


<p><b>Enduring Strategies:</b> *Cultural relevance is foundational to all strategies</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2019-20</p> <p>Priorities (Short Term Improvement Breakthroughs)</p> <p><b>Development of Community Early Years Engagement Networks</b> In support of improved math achievement, develop a SaskMATH web resource to support high quality math instruction and assessment.</p>	<p><b>Priority Teams:</b> <b>Community Early Years Engagement Networks:</b> Sean Chase, Lynn Little, Thomas Sierzycki, Clint Repski, Trish Wuschenny <b>SaskMATH:</b> Kevin Garinger, Duane Hauk, Susan Nedelcov-Anderson, Kevin Tonita, Lisa Eberharter, Vincent Cable</p>
<p>Curriculum: relevant and engaging Instruction: differentiated and high quality Assessment: appropriate and authentic Experience: First Nations, Métis and Inuit content, perspectives, language, and ways of knowing Professional Learning: targeted and relevant Strong Relationships: students, family (kinship), school and community Alignment: human, physical and fiscal resources</p> <p>High Expectations and Caring Relationships</p>	<p>Priorities (Short Term Improvement Breakthroughs)</p> <p style="text-align: center;"> <b>Strategic Intent*:</b>   </p>	<p>Currently, the focus of the ESSP is to meet the 2020 targets. A new Provincial Education Plan is in development to determine priorities from 2020 to 2030.</p>
<p><b>*Strategic Intent</b></p> <p>I am ready to learn: I am safe, healthy and hopeful.</p> <p>I am valued: I have a voice and am supported in my ways of learning.</p> <p>I belong: I contribute, am respected and respectful.</p> <p>I am successful: at levels appropriate for my ability and aspiration.</p> <p>I am preparing for my future: in education, in employment, in my community and in life.</p>	<p>Outcomes (Long Term)</p> <p><b>By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.</b></p> <p><b>By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.</b></p> <p><b>By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.</b></p> <p><b>By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.</b></p>	<p><b>Outcome Teams:</b> <b>At Grade Level in Reading, Writing and Math:</b> Don Rempel, Duane Hauk, Barb Mackesey, Gwen Keith, Kevin Garinger <b>First Nations, Métis and Inuit Student Engagement and Graduation Rate:</b> Robert Bratvold, Barry MacDougall, Susan Nedelcov-Anderson, Sandy Pinay-Schindler, Ken Okanee, Maureen Johns, Brenda Vickers, Lyle Whitefish, Domenic Scuglia, Tim Caleval, Pat Bugler, Angella Pinay; Jason Young <b>Graduation Rate:</b> Greg Enion, Kyle McIntyre, Tony Baldwin, Todd Robinson, Cory Rideout, Lori Jeschke, Guy Tétrault, Luc Lermينياux <b>Early Years:</b> Greg Chatlain, Lori Whiteman, Lorel Trumier, Quintin Robertson, Lynn Little, Deloris Netmaker, Thomas Sierzycki, Ronald Ajavon, Sean Chase, Ronald Ajavon, Clint Repski, Twyla Mensch</p>