

Pre-K-12 Continuous Improvement Framework

A Guide for School Division Strategic Planning

**Version IV
November, 2011**



Saskatchewan Ministry of Education

Pre-K-12 Continuous Improvement Framework

Pre-K-12 Continuous Improvement Framework

This Guide to the Pre-K-12 Continuous Improvement Framework is intended to assist school division boards (divisions) in an annual cycle of strategic planning, monitoring and public reporting on the use of resources, strategic practices and the progress in improving the achievement outcomes of all Saskatchewan's students..

Acknowledgements

The following partners worked collaboratively with the Ministry in formulating the CIF:

- Saskatchewan Teachers' Federation (STF)
- Saskatchewan School Boards Association (SSBA)
- Saskatchewan Association of School Business Officials (SASBO)
- League of Educational Administrators, Directors and Superintendents (LEADS)
- Federation of Saskatchewan Indian Nations (FSIN)
- Saskatchewan Association of School Councils (SASC)
- First Nations and Métis Education Provincial Advisory Committee (FNME-PAC) formerly (AEPAC)
- University of Saskatchewan
- University of Regina
- Prairie Spirit School Division
- Northern Lights School Division
- Regina Catholic School Division
- Saskatoon Public School Division

The following acronyms are used in this document:

AC – Accountability Conference

CI – Continuous Improvement

CIF – Continuous Improvement Framework

CIP – Continuous Improvement Plan

CIR – Continuous Improvement Report

LIP – Learning Improvement Plan

FNMEP – First Nations and Métis Education Plan

FNMEAF – First Nations and Métis Education Accountability Fund

SCC – School Community Council

SSS – Student Support Services

If you have questions or comments regarding the Continuous Improvement Framework and Guide, please contact the Assessment and Accountability, Assessment Unit at (306) 787-2363.

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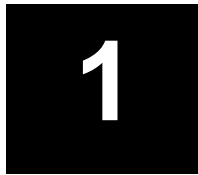
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Continuous Improvement Framework

Purpose

The purpose of the Ministry of Education's (Ministry's) Continuous Improvement Framework (CIF) is to improve the achievement all students and to remove the gaps for First Nations and Métis students. The framework was developed in collaboration with education partners in 2005 and first introduced to all Saskatchewan divisions in March 2006.

The CIF is the accountability framework for Saskatchewan's education sector. The framework supports the alignment of division and school operations with the ministry's priority to improve the achievement of all students. The CIF provides direction to divisions for planning, monitoring and public reporting on the use of resources, strategic practices to in support of the ministry's priority

Pre-K -12 Provincial Priorities

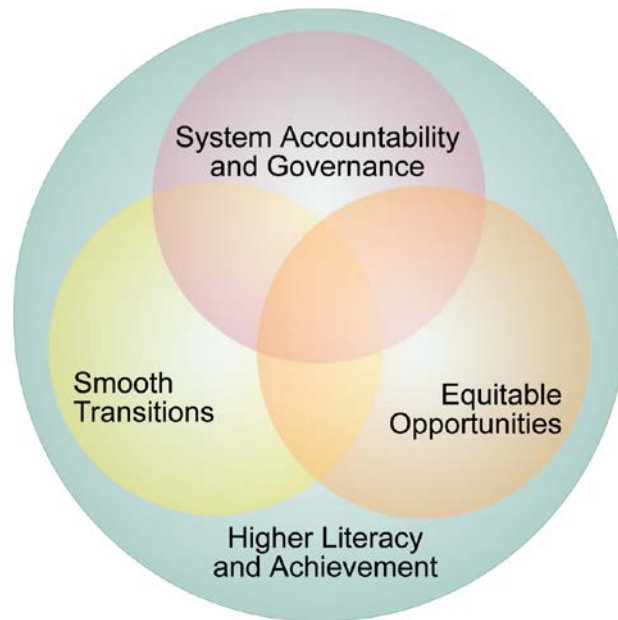
The CIF is organized around the ministry's four provincial priorities:

- Higher Literacy and Achievement;
- Equitable Opportunities;
- Smooth Transitions; and
- System Accountability and Governance.

The extent to which these priorities converge indicates a clear division focus on student achievement and growth. Building a culture that provides success for all students is a shared mandate.

