



**THE BOARD OF EDUCATION OF THE
SOUTH EAST CORNERSTONE
SCHOOL DIVISION NO. 209**

Director of Education

Report to the Owners of the School Division

January 21, 2010

Board of Education

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**Director of Education
Report to the Owners of South East
Cornerstone School Division No. 209**

Opening Remarks

I would like to thank the Board of Education, our senior leadership team, our school based administrators (principals and vice- principals), our supporting system and division office staff, our teachers and our school based support staff for collaborating to provide for student success and achievement in our schools.

The Continuous Improvement Report consists of six sections:

1. Context of the Provincial Education System
2. Context of the Division
3. Division Accomplishments,
4. Divisional Financial Summary
5. Communication
6. Strategic Directions

This is my first report to the electors and I look forward to working with you as we align provincial priorities with the Board, school division, and school priorities to achieve the Board's vision, mission, goals and guiding principles.

Dr. Marc Casavant
Director of Education

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CONTINUOUS IMPROVEMENT FRAMEWORK

January 21, 2010

Section One: Context of the Provincial Education System

Restructuring Initiative

On January 1, 2006 the Ministry of Education restructured 82 school divisions into 29 school divisions.

Continuous Improvement Framework

At the same time as the restructuring of school divisions the Ministry of Education announced a new initiative that would be called the Continuous Improvement Framework. The ultimate goal of the Continuous Improvement Framework is to strengthen teaching and learning for improved student outcomes.

The intent of the Continuous Improvement Framework is for students, families, communities, teachers, administrators, school community councils, boards of education, and the province to collaborate and attain:

1. Higher Literacy and Achievement
2. Equitable Opportunities
3. Smooth Transitions
4. System Accountability and Governance

Alignment

School divisions are working to align provincial priorities with divisional and school priorities in an effort to improve student outcomes.

Section Two: Context of the School Division

Approach to Governance

The Board governs itself and the operations of the school division through policies designed to achieve the vision and mission of the school division.

Accordingly, the Board of Education:

- Focuses on strategic leadership to achieve the mission of the school division.
- Cultivates a sense of group responsibility and makes decisions as a corporate body.
- Governs rather than manages the operation of the school division.
- Enforces upon itself the discipline necessary to govern effectively.
- Directs and inspires the school division through the establishment of Board written policies reflecting the Board's values, vision and mission.
- Avoids being too prescriptive in policy matters by deciding the largest policy issue in each category before deciding any smaller issues.
- Monitors the Board's own processes and performance.
- Monitors the performance of the Director of Education as the Chief Executive Officer.
- Ensures governance capability of Board members through appropriate orientation and trustee education.

Vision Statement

Our vision is success and achievement for every student in every school.

Mission Statement

Our mission is to provide passionate committed leadership to ensure success for all.

Guiding Principles

Success in the South East Cornerstone School Division No. 209 is achieved by acting upon our commitment to the following principles:

Development of the Whole Person

We value education that includes physical, emotional, social, academic and spiritual development.

Celebration of Success

We value a culture of celebration and the acknowledgement of success.

Working Together for Success

We value productive teamwork.

Participation

We value participation and support of all individuals and groups in our community.

Responsibility

We value accountability for all individuals and groups in our division.

Effective Leadership

We value creative and facilitative leadership.

Growth and Innovation

We value continuous improvement of teaching and learning and the use of innovative practice.

All Students will Learn

We value personal growth and development for all students.

Success for All

We value a positive environment that enables each person to achieve his/her potential.

Commitment to Be Your Best

We value passionate commitment and good character.

Board Goals to Achieve the Vision/Mission

1. The school division has established structures for effective governance.
2. The owners of the school division understand and support the goals of the education system.

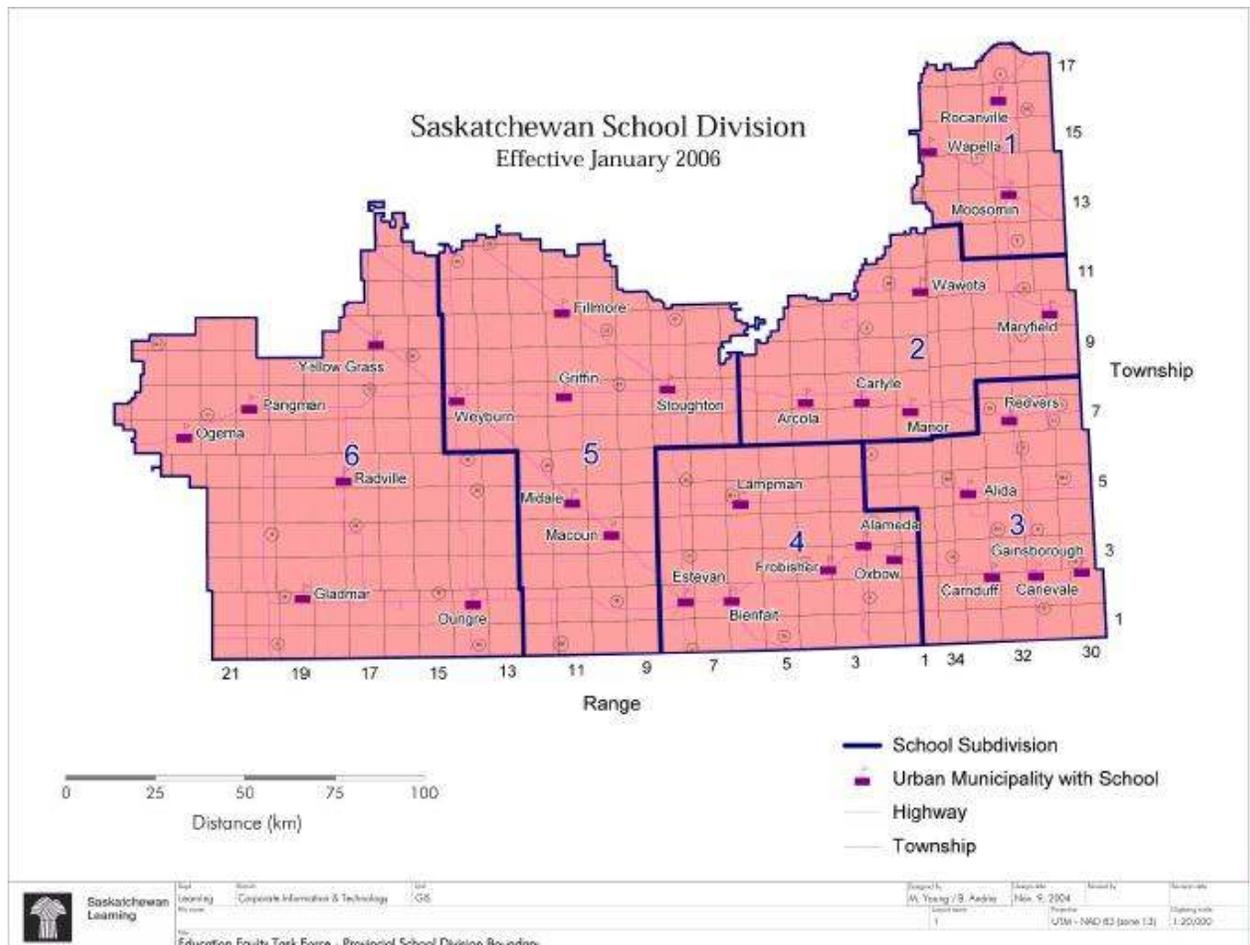
System Goals to Achieve the Vision/Mission

