Funding for transportation	<p>Risk</p> <ul style="list-style-type: none"> Travel costs are expensive depending on the location of the conference <p>Mitigation</p> <ul style="list-style-type: none"> Schools look for ways to share transportation costs
Positive Behavioural Intervention Supports	All schools will continue to utilize the PBIS model and Rtl process to respond to behavioural and academic strengths and concerns.	Eric Hufnagel	Sept 2018	June 2020	Data collection tools such as Clevr, StudentsAchieve	<p>Risk</p> <ul style="list-style-type: none"> Individuals do not honour the Rtl process Data collection is not complete <p>Mitigation</p> <ul style="list-style-type: none"> Continue to work with Clevr to make it easy for staff to input data Work with Fijitsu to allow easy migration of data between the new SIS and Clevr
Small Schools Sustainability Review Process	Respectful dialogue with small school communities on school sustainability	Don	Sept 2018	March 2019	SELU Contract Randy Fox	<p>Risk</p> <ul style="list-style-type: none"> Participants view the process as a "school closure" process <p>Mitigation</p> <ul style="list-style-type: none"> Communicate continually the process is about how to make schools viable
Mentorship Program	Teachers new to the NESD and to the profession will be paired with a mentor with the goal of ensuring success in teaching in the NESD.	Don Rempel Katie White	Sept 2018	June 2019	2.5 centrally funded days for teachers and mentors Release time mentorship building	<p>Risk</p> <ul style="list-style-type: none"> Partnerships are not paired appropriately <p>Mitigation</p> <ul style="list-style-type: none"> Permit the partnerships to be altered if the pairing are not conducive to strong mentorships
Board/Director/ Student Representative Linkage	Board members, with the Director, will meet with senior students in June. Staff advisors will meet in June 2018.	Don Rempel	June 2018	June 2020	Data collection tools	<p>Risk</p> <ul style="list-style-type: none"> Student voice not representative of entire student population <p>Mitigation</p>

							<ul style="list-style-type: none"> Encourage schools to send a variety of types of students, not simply their strongest leaders 	
	Employee Family Assistance Program (EFAP)	NESD will provide an EFAP for all regular staff (teachers and non-teachers)	Heather Shwetz	Sept 2018	June 2020	Funding for all staff members Payroll time to administer enrollment procedure	Risk <ul style="list-style-type: none"> Lack of continued funding for the program Mitigation <ul style="list-style-type: none"> Continue to prioritize this item in future budgets 	
	Universal Snack Programming for all Pre-K and K classrooms	All students in Pre-K and Kindergarten will receive healthy snacks based upon the Canadian Food Guide.	Theresa Rederburg-deBoth	Sept 2018	June 2020	Complementary Services allocation provides budget	Risk <ul style="list-style-type: none"> Snacks are not healthy Mitigation <ul style="list-style-type: none"> Mandate snacks must follow the Canadian Food Guide recommendations 	
	BMO Out-of-Pocket Reimbursements	All staff will be utilizing the BMO expense reimbursement system to reclaim expenses in an expedited manner	Wanda McLeod	Sept 2018	June 2020	Accounting Clerks to provide training and support	Risk <ul style="list-style-type: none"> Staff members do not understand process for completing the forms Mitigation <ul style="list-style-type: none"> Have available personnel ready to train individuals 	
3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i>		5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>				6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>		
<ul style="list-style-type: none"> The system wide culture remains positive. The NESD becomes an employer of choice that people want to work in. Our students and staff all enjoy the time they spend in our buildings. External Stakeholders are informed, understand and are familiar with the North East School Division vision, mission and strategic direction. 		<ul style="list-style-type: none"> 100% of departing employees are provided the opportunity for an exit Interview 100% of permanent employees are provided the opportunity to complete an Engagement OurSchool student Intellectual Engagement report indicates the NESD is above the Canadian norm in all subcategories OurSCHOOL student sense of belonging is above the Canadian norm in all subcategories Strong Family, School and Community Partnerships will be collated and charted Mentorship – increased retention of teachers 				<ul style="list-style-type: none"> Children will enjoy their classrooms. Teachers and staff will enjoy their work within the division. That passion should further ignite employee engagement. Staff engagement will correlate into student and stakeholder engagement. That will result in increased student retention, increased graduation rates along with stronger and better targeted interventions on the RTI pyramid. 		