Pre-K-12 Continuous Improvement Framework

Diagram 1: Four Pre-K-12 Provincial Priorities



Roles and Responsibilities

The CIF is a critical initiative for both the Ministry and divisions in improving student achievement and removing the gaps for First Nations and Métis students. It clarifies roles and responsibilities by assisting:

- boards of education, directors, school staffs, and school community council members in establishing, coordinating, and monitoring division and school priorities to improve student achievement;
- boards of education, directors, school staffs, and school community council members in developing strong partnerships with First Nations and Métis organizations and communities,
- teachers and school administrators in guiding improvements in instructional practice, staff development, and school operations;
- parents, students, and community in better understanding school and division operations and participate in the improvement process;
- Ministry officials in providing focused policy direction and support.

The CIF acknowledges that significant improvement, at both the provincial and local level, requires a long-term commitment and appropriate resources for system operations and the teaching-learning environment.

Principles

The principles that must guide this process of discovery, renewal and improvement are based on commonly held beliefs and practices that have

Pre-K-12 Continuous Improvement Framework

guided the Pre-K-12 system through many initiatives in the past. These principles are consistent with those outlined in the *Good Practices and Dispute Resolution Report*.

1. **Because we believe in quality and excellence**, we are committed to the identification, gathering, analysis, and communication of information to enable growth of quality and excellence in our education system.
2. **Because we believe in shared responsibility**, we are committed to collaborating in the planning, monitoring, and reporting process and sharing responsibility for student learning.
3. **Because we believe in openness and honesty**, we are committed to open and transparent practices that honestly portray strengths and weaknesses in the system.
4. **Because we believe in equity and fairness**, we are committed to being sensitive and respectful to socio-demographic differences such as culture, gender, economic status, and geographic location.
5. **Because we believe in comprehensiveness**, we are committed to a holistic and balanced picture of system planning and performance.
6. **Because we believe in informed decision making**, we are committed to research-based approaches to guide practices.
7. **Because we believe in authenticity and validity**, we are committed to the gathering of qualitative and quantitative data to support decisions to enhance learning.
8. **Because we believe in teacher professionalism**, we are committed to recognizing and encouraging self evaluation, reflective practice, and innovation as critical components of professional practice and accountability.
9. **Because we believe in appropriate resources and staff development**, we are committed to providing appropriate human and material resources and timely staff development to ensure that improvement activities can positively affect student learning.
10. **Because we believe in long-term planning for improved learner outcomes**, we are committed to improvement initiatives that are part of long term plans based on system needs to improve student learning.
11. **Because we believe in parental and community engagement**, we are committed to supporting the involvement of parents and community as partners in educational decision making.

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Continuous Improvement Planning and Reporting Cycle

Components

The CIF requires division leadership for multi-year strategic planning, monitoring and public reporting on the achievement of outcomes. The CIF aligns provincial, division, school and classroom actions with the four provincial priorities. The *Provincial Core Indicators* and *Accountability Conferences* are integral to the CIF planning, monitoring and reporting cycle.

Planning

The CIF requires that boards of education prepare, approve and publish on their division website a comprehensive multi-year Continuous Improvement Plan (CIP) focused on improving student achievement and removing gaps for First Nations and Métis (FN&M) students. This multi-year plan, organized around the four provincial priorities provides division context and summarizes SMART goals, strategies, resource allocation, and expected outcomes. The plan also includes specific strategies to remove achievement gaps for First Nations and Métis students as well as projects funded through the First Nations and Métis Education Accountability Fund (FNMEAF). The CIP is dynamic and it is assumed that the school division will make annual adjustments but not significantly change priorities and goals during the life of the plan.

Reporting

The CIF requires boards of education to annually report on the achievement of expected outcomes identified in their multiyear CIP. Divisions' First Nations and Métis Education Plan must be attached and results of projects awarded through the First Nations and Métis Education Achievement Fund (FNMEAF) are to be included.

Provincial Core Indicators

A set of *Provincial Core Indicators* assists divisions with their annual CI planning, reporting and conferencing (Appendix F). These indicators draw information from provincial data bases and include indicators for sub-populations including First Nations and Métis students. Divisions can use this data to compare their performance over time and to provincial results.

Accountability Conferences

Accountability Conferences between the Ministry and divisions complement the annual planning and reporting cycle. These conferences are scheduled following the board approval of the CIP. They provide an opportunity for divisions to share with the ministry a brief report on the achievement of outcomes specific to the goals identified in their previous year's CIP. As well, they require divisions to speak to adjustment to their CIP for the upcoming year made as a result of reflection on the reported data.

Diagram 2 displays the planning and reporting cycle. While the goals of a division's multi-year CIP will be consistent over this time period, some strategies may evolve as a result of new information.

Diagram 2: Planning and Reporting Cycle



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Format for Planning and Reporting

Multi-year Continuous Improvement Plan (CIP)

Boards of Education are to prepare, approve and publish on the division website a multi-year CIP. While plans may vary, all must include four sections: Appendix B provides a template to assist in formatting a CIP.