1. Our students have access to equitable opportunities for learning.
2. Our division and its schools effectively use information to measure, monitor and report continuous improvement.
3. Our staff is productive and successful.

Division Profile

South East Cornerstone School Division operates 39 schools in 27 communities in south-east Saskatchewan, with an enrolment of approximately 8,000 Pre-K to 12 students. That is a slight increase from last year of approximately 30 students. The school division has approximately 1,200 employees.

There are a variety of school grade configurations and sizes. The school division has: K-5 (2); K-6 (5); K-8 (6); K-9 (4); K-12 (15); 7-9 (1); 6-12 (2); 7-12 (2); 9-12 (1); 10-12 (1).



General Program Overview

Curriculum Actualization

Math

Kindergarten, grades 1, 2, 4, 5, 7, and 8 teachers are preparing for a renewed curriculum with an emphasis on a problem-solving approach. In 2006-2007, some teachers began participating in math book circles after school in order to gain a better understanding of the philosophy behind teaching and learning mathematics. Math technology workshops were held for elementary, middle level, and high school teachers. These workshops focused on practical ways to integrate technology into math lessons.

English Language Arts

Teachers in grades 6-9 continue to work with the renewed curriculum. A leadership team, consisting of teachers across the division, was established. They worked on unit plans to distribute to grades 6-9 ELA teachers in our division.

K-5 Arts Education

Teachers are also working with a renewed curriculum for K-5 Arts Education. A teacher leadership team was established and presented two workshops for teachers across the division in 2006-2007.

2006-2007 South East Cornerstone School Division Benchmarking

The Benchmarking program enables teachers to see how their students are learning by using a marking system based on set criteria. In this program, a problem or story prompt is given to all students who are taking part. The problem/story is then marked according to a specific assessment rubric. The paper is also compared to example papers (called exemplars or anchor papers) that fit into each level on the assessment rubric. At the scoring session, the marker (one of our division teachers) then passes the paper on to another marker (another division teacher), so that the paper is marked twice. The two marks must match. If they do not match, the two markers have a discussion about the paper to clarify at which level of the rubric this paper should be. In this way, each paper is scored twice (by teacher volunteers) to ensure greater accuracy.

In 2006-2007, South East Cornerstone School Division participated in grades 4 and 8 writing, grade 7 science, and grades 3, 6, 9, and A30 math. Benchmarking enables the teacher to get valuable feedback on where her/his students are in order to provide individual instruction for improvement. It is another example of "assessment *for* learning". The division gets valuable feedback on where our division is, according to set criteria in the scoring. Over time, we will be able to see where our students are making gains in their learning.

Math

Students complete one math problem and are marked on three areas: their understanding; the strategies, reasoning, and procedures they used; and the way they communicated the thinking they went through as they solved the problem. The papers are marked using a four-step rubric (novice, apprentice, practitioner, and expert levels) and using example papers for each of those levels on the rubric. Each paper is double-scored by markers.

**Please note that each year the math problems are different types of problems.*

Writing

The students are given a prompt for their writing and are expected to utilize the writing process as they perform this assessment. Markers look for evidence of the writing process and score papers using a holistic rubric (one that looks at all the elements of writing). This rubric has six levels. Markers also use example papers when scoring, and the papers are all scored twice.

Special Education

The special education budget is designed to address the diverse needs of children and youth in the South East Cornerstone School Division so that every student in every school can attain success and achievement. This principle of equity goes beyond equal treatment to recognizing that, in order to benefit equitably, some students require additional and specialized supports. This means providing comprehensive classroom and school-based supports to meet diverse learning needs.

Programming is provided to meet the diverse needs of children aged three years to twenty-one years through pre-kindergarten programs for children who are identified as early entrants, alternative and functional integrated programs, individualized programs and a range of supported environments and services within the kindergarten to grade twelve regular programs. Some of these services include speech language pathology, educational psychology,

counselling, specialized consultative services accessed through Saskatchewan Learning and the integration of community-based agency supports as needed. Coordination of these services and other personnel such as curriculum and technology coordinators and consultants within the school division is provided by special education consultants under the supervision of the Coordinator of Student Services.