North East School Division



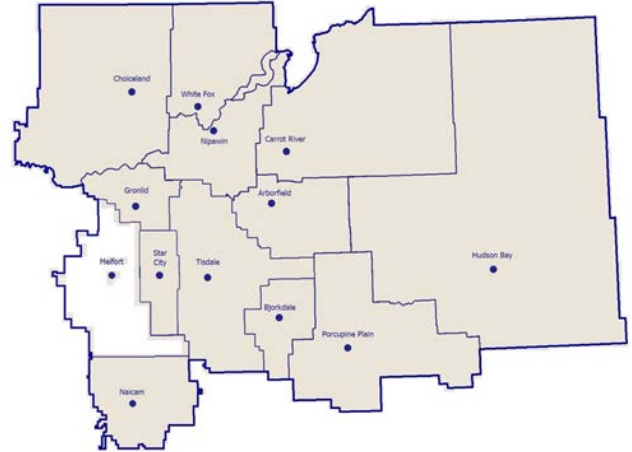
Education in a Culture of Excellence

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Strategic Plan of the Board: 2017-2021

About Us

The North East School Division is a rural division with 21 schools located in 13 communities. The division is located in north east Saskatchewan and encompasses approximately 11,000 square kilometers. It spans a geographic area from Naicam in the south, Smeaton in north, Hudson Bay in the east, and Melfort in the west. The map to the right shows the geographic location of the centers it services with their respective school boundaries.



Much of the North East School Division is rural, with four larger centers, Nipawin, Tisdale, Hudson Bay and Melfort with the school division head office being located in Melfort. The North East School Division serves two Hutterite colonies and interacts with four local First Nations.

Agriculture, mining, tourism, and manufacturing all play a significant role in the economy of the north east. Much like the rest of Saskatchewan, the north east area has been witness to an influx of immigrants who support the growing economy.

Division Mission Statement

Our mission is to ensure every student has the opportunity to succeed.

Division Vision Statement

Our vision is education in a culture of excellence.

Division Guiding Principles

Success in the North East School Division is achieved through the following shared values.

Commitment to Be Your Best: We are committed to the pursuit of excellence and the achievement of an individual's personal best.

Responsible: We are committed to individual and organizational accountability.

Inclusive: We are committed to a culture of mutual respect which is responsive to the diversity among people.

Cooperative: We are committed to collaborative relationships fostered by open communications.

Ethical: We are committed to conducting ourselves with integrity and compassion.

Goals to Achieve the Vision/Mission

Our school division goals are:

1. Our students and staff support and feed the body, emotions, mind and spirit to increase a sense of well-being, connectedness and resilience, and to improve student achievement.
2. Our students exit kindergarten ready for learning in grades 1 to 3.
3. Our students are at or above grade level in reading, writing and math.
4. Our First Nations and Métis students are resilient, successful in learning, and graduate on time.

North East School Division Board of Education (2016 – 2020)

The North East School Division is governed by a ten-person elected Board of Education. The Education Act, 1995 gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

The School Division is organized into eight subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the Division and are committed to providing the very best education possible for each and every student. The Board of Education members are as follows:

Board Member	Subdivision
Linda Erickson	Hudson Bay
Bob Gagne	White Fox & Carrot River
Luke Perkins (Board Chair)	Star City, Gronlid, & Choiceland
Lori Kidney	Naicam & Rural Tisdale
Ted Kwiatkowski	Arborfield, Bjorkdale, Porcupine Plain
Richard Hildebrand	Tisdale Schools
Randy Ariss	Melfort Schools
Todd Goudy	Melfort Schools
Marla Walton (Vice Chair)	Nipawin Schools
Michael Botterill	Nipawin Schools

The Education Sector Strategic Plan

Members of the provincial education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector and its priorities and outcomes align the work of school divisions and the Ministry of Education. North East School Division Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan. The first cycle of the ESSP was deployed in 2014-15.

Division Strategic Plan

North East School Division Board of Education approves the following strategic plan. The plan aligns with the ESSP by providing “Key Actions” and “Metrics” for the NESD goals.

GOAL #1: Our students and staff support and feed the body, mind, spirit, and emotions to increase a sense of well-being, connectedness and resilience, and to improve student achievement.

Improvement Targets: By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

By 2018, school divisions will achieve parity between First Nations and Metis students and non-First Nations and Metis students on the OurSCHOOL engagement measures.

NESD Key Actions
Review and provide the beginning teacher orientation program.
Review exit interviews for departing employees and analyze results.
Review the findings of NETA’s teacher workload intensification study.
Develop and maintain a consistent on-boarding process and orientation for new non-teacher employees.
Provide enhanced grants to SCC’s to support parent engagement.
Review stakeholder feedback from ThoughtExchange surveys.
Support the usage of the Positive Behaviour Interventions and Support (PBIS) model in all schools.
Work with school communities to feed the body, mind, spirit and emotions of students and staff to increase a sense of well-being.
Support nutrition programs in all NESD schools.
Continue the support of high level extracurricular activities and after school programming.
Continue the support of “Tell Them From Me” now known as “OurSchool” survey.
Expand Thought Exchange survey to include issues based follow-up surveys for schools.
OurSchool FNM data collection and desegregation.