Section 1 - Context of the School Division:

School division context enables divisions to explain the circumstances in which the plan is being implemented. Elements included are the division's governance structure, mission, vision and goals, boundaries and schools, disaggregated demographics, and the programs and services provided.

Section 2 - Division Priorities and Strategies:

This section summarizes the SMART goals, strategies, resource allocation, and expected outcomes organized around the Pre-K-12 Provincial Priorities. It also identifies the formative and summative measures that will be used to track progress over time. As well, this section will include specific improvement strategies to remove achievement gaps for First Nations and Métis students as well as identify projects funded through the First Nations and Métis Education Accountability Fund (FNMEAF). School divisions may identify local priorities.

Section 3 - Division Financial Planning:

This section contains a summary of expenditures in support of the CIP's strategic direction.

Section 4 - Communication Plan:

This section will provide a summary of how the division plans to communicate the results of the CIR to the community. A variety of formats and media should be used as appropriate. As well, it will include the Board office contact information and the web site location for the CIP and location where a full set of financial statements, public accounts, and detailed information can be accessed.

Pre-K-12 Continuous Improvement Framework

The Continuous Improvement Self-Reflection Rubric (Appendix C) provides direction and assistance to divisions to determine the extent to which they are progressing in developing their CIP.

Continuous Improvement Report (CIR)

Boards of Education are to prepare, approve and publish on the division website an annual CIR. The CIR presents evidence of progress in meeting expected outcomes and provides direction for subsequent plans.

The initial multi-year CIP is the foundation for the initial CIR. In subsequent years, divisions are expected to report yearly progress and indicate the adjustments made to their plan as a result of reflecting on their progress in achieving expected outcomes. This process of reflection and adjustment is expected to continue over the life of CIP.

The Accountability Conference Reporting Templates (Appendix D) is to be completed for purposes of CIF reporting. The template provides divisions with an opportunity to briefly report progress related to expected outcomes in the areas of Literacy, Numeracy, Student Support Services and First Nations and Métis students outcomes. It also requires divisions to identify adjustments to the plan and additional information related to advancing improved outcomes for all students.

The CIR provides the focus for discussion at annual Accountability Conferences.

The Learning Improvement Plan (LIP)

The LIP is a school-level planning document that follows the format of the division CIP. The LIP is an important component of the Continuous Improvement Framework and has been designed as a support for schools in their strategic planning for improvement. The goals in the LIP should align with the division CIP and provincial priorities. The LIP should be developed collaboratively by the Principal, school staff and the School Community Council (SCC). See Appendix E for a LIP template.

It is the responsibility of the school division to outline timelines for schools in local improvement planning. The LIP should be submitted for approval at the board level in September of each year, as outlined in *Policy Directions for School Community Councils*.

The plan and resulting accomplishments are to be communicated in appropriate ways on an annual basis to the local school community. This may involve a range of approaches: newsletters, parent nights, or regular council meetings.

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Multi-year LIPs are also recommended. Schools should reflect on accomplishments on a yearly basis and adjust their LIP accordingly.

The Ministry does not require School Community Councils to produce a formal report. Rather, the resulting accomplishments are to be communicated in appropriate ways on an annual basis to the local school community. School divisions are responsible for establishing reporting requirements with schools and school community councils.

Additional information pertaining to the roles and functions of SCCs can be found in *Policy Directions for School Community Councils* (<http://www.education.gov.sk.ca/scc>).

APPENDICES

- A. Glossary of Terminology**
- B. Multi-Year Continuous Improvement Planning Template**
- C. Continuous Improvement Self-Reflection Rubric**
- D. Accountability Conference Reporting Template**
- E. Learning Improvement Plan Template**
- F. Provincial Core Indicators**

Appendix A

Glossary of Terminology

Accountability: The act of being responsible for assigned responsibilities. This includes, but is not limited to the use of funds, results achieved, planning for continuous improvement and achieving desired results.

Action Plan: This is a detailed account of the strategies used to carry out an initiative, process or goal.

Appreciative Inquiry: A theory and practice for approaching change from a holistic framework. Based on the belief that human systems are made and imagined by those who live and work within them,

Assessment for Learning (AFL): Using assessment data to continuously improve instructional practice. *Assessment for learning* extends beyond the collection of data and reporting of results as the key outcomes of the assessment. It emphasizes preparing and engaging participants well before the data collection process. It also stresses the reflection, discussion; planning, action research, and monitoring that are desirable following the reporting event.