Collaborative planning that involves teams of teachers, consultants and parents determines the level and intensity of need and supports required for the student to be successful. As the needs of students are identified through this comprehensive system of interventions and assessment, support services, resources, assistive technology and professional development opportunities are provided where needed to meet these diverse needs. The school division provides appropriate resources to support a variety of programs, transportation needs, assistive technology, specialized equipment and training needs to support instruction in the schools.

Student Counseling Services

The vision of South East Cornerstone School Division is success and achievement for every student in every school. It is well recognized that students do not learn or achieve well in schools when they have social/emotional difficulties that are inhibiting their progress. Even temporary problems with peer relations or adolescent development can act as real inhibitors to the learning and well being for many students. In order to assist students and schools with such problems our school division employs several individuals trained as social workers who work as school counsellors. Typically our counsellors assist students individually or in groups, plan programs with teachers or administrators, or coordinate service delivery with other agencies. They are also important leaders in the threat-risk assessment process. In many ways the student services counsellors are the key front line workers helping us implement the school division goal of providing equitable opportunities for learning as well as the provincial priority of ensuring caring and respectful schools through personal and social skills development.

Family Counseling Services

In spite of our best efforts in the school, we still have a smaller number of students who do not achieve well in school because of the significant challenges in their life outside of school. The key to school success for these students is to provide a strength-based support for their families. Towards this end, our school

division employs 6.5 family school liaison counsellors who work directly with families to assist them with issues that will improve the lives of their children especially with regards to school success. While such students have real and significant needs, their issues often fall outside the mandate of other agencies or require more intensive intervention than other agencies can provide. Nevertheless, both the Department of Community Resources and the Sun Country Regional Health Authority partner with South East Cornerstone School Division in the provision of such services to students and families and this includes shared funding towards the family liaison positions. The work of family liaison counsellors strengthens the opportunities for children and youth that may at times in their lives be vulnerable or at-risk.

Driver Education

The school division provided driver education instruction for 760 students in 2006-2007. Students who have reached their 15th birthday by March 31 of the school year are eligible to enroll in the fall for instruction. We currently have four contractors and one employee providing in-class and in-car instruction.

Athletics

Providing equitable opportunities is based on a philosophy that participation in school athletics is part of each student's educational experience. We have students participating in 10 sports at all levels from the school to the provincial level. The South East Cornerstone School Division also forms the greatest percentage of the South East Sports District. This means that our division will send several teams to participate in the provincial athletics events. The school division supports basic sports participation for all students in all schools and teams that advance to the provincial playoffs.

The South East Cornerstone School Division supports a position of athletics commissioner. A dedicated athletics commissioner has protected instructional contact time by reducing the required teacher-coach time away from classes and providing essential leadership in the administration and development of athletics schedules, guidelines and procedures.

Safe Schools and Safe Communities Initiative

Promoting a safe school environment is a priority for students, staff and parents. The safe schools and safe communities initiative is intended to support the

Board's Guiding Principles, Goals and Administrative Procedures. The initiative also aligns with Saskatchewan Learning's Caring and Respectful Schools Programs. The current budget is intended to support staff training in Threat Risk Assessment and to provide schools with resources for responding to Traumatic Events. Promoting Safe Schools and Safe Communities is the responsibility of many stakeholders.

Teacher Professional Growth and Development

The school division has developed a professional growth and evaluation policy to provide for the continuous growth of teachers and school based administrator professional practice. It is essential that the art of teaching develops beyond a practitioner level to that of a profession. Opportunities for teachers to work with school based colleagues, to meet with school division colleagues in structured professional learning communities, and to access professional development and educational research opportunities outside of the school division were made available through a school division budget in 2006-2007. In providing opportunities for reflective practice, provision for teachers to return to school for graduate and post -graduate level training and research, and access to high quality professional training and development the status quo becomes one in which inquiry into best practices in teaching and learning becomes in-bedded in the day to day work of teachers.

Band Program

The school division has a total of nine band programs with 1,109 students enrolled during the 2006-2007 school year. Five of the programs are coordinated by itinerant band directors and four are single school-based programs. The school division provides for learning resource and music material, equipment supply and repair costs, capital equipment purchases, clinic/festival costs, expenses for band directors for band tours, a small division band travel subsidy and transportation costs for division band practices and school concert tours.

Fine Arts / Student Activities

The school division covered expenses and substitute teacher costs for teachers for the annual Student Leadership Conference as well as regional and provincial drama and music competitions.

Instructional Technology

"Technology" in the South East Cornerstone School Division has been divided into two sides, the Information Systems side and the Instructional Technology side. The Instructional Technology side consists of three technology consultants all of whom are teachers, overseen by a technology coordinator who is also a teacher.

Instructional Technology provides for software costs for specialized applications used in instruction and instructional support services.

The goal of Instructional Technology is to provide leadership and support to teachers in the field in all areas of technology use. Specific short and long term goals include:

- ❖ Expanding online distance education to improve course access to students.
- ❖ Supporting teachers in professional development and support.
- ❖ Providing instructional technology resources and support to classroom teachers.
- ❖ Providing support to teachers of special needs students regarding assistive technologies.
- ❖ Providing for the increased engagement of parents in ensuring their child's developmental success.
- ❖ Implementing a student information system and library automation.
- ❖ Reviewing and selecting software to enhance instruction and learning.
- ❖ Working with Information Systems to provide software, hardware and infrastructure recommendations.

Section 3: Division Accomplishments

Provincial Priority Area: Higher Literacy and Achievement

Division Goal #2: Success and achievement for every student in every school through the use of information to measure, monitor, and report continuous improvement

Priority Area: Grading Practices

Rationale: The reporting of assessment is vital to the partnership that needs to exist between the home and the school. Clearly defined grading practices generate student grades that reflect a true picture of student achievement, thus enabling both students and teachers to work together to increase student achievement. This practice follows SECS D's commitment to the principles of growth and innovation and personal growth and development for all students.