NESD Metrics	Current Data	
Indicator	Result	Date
OurSchool – Intellectual engagement will increase by 5% by the end of 2017-18.	63%	May, 2017
OurSCHOOL – Percentage of FNM elementary students who report a positive sense of belonging.	72%	May, 2017
OurSCHOOL – Percentage of non-FNM elementary students who report a positive sense of belonging.	78%	May, 2017
OurSCHOOL – Percentage of FNM secondary students who report a positive sense of belonging.	53%	May, 2017
OurSCHOOL – Percentage of non-FNM secondary students who report a positive sense of belonging.	69%	May, 2017
OurSCHOOL – Percentage of FNM secondary students who are intellectually engaged.	63%	May, 2017
OurSCHOOL – Percentage of non-FNM secondary students who are intellectually engaged	65%	May, 2017

GOAL #2: Our students exit kindergarten ready for learning in grades 1 to 3.

Provincial Target: By June 30, 2020, children aged 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

Improvement Target: By June 2018, 100% of Prekindergarten educators will have completed Responding to Children’s Interests (SPDU) workshop and 100% of Kindergarten educators will have completed Literacy Practices in Kindergarten.

NESD Key Actions
Monitor the administration of the Early Years Evaluation (EYE) to all K and PreK students.
Train new K and PreK teachers on administering the EYE.
Monitor the administration of the <i>Help Me Tell My Story</i> (Oral Language) (HMTMS) assessment to K and PreK classrooms in voluntary NESD schools.
Train and support PreK and K teachers in selected schools on administering the <i>HMTMS</i> .
Administer the Early Childhood Environmental Rating Scale – 3 rd Edition (ECERS-3) assessment in PreK and K as per schedule.
Provide Hanen: ABC’s and Beyond professional development to new K teachers.
Provide two professional development days for PreK teachers on intervention strategies.
Provide professional development via Inspired Learning Opportunities.
Facilitate partnerships with RIC and 0-3 Task Force to support children and families.
Promote the facilitation of family engagement events and information packages to inform parents on data and interventions.
Promote and track the nutrition program in PreK and K.

NESD Metrics	Current Data	
Indicator	Result	Date
EYE-TA Data – 90% of our students exiting Kindergarten with appropriate development, indicated by green, as measured by EYE-TA data results.	83%	May, 2017
Help Me Tell My Story – 80% of students in participating Kindergarten classes will score in the Level 3 or higher in all aspects of the rubric.	tbd	
ECERS-3 – Kindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale.	6.43	May, 2017
ECERS-3 – Prekindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale.	6.72	May, 2017
100% of NESD Prekindergarten teachers will be trained in Responding to Children’s Interests.	tbd	
100% of NESD Kindergarten teachers will be trained in Literacy Practices in Kindergarten.	tbd	

GOAL #3: Our students are at or above grade level in reading, writing and math.

Provincial Target: By June 30, 2020, 80% of students will be at or above grade level in reading, writing and math. *“Math” refers to number strand only.*

Improvement Targets: By June 2018, at least 80% of students will be at or above grade level in reading and writing.

By June 2019, at least 80% of students will be at or above grade level in math.

NESD Key Actions
Report the NESD diagnostic reading levels for Grade 3 in November, March and June.
Inform teachers of Sask Reads website updates.
Schools will review their Grade 3 Comprehend & Respond reading data quarterly and develop strategies to address areas of concern.
Assess Grade 3 students in Reading Assessment District (RAD).
Train new Grade 3 ELA teachers on Diagnostic Levelled Reading (DLR), Levelled Literacy Intervention (LLI), and RAD.
Schools will review their Grade 4, 7, and 9 Compose & Create writing data quarterly and develop strategies to address areas of concern.
Share ESSP writing continuum rubrics, writing materials and reporting protocols with teachers.
Provide professional development regarding literacy for Administrators (Day 2) and Grades 7-9 teachers.

NESD Metrics	Current Data	
Indicator	Result	Date
DLR – 80% of our Grade 1, 2, and 3 students will be reading at grade level.	Gr 1: 42% Gr 2: 54% Gr 3: 73%	Jan, 2018 Nov, 2017 Nov, 2017
Reading – 80% of our Grade 1, 2, and 3 students will be at Fully Meeting (FM) or above on Comprehend & Respond as per StudentsAchieve.	Gr 1: 45% Gr 2: 61% Gr 3: 64%	Jan, 2018
Writing – 80% of our Grades 4, 7, and 9 students will be at Fully Meeting (FM) or above on Compose & Create as per StudentsAchieve.	Gr 4: 47% Gr 7: 67% Gr 9: 75%	Jan, 2018
Math – 80% of our Grades 2, 5, and 8 students will be at Fully Meeting (FM) or above on Number Strand as per StudentsAchieve.	Gr 2: 67% Gr 5: 69% Gr 8: 68%	Jan, 2018

GOAL #4: Our First Nation and Métis students are resilient, successful in learning, and graduate on time.