Baseline data: A set of data used as a starting point to measure changes over time using the same methodology. Baseline data should be used to develop performance targets.

Continuous Improvement Framework (CIF): An annual strategic planning and reporting process that identifies and aligns school division priorities with appropriate strategies, operational supports and outcome measures.

Core Indicators: The set of measures used to track and measure the success of a program or initiative in meeting the desired outcomes. These indicators have been selected by the Ministry in consultation with its partners.

Data: Information collected through a systematic method (quantitatively or qualitatively) which is used as evidence for tracking progress.

Data Analysis: The process of making sense of the data by looking for trends and relationships among variables.

Division Goal: A broad improvement statement that aligns with provincial or local priorities.

First Nations and Métis Education: Plans for FN&ME are guided by the *Inspiring Success: Building Towards Student Achievement* policy framework for First Nations and Métis learners. *Inspiring Success* aligns with the CIF and provides divisions with direction for developing action plans to improve First Nation and Métis student outcomes. The four goals of this policy framework are: 1) Equitable outcomes for First Nations and Métis learners. 2) *All* learners to have knowledge and appreciation of the

unique contributions of First Nations and Métis peoples to Saskatchewan. 3) Data collection and reporting on measures outlined in the Ministry's *First Nations and Métis Education Policy Framework* that demonstrate accountability towards improved educational outcomes. 4) Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Métis peoples at the provincial and local level.

First Nations and Métis Education Initiative Funds: Initiative Funds strengthen the capacity of school divisions to conduct research, and develop First Nations and Métis education plans that support equitable outcomes for First Nations and Métis students, and provide *all* students within the provincial education system with the knowledge of the unique contributions of First Nations and Métis peoples to Saskatchewan.

First Nations and Métis Shared Decision Making: Involvement of First Nations and Métis partners (community, schools, tribal councils) in collaborative, respectful decision making processes.

Goals: Goals are broad, long term statements that guide organizations in the direction of realizing their vision.

Indicator: A specific item of information that can be used to track and measure the success of a program or initiative in meeting desired outcomes. Indicators are observable or measurable.

Inputs: The resources (human, financial, program, professional development) devoted to a particular initiative, program, or policy.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the division provides for its students.

Objective(s): A specific statement that precisely identifies the area of improvement given in the division goal statement.

Outcomes: The results achieved through the impact of an initiative, program, or policy.

Performance Indicators and Baseline Data: The specific measures that will be used to track and measure the success of the strategies in the division's plan. The baseline refers to the starting point of the specific indicator(s) that will be used to measure changes over time.

Performance Targets: Targets define desired levels of performance to be attained by a certain time. Targets are always expressed quantitatively, and with a timeline.

Principles and Beliefs: Principles and beliefs inform decision-making and provide a foundation for developing mission, vision, and goals.

Profile: A collection of data compiled to provide a description of the school division that gives context to the CIP. Profiles include characteristics of communities, students, programs, and location.

Provincial Priority Areas: Four overarching and enduring provincial commitments for continuous improvement:

- **Higher Levels of Literacy and Achievement** – The expectation that student learning will improve in a broad range of studies, commensurate with ability.
- **Equitable Opportunities** - The expectation that all students will have equity of opportunity and benefit according to individual aptitudes, abilities, and interests, regardless of their personal or locational circumstances.
- **Smooth Transitions** - The expectation that student movement will be supported into, through, and from high school to post-secondary education or the workforce.
- **Accountability and Governance** – The expectation that school division operations will be transparent, effective, and fiscally responsible in support of improved student outcomes.

Qualitative Data: Information in descriptive terms (not numerical) used to develop trends and relationships among variables.

Quantitative Data: Information in numerical terms used to describe trends and relationships among variables.

Rationale: The reasoning or principles that explain why the division has selected a particular goal. School divisions should be able to provide a rationale to justify decisions made in their CIP and CIR.

Reporting: The process of clearly communicating the information collected during the planning and monitoring process. Reports have a specific audience, are transmitted at a particular time, and make provision for feedback.

School Division Governance: The process of how decisions are made in publically funded schools as defined by legislative authority and duties. Effective governance, within the context of accountability, consists of **Leadership** – setting a progressive direction for the school system; **Stewardship** – overseeing the successful operations of the school system; and, **Relationship** – empowering staffing and creating connections with all who have a stake in effective education for the well-being of children and youth.

SMART Goals: Goals that are specific, measurable, achievable, relevant, and time related.

Strategies: Strategies are specific actions that school divisions and schools take to achieve goals and desired outcomes for their students.