Planning and Reporting

Note: Administrative procedure and grade 12 mark distribution spreadsheet attached

Objective	Performance Indicators & Baseline Data	Performance Targets
To establish consistent grading practices across the division that reflect research-based effective practices to ensure success and achievement for every student in every school	Fall 2007: Grading practices vary across the division See attached Core Indicators for grade 12 mark distribution	By 2009, all schools will have a school-based policy to support the implementation of the grading procedure. By 2010, all schools will be in compliance with the grading administrative procedure.
Plan/Strategies 2007-08 -Presentations/dialogues at administrator meetings regarding research into effective grading practices		

<ul style="list-style-type: none"> -Develop a support document summarizing the research -Develop an administrative procedure outlining expectations and timelines for implementation (see attachment) <p>2008-09</p> <ul style="list-style-type: none"> -Presentations/dialogues with staffs -Gather feedback from administrators about the grading procedure and make adjustments based on feedback -Staffs begin implementation and school policy development -Superintendent monitoring of school policy development <p>2009-10</p> <ul style="list-style-type: none"> -School administrator monitoring of implementation -Monitoring grade 12 mark distributions 		<ul style="list-style-type: none"> - Establish 2 vital assessment committees; K-9 grading and reporting and 10-12 developing capacity to develop division/school policy that aligns with the 15 fixes for broken grades.
<p>Outcomes</p> <ul style="list-style-type: none"> - Effective grading practices document has been created -Administrative procedure has been developed -Presentations have been given to about 200 teachers 	<p>Summary of Progress</p> <p>There are many challenges inherent in implementing a grading procedure. Informing parents and students is very important. Many schools have begun this process. Additionally, it is important for all teachers/administrators to have a common understanding of what effective grading practices are.</p>	

Section 3: Division Accomplishments

Provincial Priority Area: Higher Literacy and Achievement

Division Goal #2: Success and achievement for every student in every school which is measured, monitored, and reported.

Priority Area: School and System Curriculum Implementation/Improvement Process

Rationale: During this time of Saskatchewan curricula renewal, division supports will be put in place to enable teachers to use effective instructional strategies in order to improve student achievement. Provincial Assessment for Learning data indicates South East Cornerstone School Division students are performing at various levels across grade levels and subject areas. School improvement plans, along with division-based supports, will focus on improving student achievement in mathematics and English Language Arts.

Planning and Reporting

Note: See attached Mathematics Instruction Time spreadsheet, Mathematics Leadership Team Expectations, AFL Summary Reports, AFL Teacher Questionnaire data, division writing benchmarking results (07-08 Assessment Report), and Ministry ELA partnership plan

Objective	Performance Indicators & Baseline Data	Performance Targets
1. To increase the mathematics achievement of students in South East Cornerstone School Division	Fall 2007 Refer to the 2007 Math Assessment for Learning Teacher Questionnaire Data (attached) Refer to the 2007 Math Assessment for Learning Summary Reports 2008 School Improvement Plans: 13 out of 39 schools have targeted mathematics achievement	South East Cornerstone School Division students will perform at or above the provincial level on the Math Assessment for Learning assessment at all grade levels All schools will schedule and will realize at least the minimum number of minutes per week for mathematics as established by the Ministry of Education Assessment for Learning Teacher Questionnaire will indicate teachers are using

	Mathematics Instruction Time (see attached Core Indicator report)	inquiry-based instruction in their classrooms
<p>Plan/Strategies</p> <p>2007-08</p> <ul style="list-style-type: none"> -Voluntary Van de Walle book circles for teachers in kindergarten to grade nine to prepare for curriculum renewal -Division-wide professional development day for kindergarten to grade nine teachers -Division-wide resource selection and purchase -Teachers/schools use division-based math benchmarking results to set individual and school goals for improving student achievement <p>2008-09</p> <ul style="list-style-type: none"> -Examine amount of hours scheduled and realized for K-9 math -Establish a mathematics leadership team plan (see attached) -Teachers/schools use division-based math benchmarking results to set individual and school goals for improving student achievement -Make adjustments to our math benchmarking process to reflect the renewed math curriculum -Require teachers to score math AFL in classrooms prior to submitting the assessments in order to provide immediate feedback to students -Provide teachers with professional development in an inquiry-based approach to instruction/learning -Prepare administrators with information about what to look for in an effective mathematics classroom -Work with schools to actualize their school improvement plan math targets -Support teacher professional learning communities focused on mathematics <p>First Nations/Métis Education:</p> <ul style="list-style-type: none"> -First Nations/Métis ways of knowing will be reflected through the implementation of the renewed mathematics curriculum as we work with teachers to build a community of learners in their classrooms (relationships) and to structure their classrooms for inquiry-based learning. -Schools will be given their First Nations/Métis Assessment for Learning data in order to incorporate this information into their school improvement plans 		

<p>Outcomes</p> <p>Leadership team established and training has begun</p> <p>2007:</p> <ul style="list-style-type: none"> -School improvement handbook and process established -School Community Council constitution developed -Two meetings in each school community to report on school improvement plans 	<p>Summary of Progress</p> <p>Geographical challenges and curriculum renewal timelines make curriculum implementation a challenge. We are working on creating a fundamental shift in how teachers instruct mathematics and want to ensure our actions make an impact on student achievement.</p>
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Objective	Performance Indicators & Baseline Data	Performance Targets
<p>2. To increase student achievement in all strands of English Language Arts</p>	<p>Fall 2007</p> <p>Refer to attached Reading Assessment for Learning summary</p> <p>Refer to attached division writing benchmarking results</p> <p>2008</p> <p>19 out of 39 schools have English Language Arts school improvement plans</p> <p>Kindergarten to grade 9 report cards do not consistently reflect reporting of all six ELA strands across the division</p> <p>Refer to attached Writing Assessment for Learning summary</p>	<p>South East Cornerstone School Division students will perform at or above the provincial level on the Writing and Reading Assessment for Learning assessment at all grade levels</p> <p>All schools will schedule and will realize at least the minimum number of minutes per week for English Language Arts as established by the Ministry of Education</p> <p>All kindergarten to grade nine report cards will report student achievement in all six ELA strands</p> <p>In the division writing benchmark, 50% of SECS D students writing the assessment will</p>