Provincial Targets: By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

By June 30, 2020, collaboration between First Nations, Metis and Inuit and non-First Nations, Metis and Inuit partners will result in significant improvement in First Nations, Metis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

Improvement Targets: Achieve an annual increase of 3 percentage points in the provincial three-year graduation rate for all students.

Achieve an annual increase of 4 percentage points in the First Nations and Metis three-year graduation rate.

NESD Key Actions
Monitor attendance rates for individual schools, the division, and the province for all subpopulations.
Develop “on-time” credit attainment reports for all schools in the division.
Continue the support and expansion of online asynchronous continuous intake courses.
Participate in the Provincial Priority on High School Graduation.
Support the continued emphasis of occupations during the Divisional Career Fair.
“My Blueprint” training of Career Guidance staff and Kinistin Grad Mentor
Sharing of FNM attendance and credit attainment with parents, stakeholders, and Division personnel.
Continued support of the FNM – TMSS student mentorship program.
FNM student supports developed and implemented in LP Miller, Wagner, and Central Park schools.
NESIP funded Aboriginal support teacher provided for LP Miller and Wagner school.
Continue reporting to the FNMEAF grant.
Parent and Elder engagement to support Cultural teachings for students.
Provide FNM Consultant participation in Rtl meetings involving FNM students.
Invitational Shared Service Initiatives (ISSI) will support formal partnerships.
Strategic work plans will be developed to accompany the goals of all ISSI partnerships.

NESD Metrics	Current Data	
Indicator	Result	Date
Credit Attainment – 75% of students will earn at least 4 credits in 1 st semester of Grade 10 in 2017-18 and 2018-19.	All: 81.4% FNM: 56.4% Non-FNM: 86.0%	Feb, 2018
Credit Attainment – 75% of Grade 10 students will have at least 8 credits by the end of grade 10 in 2017-18.	All: 83.5% FNM: 53.8% Non-FNM: 91.2%	June, 2017
Grad Rate – NESD will have a three-year graduation rate of 90%.	All: 89.6% FNM: 73.5% Non-FNM: 92.2%	June, 2017
Attendance – 90% of students will have at least 80% attendance each month in 2017-18.	All: 92% FNM: 81%	Feb, 2018

	Non-FNM: 95%	
Grad Plan – 100% of Grade 9 will have a graduation plan by the end of 2017-18.	tbd	
Grad Rate – NESD will have a three-year graduation rate of 75% for FNM students.	73.5%	June, 2017
Grad Rate – NESD will have a five-year graduation rate of 85% for FNM students.	78%	June, 2017

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NESD Board of Education

Meeting Date: May 22, 2018

Topic: Continuous Agenda for the Board 2018-2019

MEETING	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input type="checkbox"/> Information
<input checked="" type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Board Strategic Direction	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Audit Committee Meeting	<input type="checkbox"/> Monitoring or Reporting Items	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Information Items	
	<input type="checkbox"/> Correspondence	

BACKGROUND

Board Policy No. 115 provides that each year the Board establishes a continuous agenda which includes a timeline of:

- Planning discussions
- Decision items
- Monitoring reports
- Presentations and linkages

Monthly meeting agendas are established by the board chairperson, in consultation, with board members and administration.

CURRENT STATUS

The attached draft of a continuous agenda, which was developed at the May committee of the whole meeting.

RECOMMENDATION

Proposed Board Motion at the May Business Meeting:

That the Board of Education approve the Continuous Agenda of the Board of Education for the 2018-2019 school year.

PREPARED BY	DATE	ATTACHMENTS
Don Rempel	May 14, 2018	Continuous Agenda 2018-2019

Continuous Agenda 2017-2018
NESD Board of Education

	September	October	November	December	January	February	March	April	May	June
Planning Discussion		Review SSBA Resolutions & Budget	Year End Audit Findings		Calendar - draft		Provincial Budget	Budget Projections		
							School Sustainability	Review Year-End Audit Recommendations	Budget	
								Continuous Agenda		
Decisions			Organizational Meeting						Approve Continuous Agenda 2019-20	
							Approve Calendar			Approve Budget
Monitoring Reports	Wall Walk		Audited Financial Statement & Annual Report		Wall Walk	Business Continuity Plan		Wall Walk	Governance Health Check & CEO Review	Wall Walk
	Quarter Three Financial Report		School Level A3's		Quarter One Financial Report			Quarter Two Financial Report		
	School's Eligible for Review									
Presentations & Linkage			SSBA Fall General Assembly				SCC Linkage	SSBA Spring General Assembly		Student Exit Interview
			SCC Orientation							