Summary of Progress: This is an explanation of how implementation of the continuous improvement plan affected the original baseline data.

Trend: A trend shows a direction of data over time (e.g., enrolment growth). A trend consists of a minimum of three data points.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Appendix B

Multi-Year Continuous Improvement Planning Template

School Division:

Date:

Year of CI Cycle:

Section 1: Context

Division Mission Statement

Division Vision Statement

Division Goals

Governance Structure

Organizational Overview

Student Demographics

Enrolments, School, and Grade Configurations


General Program Overview

Section 2: Division Plan

Provincial Priority Area: Higher Literacy and Achievement

Division Goal:

Rationale (make reference to specific indicators):


Plan			Report		
Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 2: Division Plan

Provincial Priority Area: Equitable Opportunities

Division Goal:

Rationale (make reference to specific indicators):


Plan			Report		
Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 2: Division Plan

Provincial Priority Area: Smooth Transitions

Division Goal:

Rationale (make reference to specific indicators):


Plan			Report		
Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 2: Division Plan

Provincial Priority Area: Other Division Priorities

Division Goal:

Rationale (make reference to specific indicators):

Plan			Report		
Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 3: Division Financial Information

The school division will provide a financial summary of additional expenditures related to advancing local and provincial priorities.

Section 4: Division Communication Plan

Communication Plan

Board office contact information and the web site where CIP and a full set of financial statements, public accounts and detailed information can be accessed.

Appendix C
Continuous Improvement Self-Reflection Rubric

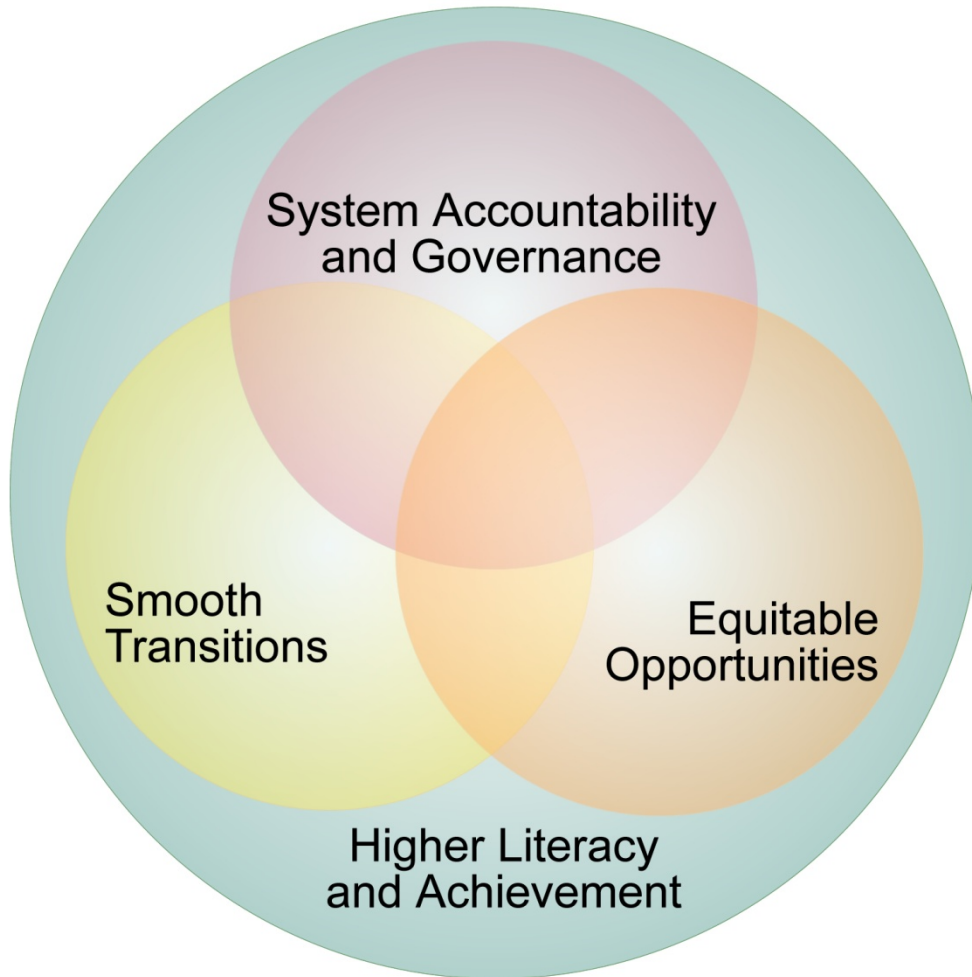
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Effective Governance: Leadership Stewardship Relationship	Board of Education has prepared, approved and published (on division website) the multi-year Continuous Improvement Plan (CIP) focused on improved student achievement.		Board of Education has prepared, approved and published (on division website) a budget in support of the CIP's strategic direction.		Board of Education has prepared, approved and published (on division website) an Audited Financial Statement		Board of Education has prepared, approved and published (on division website) a Continuous Improvement Report (CIR) summarizing progress in advancing improved student achievement and adjustments to the plan.		Board of Education conducts a board self-evaluation and a director evaluation	
Continuous improvement Plan	4 Exemplary		3 Evident		2 Emerging/Developing		1 Not Evident			
Division strategic focus on improved student achievement	<ul style="list-style-type: none"> Multi-year CIP identifies specific, division-wide SMART goals, expected outcomes and related strategies to improve student achievement. CIP links division, school and classroom actions with Ministry's CIF priorities. 		<ul style="list-style-type: none"> Multi-year CIP identifies specific, division-wide learning goals, expected outcomes and strategies to improve student achievement. School Learning Improvement Plans (LIPs) identified as the means to achieve the CIP learning goals. 		<ul style="list-style-type: none"> CIP identifies general learning goals and strategies to improve student achievement. CIP goals loosely connected to school LIPs. 		No evidence of a CIP with division-wide learning goals to improve student achievement			