	Refer to attached division writing benchmarking results	achieve a proficient level (level 4 and above on the six point rubric)
<p>Plan/Strategies</p> <p>2007-08</p> <ul style="list-style-type: none"> -Year one of the grade one ELA project with the Ministry of Education (see attached) -Changes to writing benchmarking program to target specific styles of writing: persuasive and personal writing <p>2008-09</p> <ul style="list-style-type: none"> -Year two of the grade one ELA project with the Ministry of Education -Begin using common assessment kit with last year's grade one group to assess all six ELA strands -Support professional learning communities -Support schools in their ELA school improvement plans -Create an administrative procedure to guide report cards to report on all six ELA strands -Work with schools to actualize their ELA school improvement plans -Teachers/schools use division-based math benchmarking results to set individual and school goals for improving student achievement -Prepare administrators with information about what to look for in an effective ELA classroom -Continue with teacher scoring sessions for writing benchmarking 		
<p>Outcomes</p> <p>2007:</p> <ul style="list-style-type: none"> -School improvement handbook and process established -School Community Council constitution developed -Two meetings in each school community to report on school improvement plans -Refer to division writing benchmark results (attached) 	<p>Summary of Progress</p> <p>Examine changes to benchmarking to include more non-fiction writing and writing across the subject areas.</p>	

Section 3: Division Accomplishments

Provincial Priority Area: Smooth Transitions

Division Goal #1: South East Cornerstone School Division will provide equitable opportunities for learning that will enable smooth transitions into and out of prekindergarten to grade 12.

Priority Area: Career Development

Rationale for Career Development: In order to provide youth with numerous personal choices and supports as they transition between learning and work on their lifelong career path, the Ministry of Education has developed a Career Develop Action Plan for Saskatchewan schools. South East Cornerstone School Division will develop an action plan for career development that aligns with the Ministry of Education's plan and that reflects our local needs and priorities. This action plan will ensure that students in South East Cornerstone School Division will have equitable opportunities for supports that will enable them to graduate from high school with the essential skills and career management competencies to succeed in their futures.

Planning and Reporting

Objective	Performance Indicators & Baseline Data	Performance Targets
1. To provide appropriate and effective career counselling support to all grades 10-12 students in South East Cornerstone School Division	2007-08: 7 grades 10-12 rural schools not receiving career counselling support Career counselling currently done in face to face meetings	<ul style="list-style-type: none"> - By 2008-09 all schools will have access to career development counselling support and a school contact person will be in place - Role qualifications and role descriptions will be established by 2008-09 for career development counsellors - Career counsellors will work together to determine effective practices and to ensure consistency in service across the division - In order to provide efficiency of service,

		counsellors will make effective use of technology to provide counselling service to rural students -Year-end survey of services will show schools to be very satisfied with career counselling support
<p>Plan/Strategies</p> <p>2008-09</p> <ul style="list-style-type: none"> - Hire rural career counsellors to provide counselling service to all division high schools - Establish a school contact career development person in each high school -Define the role of the career counsellors - Determine qualifications necessary for career development counsellors - Investigate effective practices for career development counsellors - Create a consistent approach to career development counselling in all high schools - Begin using technology to provide career development counselling support to rural schools - Provide training for career development counsellors in use of technology - Pilot the COPS assessment with voluntary schools in grades 10 and 11 - Re-examine counselling supports (type of support: face to face vs. online) to determine level of satisfaction at schools <p>2009-2010</p> <ul style="list-style-type: none"> - provide training for career development counsellors in essential areas (i.e. Blueprint for Life, Guiding Circles) 		
<p>Outcomes</p>	<p>Summary of Progress</p>	
<ul style="list-style-type: none"> - 3 rural counsellors were hired - All grades 10-12 schools currently receiving career counselling support - All grade 12 students have been in contact with counsellor (December 08) - Each high school has a career development contact person 	<p>We are in the very early stages of this process. As we move to offer a change in services to some schools, challenges are created.</p> <p>We will continue to monitor school feedback regarding counselling services, especially around the use of technology.</p>	

<ul style="list-style-type: none"> - Career counsellor job description has been created - Career counsellor qualifications were listed on the advertisement for the position - A year-at-a-glance of counsellor duties has been created - Schools have been asked to set aside one computer for counselling purposes; 13 Polycom sites have been established in schools - Counsellors have been practicing as a group with PVX and Polycom 	<p>What is effective training for the counsellors?</p> <p>What is an appropriate ratio for students – counsellors?</p>
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Objective	Performance Indicators & Baseline Data	Performance Targets
<p>2. All grades 6-9 students will receive a minimum of 30 hours of Career Education each year</p>	<p>Fall 2008</p> <p>20 schools surveyed: Does your school currently implement 30 hours of Career Education?</p> <p>Grade 6: 17.5%</p> <p>Grade 7: 27.5%</p> <p>Grade 8: 27.5%</p> <p>Grade 9: 27.5%</p>	<p>2009-2010 all grade 6-9 students will receive 30 hours of Career Education instruction per year</p>
<p>Plan/Strategies</p> <ul style="list-style-type: none"> - Survey all grades 6-9 schools to determine current amount and type of Career Education instruction - Provide resource support to teachers via career development counsellors and the division web site - Create an administrative procedure requiring schools to report on student achievement in Career Education 6-9 		
<p>Outcomes</p>	<p>Summary of Progress</p> <p>-How is Career Education being taught? (stand alone or integrated)</p>	