Continuous improvement Plan	4 Exemplary	3 Evident	2 Emerging/Developing	1 Not Evident
Curriculum Focus	<ul style="list-style-type: none"> Division's CIP identifies a specific division-wide plan to allocate resources and provide division school and classroom level professional learning opportunities to develop a deeper understanding of the renewed Saskatchewan curricula linked to CIP achievement goals and expected outcomes. 	<ul style="list-style-type: none"> Division's CIP identifies division-wide professional learning opportunities to develop a deeper understanding of the renewed Saskatchewan curricula linked to CIP achievement goals and expected outcomes. 	<ul style="list-style-type: none"> Division CIP identifies a general goal of curriculum renewal aligned with the ministry's implementation timeline with loose connection to the CIP achievement goals and expected outcomes. 	<ul style="list-style-type: none"> No evidence of a division-wide plan to develop a deeper understanding of renewed Saskatchewan curricula.
Instructional Program and Student Supports	<ul style="list-style-type: none"> Division's CIP identifies division-wide plan to provide division, school and classroom level professional learning opportunities supporting inclusive educational practices and the use of researched based instructional strategies and job-embedded and/or mentoring opportunities directly linked to CIP achievement goals and expected outcomes. Inclusive classrooms practices provide students with differentiated or individualized instruction and a full range of support services aligned with their learning profile. 	<ul style="list-style-type: none"> Division's CIP identifies a number of division-wide professional learning opportunities supporting inclusive educational practices and instructional strategies related to CIP achievement goals and expected outcomes. Inclusive classrooms practices provide students with differentiated or individualized instruction and essential services aligned with their learning profile and CIP achievement goals and expected outcomes. 	<ul style="list-style-type: none"> Division CIP identifies a limited number of professional learning opportunities supporting inclusive educational practices and a number of programs and strategies to support the achievement of CIP goals and expected outcomes. Inclusive classrooms accommodate students through parallel instructional program related to the regular program of instruction developed in collaboration with Student support services teachers not linked to CIP goals and expected outcomes. 	<ul style="list-style-type: none"> No evidence of professional learning opportunities supporting inclusive educational practices and instructional strategies linked to CIP achievement goals and expected outcomes. Classrooms provide a separate instructional program for students with unique learning and or behavioural needs with no connection to CIP goals and expected outcomes.

Continuous improvement Plan	4 Exemplary	3 Evident	2 Emerging/Developing	1 Not Evident
Assessment Plan	<ul style="list-style-type: none"> • Division CIP identifies a division-wide assessment plan that includes the strategic use of multiple sources of provincial, division, school and classroom summative and formative assessment data linked to specific goals and expected outcomes. • Collection, organization and reporting of data links provincial, division, school, and classroom to evidence of progress in meeting expected outcomes and to future planning and direction. 	<ul style="list-style-type: none"> • Division CIP identifies a number of provincial, division and school summative and formative sources of data linked to specific goals and expected outcomes. • Collection, organization and reporting of data links provincial and division and school data to evidence of progress in meeting expected outcomes and to future planning and direction. 	<ul style="list-style-type: none"> • Division CIP identifies a limited number of provincial sources of data to demonstrate progress in meeting expected outcomes. • Collection, organization and reporting of data links provincial data with evidence of progress in meeting expected outcomes but does not support future planning and direction 	<ul style="list-style-type: none"> • No evidence of a division-wide assessment plan to demonstrate progress in meeting expected outcomes. • Collection, organization and reporting of data does not link to evidence of progress and does not support future planning and direction.