20 schools were surveyed, with the above results.	-How is progress in Career Education being reported to parents? - We need to design a survey specifically to measure target areas of CIF. This survey's intent was to gain information for the development of the career development action plan.
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Objective	Performance Indicators & Baseline Data	Performance Targets
3. Beginning in grade nine, all students will maintain an electronic personal career portfolio	Fall 2008 Pilot site established, but no complete portfolios	Spring 2009 -Pilot will be complete with recommendations for implementation division-wide -Template will be created with division expectations for tight/loose items -All grade nine teachers and administrators will be provided with information about expectations for fall implementation
Plan/Strategies 2008-09 - Research electronic portfolios - Research best practices for portfolios - Examine building the portfolio in Career Cruising or Student Counsellor - Examine storing the portfolio in Blackboard - Pilot an electronic portfolio in one school using CareerCruising (stored on local network) - Provide schools with a list of tight and loose guidelines for the creation - Investigate the use of Cop System aptitude testing - Provide support to grade nine teachers		

2009-10 - All grade 9 students will begin to create an electronic portfolio - Portfolios will be stored in Blackboard and updated until the end of grade 12	
Outcomes -Pilot is currently underway	Summary of Progress This project is in the beginning stages.

Objective	Performance Indicators & Baseline Data	Performance Targets
4. South East Cornerstone School Division will develop a career development action plan based on the six elements the Ministry of Education has determined are necessary for a successful implementation.	2007-08 - No action plan in place	-By the spring of 2009, the career development action plan will be complete -The action plan will have a targeted area specifically for First Nations and Métis students, as well as a targeted area for students with special needs -The action plan will incorporate baseline indicators data in order to track plan success
Plan/Strategies 2007-08 - Transition coordinator hired by an outside agency to support and ease the transition of students with intensive needs to post-secondary and/or employment - Transition coordinator developed a tutorial that is available to high school students and parents 2008-09 - A career development program manager will be hired to gather information to be used in the creation of the action plan -Gaps in service will be determined and targeted strategies will be suggested in the plan to close those gaps		

<p>-A career development web site will be created to support the implementation of the career development action plan</p> <p>2009-10</p> <p>-Survey and/or meet with School Community Councils, panels of students and parents, and school administration to determine local needs/priorities</p>	
<p>Outcomes</p> <p>2007</p> <p>-Transition coordinator worked with 10 students/parents</p> <p>2008</p> <p>-Transition coordinator worked with 14 students/parents</p> <p>-A career development program manager has been hired</p> <p>-Schools have been surveyed regarding current career development practices</p> <p>-The career development web site has been created and is currently under construction. It has been posted under the "Parents" section of the division web site, as well as under the "Curriculum" section.</p>	<p>Summary of Progress</p> <p>-What are our local priorities/needs?</p>

Section 3: Division Accomplishments

Provincial Priority Area: Smooth Transitions

Priority Area: Early Learning and Care

Rationale for Prekindergarten: The Ministry of Education states that “Prekindergarten early intervention and preventative programming has proven to have both short and long-term benefits in the lives of children who are at risk of failure in school”. South East Cornerstone School Division’s plan for Prekindergarten supports that belief. The Prekindergarten plan provides a quality education program based on six domains.

Planning and Reporting

Note: Please refer to the attached Prekindergarten Assessment and Evaluation Plan and the Early Development Instrument data (07-08 Assessment Report)

Objective	Performance Indicators & Baseline Data	Performance Targets
South East Cornerstone School Division schools will provide quality early intervention for children in our communities who are at risk of failure in school.	Spring 2009 satisfaction survey Early Development Instrument data (4 years) ECERS (Early Childhood Environment Rating Scale) assessments done on each prekindergarten program (fall 2008)	Smooth transitions from preschool (private, daycares, home care, etc.) to school Supports and services are identified prior to child entering school Open communication and dialogue between schools, families, and agencies
<p>Plan/Strategies</p> <p>2007-08</p> <ul style="list-style-type: none"> -Implementation of Guidelines for Childhood Transitions to School for Children with Diverse Needs- a document developed by community partners in Weyburn -Hired Early Learning and Care Consultant (60%) 		

<ul style="list-style-type: none"> -Early Development Instrument used in all kindergarten programs -Involvement in the Understanding the Early Years project "Prairie Children...Prairie Futures" -Prekindergarten professional learning community examined the prekindergarten environment <p>2008-09</p> <ul style="list-style-type: none"> - Early Development Instrument used in all kindergarten programs -Involvement in the Understanding the Early Years project "Prairie Children...Prairie Futures"; Community mapping report completed -Prekindergarten professional learning community to examine family engagement -ECERS assessment of each prekindergarten program, goals set based on the assessment, and resources purchased to support the goals -Two new prekindergarten sites were established (currently 4 sites) 	
<p>Outcomes</p> <p>The ECERS allowed us to target specific areas in the prekindergarten environment (6 domains) where we needed to improve. The teachers have set their goals for improvement.</p>	<p>Summary of Progress</p> <p>Early Development Instrument data will identify gaps in students' readiness for school. It is our belief that these gaps will become narrow with quality prekindergarten programming and partnerships with various agencies in our school division.</p>

Section 3: Division Accomplishments

Provincial Priority Area: Equitable Opportunities

Division Goal#1: Students in South East Cornerstone School Division will have access to equitable opportunities for learning.

Priority Areas: Additional Language Instruction, Intensive Supports, Online Instruction, Technology Refresh, First Nations/Métis Achievement

Rationale: Within our large geographical area and with many small kindergarten to grade 12 schools, we are challenged to provide schools with equity of services. In order to prepare our students for their futures it is important to offer them a balanced educational program. South East Cornerstone abides by the principle of the development of the whole person, and thus works toward creating equitable opportunities for learning across the division.