	4 Exemplary	3 Evident	2 Emerging/Developing	1 Not Evident
First Nations and Métis Education Plan (FN&MEP)	<ul style="list-style-type: none"> • Division FNMEP identifies specific SMART goals, expected outcomes and strategies to remove achievement gaps for FN&M students • Division FNMEP identifies SMART goals, expected outcomes and strategies to increase the knowledge and appreciation of the unique contribution of FN&M peoples to Saskatchewan, • FN&MEP identifies reports on multiple sources of data to demonstrate achievement of expected outcomes related to their FNMEP • FNMEP identifies specific strategies for promoting and sustaining partnerships with FN&M peoples 	<ul style="list-style-type: none"> • Division CIP embeds specific goals expected outcomes and strategies to remove achievement gaps for FN&M students • Division CIP identifies goals, expected outcomes and strategies to increase the knowledge and appreciation of the unique contribution of FN&M peoples to Saskatchewan. • Division CIP identifies and reports on a number of f data to demonstrate achievement of expected outcomes to demonstrate achievement of expected outcomes. • FNMEP identifies specific strategies for promoting and sustaining partnerships with FN&M peoples 	<ul style="list-style-type: none"> • Division CIP identifies general goals to improve achievement of First Nations and Métis students • Division CIP identifies Curriculum Renewal and Treaty Essential Learnings (TELS) as the means to achieve increase the knowledge and appreciation of the unique contribution of FN&M peoples of Saskatchewan. • Division CIP identifies and reports provincial data to demonstrate achievement of expected outcomes. • Division is reflecting on promoting partnerships with FN&M people 	No evidence of a division FN&MEP
School Community Council Involvement	<ul style="list-style-type: none"> • SCC's work jointly and in cooperation with the school Principal and staff to develop the Learning Improvement Plan. • Ongoing efforts directly support the goals of the school's LIP. 	<ul style="list-style-type: none"> • SCC's have reviewed the school learning improvement plan with school administration. • Ongoing efforts support the goals of the school's LIP. 	<ul style="list-style-type: none"> • SCCs informed of the school LIP. • Ongoing efforts are not explicitly linked to the goals of the school's LIP. 	No evidence of SCC involvement in the school LIPs

Appendix D
Saskatchewan Ministry of Education
Accountability Conference
2011-2012



The four Provincial Priorities are related and integral.
The extent to which they converge indicates clear division focus on student achievement.
Building a culture that provides success for **all** students is our shared mandate.

**Accountability Conference
Reporting Template
2010-2011 Report**

Results of 2010-2011 CIF Plan - Literacy	A
In point form report the results of last year's plan to improve literacy, and what was learned. Reference specific SMART goals and outcomes.	

Results of 2010-2011 CIF Plan - Numeracy	B
In point form report the results of last year's plan to improve numeracy, and what was learned. Reference specific SMART goals and outcomes.	

Results of 2010-2011 CIF Plan – Student Support Services	C
In point form report the results of last year's plan, and what was learned. Reference specific SMART goals and outcomes.	

Results of 2010-2011 CIF Plan – First Nations & Métis Outcomes	D
In point form report on progress and results of any FNMEAF projects in addition to specific actions undertaken to remove performance gaps. Report on the results of last year's plan.	

SMART Goals are generally considered to be:

- S - specific, significant, stretching
- M - measurable, meaningful, motivational
- A - agreed upon, attainable, achievable, acceptable, action-oriented
- R - realistic, relevant, reasonable, rewarding, results-oriented
- T - time-based, timely, tangible, trackable

School Division 2011-2012 Plans

2011-2012 CIF Plan - Reading	E
<p>List the SMART goals and specific actions planned to increase achievement in reading. Indicate the connection to last year's report. What data will you use?</p>	

2011-2012 CIF Plan - Planning for Other Literacies	F
<p>Literacy involves far more than reading. Outline some actions you are implementing in order to provide for a rich and broad mastery of other literacies (for example: scientific, economic, physical, health, aesthetic, and cultural).</p>	

2011-2012 CIF Plan - Mathematics (Numeracy)	G
<p>List the SMART goals and specific actions planned to increase achievement in mathematics. Indicate the connection to last year's report. What data will you use?</p>	

2011-2012 CIF Plan - Student Support Services	H
<p>List the SMART goals and specific actions planned in Student Supports, with particular reference to outcomes for students with intensive needs. Attach a full report that uses the Student Support rubrics to the end of this summary.</p>	

2011-2012 CIF Plan - First Nations & Métis Outcomes	I
<p>List the SMART goals and specific actions planned to increase achievement and remove gaps for FN & M students. Include plans for any FNMEAF projects your division may have. Append a copy of your FN & M Education Plan, guided by "Inspiring Success" to the end of this report.</p>	

Plans for Improved Transitions	J
List specific actions that support the progress of students into, through and beyond your division. How will you evaluate your progress?	