Planning and Reporting

Objective	Performance Indicators & Baseline Data	Performance Targets
1. Examine current second language instruction being offered in SECS	2007 No support in place for English as an Additional Language 2008 23 out of 39 (59%) schools offer Core French (PSSR data) First Nations language (Nakota) offered in one school in grades 1-10 French Immersion currently offered in one high school (grades 9-12)with an enrolment of	EAL: learning outcomes/indicators and course evaluation (teacher survey) Provide opportunities for School Community Councils to explore options for second language programs

	24 students (Core Indicator data)	
Plan/Strategies <ul style="list-style-type: none"> -Arcola Nakota language instruction: hired instructor -Intensive French: explore possibility of a pilot site for 2009-10 -Core French: examine where offered, how offered (generalist vs. specialist) -Immersion: explore ways to increase student enrolments -EAL: develop locally developed courses, Rosetta Stone/DyNed software purchases, additional professional time of one hour per day for every 3 EAL students -Explore opportunities for online/distance education in this area 		
Outcomes <ul style="list-style-type: none"> -EAL 10 and 11 locally developed courses -Grades 1-10 Nakota language instruction at Arcola School -Visited an Intensive French program in Saskatoon 	Summary of Progress <p>How do you determine impact of second language instruction on students/their achievement in this area?</p>	

Objective	Performance Indicators & Baseline Data	Performance Targets
2. To create a means of identifying students requiring intensive supports to enable schools to have the same opportunity for supports (based on criteria)	2005/2006 Designated Disable Pupils (Core Indicators data) Level I: 67 Level II: 103 Total: 170 2005/06 Staffing Profile: Special Education Teachers: 38.2 Education/Teacher Assistants: 233.5	Equitable distribution of all student services across our school division

	<p>Psychologists: 3 Physical Therapists: Occupational Therapists: Speech Language Therapists: 4.8 Counsellors: Social workers: 16 No consistent means of identifying student needs</p> <p>Medical model used which created a large number of unrecognized students/lack of opportunity for diagnosis</p>	
<p>Plan/Strategies</p> <ul style="list-style-type: none"> -Creation of an impact profile -Ongoing yearly review of impact profiles as student needs arise to ensure we are responding to current needs -Partnering with other school divisions to determine if same criteria is being used/consistent interpretation of criteria 		
<p>Outcomes</p> <p>Impact profile in place</p> <p>2007/08 Impact Assessment (Core Indicator data): Level I: 159 (137% change) Level II: 152 (48% change) Total: 311 (83% change)</p> <p>2007-08 Staffing Profile Special Education Teachers: 434.35 Education/Teacher Assistants: 171.26</p>	<p>Summary of Progress</p> <p>Look at areas of impact. What supports does the individual child need?</p> <p>Gaps in service currently are: occupational therapist access, autism support and FASD support.</p>	

Psychologists: 3 Physical Therapists: Occupational Therapists: Speech Language Pathologists: 4. 8 Counsellors Social Workers: 16	
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Objective	Performance Indicators & Baseline Data	Performance Targets
3. Implement online instruction as a means of providing equitable/wider course selection opportunities for rural students	Spring 2007: Administrator survey highlighted gaps in opportunities	Student exit survey indicates satisfaction with mode of delivery School satisfaction survey re: course offerings
Plan/Strategies -Technology refresh (see next chart) -Teacher training: with consultants and networking between delivery teachers and receivers -Gather exit feedback to determine gaps -Synchronous sessions investigated -Online teachers can travel to delivery sites as required -Schools aligning course offerings		
Outcomes 2006-07: 35 students took 3 courses 2007-08: 196 students took 9 courses 2008-09: 129 students currently enrolled in semester one courses; 14 courses offered for this year	Summary of Progress We have the challenge of finding a way to reduce the number of students who withdraw from a course: 2006-07: 9 2007-08: 13	

Objective	Performance Indicators & Baseline Data	Performance Targets
<p>4. Technology Refresh: provide a progressive technological environment that empowers continued success and achievement</p>	<p>2006: Schools were using a variety of student information systems and automated library systems or no computerized systems for these areas at all</p>	<p>By 2010:</p> <p>All schools in SECSO will be refreshed. All schools will have new student computers, teacher computers and network equipment including switching hardware and servers.</p> <p>Standardization of hardware supports the Student Information System and Library Automation projects as well as facilitates the integration of technology in instruction.</p> <p>The Library Automation System will be fully implemented by 2010.</p> <p>The Student Information System will be fully implemented by 2011.</p>
<p>Plan/Strategies</p> <ul style="list-style-type: none"> - Yearly plan for school refresh is in place - Mobile technology throughout all refreshed schools will be in place (secure end to end wireless throughout the buildings) - Implement a Streaming Media Server to house Discovery Learning United Streaming Video Resource collection - Implement user email system for students - Implement Learning Management System for all teachers and students - Implement student information systems: MIG SIRS (Teacher Logic Grade Book and Home Logic Portal) 		

- Implement library automation system	
<p>Outcomes</p> <p>2007-08: 13 schools were refreshed 15 schools migrated to the new SIS, MIGs SIRS 11 schools implemented the library automation system</p> <p>2008-09: 16 schools will be refreshed 10 schools will migrate to SIS, MIGs SIRS 17 schools will implement the library automation system</p> <p>Since amalgamation we have gone from 11 satellite communities to zero.</p>	<p>Summary of Progress</p> <p>Bringing schools up to a standard allows us to support general instruction in the twenty-first century, collaboration across the division and the world, and many of the programs we are currently implementing (SIS, online learning, PLCs, etc.).</p>