Technology and Improving Student Outcomes	K
List specific actions designed to engage students in using technology as a part of appropriate learning activities. What will success look like?	

Plans for Healthy, Active Students	L
List actions and specific indicators designed to improve the health and physical well-being of your students.	

2011-2012 CIF Plan - Shared Understanding of the Curriculum	M
In point form, list plans, resources and PD planned to advance a common and accurate understanding of the curriculum. Evaluate your division's progress in achieving this goal.	

2011-2012 CIF Plan - Improved Instruction	N
List specific actions designed to improve instruction across your division with all students. Evaluate your division's progress in using effective instructional strategies.	

2011-2012 CIF Plan - Improved Student Assessment	O
List specific actions designed to provide fair, valid and reliable assessment across your division with all students. List system assessment instruments that will be used to monitor student learning. Evaluate your division's progress in using assessments to improve student outcomes.	

Plans for Improving Instruction and Increasing Learning Through the Use of Data	P
Use of reliable and valid data can improve student outcomes. List actions you are taking to assist your teachers in using data appropriately.	

Plans for Involving School Community Councils in Learning Improvement Plans	Q
Evaluate the current level of participation by SCC members in the development of school Learning Improvement Plans. Outline actions you will be taking to increase the level of participation.	

Plans for Early Childhood Education	R
List specific actions designed to improve outcomes and programs in the early years. How will you evaluate progress?	

Appendix E
Learning Improvement Planning Template

School:

Date:

Year of LIP Cycle:

Section 1: Context

School Mission Statement

School Vision Statement

Governance Structure

School Community Council Structure - Describe how the SCC was involved in the LIP.

Student Demographics

School and Grade Configurations and Enrolments

General Program Overview


School Programs and Services

Section 2: School Plan

Provincial Priority Area: Higher Literacy and Achievement

School Goal:

Rationale (make reference to specific indicators):



Plan Objective	Performance Indicators & Baseline Data	Report Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 2: School Plan

Provincial Priority Area: Equitable Opportunities

School Goal:

Rationale (make reference to specific indicators):

Plan	Report				
Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
					
Plan/Strategies:					

Section 2: School Plan

Provincial Priority Area: Smooth Transitions

School Goal:

Rationale (make reference to specific indicators):



Plan Objective	Performance Indicators & Baseline Data	Report Performance Targets		Outcomes	Summary of Progress
Plan/Strategies:					

Section 2: School Plan

Provincial Priority Area: Other Division/School Priorities

School Goal:

Rationale (make reference to specific indicators):

Plan Objective	Performance Indicators & Baseline Data	Report Performance Targets		Outcomes	Summary of Progress
					
Plan/Strategies:					

Section 3: School Communication Plan

Communication Plan

Appendix F

Core Indicators 2011-12

There are fewer Core Indicators for this year, and they are primarily aimed at demonstrating improvement within the division, with less comparison to the provincial average.

1. Persistence to complete grade 12
 - a. % of students completing in 3 years
 - b. % of those students not completing who are still in school
 - c. size of gap for First Nations & Métis students
2. Average credits per student grades 10, 11 & 12
 - a. credits earned by students getting occasional or frequent supports
 - b. size of gap for First Nations & Métis students
3. Selected grade 10-12 Final Marks
 - a. size of gap for First Nations & Métis students
4. Treaty Essential Learnings results
 - a. participation rate
 - b. size of gap for First Nations & Métis students
5. Enrolment by Grade
6. Education Finance
 - a. Instruction Expenditures by Category as a Percentage of Total Budget
7. AFL Sub-population Reports (Mathematics, Reading, Writing)
 - a. % of students scoring at a "Proficient" level
 - b. size of gap for First Nations and Métis students
8. Selected School Community Council Survey Results
 - a. % of SCCs with elected & required appointed members
 - b. % of SCCs that were provided with orientation, training and development, and networking opportunities
 - c. % of SCCs who fully participated in developing the Learning Improvement Plan
9. Transition Rate from Grades 1 to 10