Objective	Performance Indicators & Baseline Data	Performance Targets
5. Improve Participation and Outcomes for First Nations and Métis Students	<p>2007</p> <p>Disaggregate data regarding outcomes of First Nations and Métis students based on provincial assessment data has not been shared with schools.</p> <p>Data from the four schools with high First Nations student populations indicate these students are generally achieving at a lower</p>	<p>Identify and track First Nations and Métis student:</p> <ul style="list-style-type: none"> ○ demographics ○ achievement ○ attendance ○ graduation rates <p>Increase awareness of historical context of First Nations and Métis peoples in South East Cornerstone School Division</p>

	<p>rate.</p> <p>Pheasant Rump First Nation withdrew their students from one school because of a feeling that the students' needs were not being met.</p> <p>No partnership agreements developed with any of the First Nations within SECSO.</p>	<p>Develop practices in our schools to help meet the cultural and language needs of our FNM students and to educate all students about the significance of treaties</p> <p>Improve graduation rates of our FNM students</p> <p>Develop authentic partnerships with our FN communities</p> <p>Have schools provide a better understanding of FNM ways of knowing, including the treaty relationship, to all students in the school division</p>
<p>Plan/Strategies</p> <p>Communicate disaggregated AFL data to schools in order to get a clear picture of the achievement of First Nations and Métis students in the school division.</p> <p>Arcola First Nations language and culture instruction: hired instructor who is an elder from Pheasant Rump First Nation. The program has been developed by the elder and is a pilot project. This program is available to all students from grades 1 – 10 in Arcola.</p> <p>Partnership with the Saskatchewan Ministry of Education to develop a team and implement <i>A Time for Significant Leadership</i> plan and strategy as well as implementation of treaty education.</p> <p>Meet with the individual First Nations to develop partnership agreements for delivering education to students.</p> <p>Develop a plan to implement treaty education in our schools</p>		

Outcomes	Summary of Progress
<p>Implementation of Nakota language and cultural program at Arcola School.</p> <p>Development of a catalyst team to implement <i>A Time for Significant Leadership</i> strategy and treaty education.</p>	<p>Approximately 75% of all students from grades 1 to 10 are participating in the Nakota language program.</p> <p>Catalyst team has met twice and plans to meet with the director, all superintendents, the curriculum coordinator, and the coordinator of administrative services.</p> <p>January meeting with White Bear Reserve to discuss possibilities of a tuition/partnership agreement.</p>

Section 3: Division Accomplishments

Provincial Priority Area: System Accountability and Governance

Board Goal #1: The Board has established structures for effective governance.

Priority Area: Board Policy Governance and School Level Governance

Rationale: Effective governance is achieved through delegation, direction setting, and monitoring of performance to ensure that the school division operates effectively on behalf of the owners of public education in South east Cornerstone School Division.

Planning and Reporting

Objective	Performance Indicators & Baseline Data	Performance Targets
<p>To establish a comprehensive set of governance and management policies.</p> <p>To establish a strategic plan to direct the activity of the school division.</p> <p>To use a continuous agenda for monitoring board policy and the goals of the strategic plan.</p>	<p>Adopted January 19, 2006</p> <p>Adopted January 19, 2006</p> <p>Continuous agenda's have been developed and adopted three times (annually).</p>	<p>The Board has developed new policy on two instances since 2006. Board reviews policy on a continuous agenda. Admin procedures are "evergreened"</p> <p>Public and staff (the owners) were engaged in five public consultation meetings to share the strategic plan and receive feedback in 2006.</p> <p>Monitoring reports on board policy and system goals have been provided the Board of Education and found acceptable by resolution.</p>

<p>To review policy through a governance audit/health check.</p> <p>To evaluate the effectiveness of the Director of education/CEO</p> <p>To develop partnership agreements with HFRCSD for the governance and management of the Comprehensive Schools in Estevan and Weyburn</p> <p>To develop partnership and tuition agreements with First Nations</p> <p>To implementation of 5 member Audit Committee with non-board public membership; 3 board members and 2 non-board; one with financial expertise and one with legal expertise.</p> <p>To establish School Community Councils in each school and involve them in SIP planning</p>	<p>First review completed by Barry Bashutski (SSBA), in 2007. Director 360 degree feedback in 2008.</p> <p>Annual performance review conducted in 2007, 2008.</p> <p>A governance authority (committee) of Board members and senior management of SECS and HFRCSD have been meeting to develop the agreements.</p> <p>Initial meeting with Whitebear established</p> <p>Discussion with Pheasant Rump underway</p> <p>Audit Committee Established, policy to be developed</p>	<p>Dr. Keith Walker will facilitate a governance health check with the Board in the spring of 2009.</p> <p>Dr. Keith Walker will facilitate a CEO performance review process with the staff and the Board in the spring of 2009.</p> <p>Ratify the agreements (both Boards) and to govern the schools through the use of a joint board governance authority.</p> <p>Develop authentic partnerships and tuition agreements with First Nations.</p> <p>Working Committee in 2009</p>
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<p>To provide full reporting of school revenues and expenditures by principals to SCC's. Revenues to include division allocated school based funding and school based fees and fundraising.</p> <p>To provide linkage between SCC's and the Board of education</p>	<p>The Board has received and approved 39 SCC constitutions. School improvement plans have been submitted to the Director of Education in 2007, 2008.</p> <p>Senior administration discussion</p> <p>Annual linkage between SCC and Board occurred in 2008 and planned for annually</p>	<p>Continued focus on planning and reporting to school communities. Flexible three year SIP plans maintained through 2010.</p> <p>Consultation with administrative council and develop administrative procedure, guidelines, and reports.</p> <p>Each board member will meet with their sub-division SCC to share a governance report, discuss SIP, and provide a self monitoring guide for improvement.</p>
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<p>Plan/Strategies</p> <p>2009</p> <ul style="list-style-type: none"> -The completion of the Board governance health review and CEO performance review will provide a “snap shot” of how the Board and its CEO are performing. Board policy direction and CEO performance targets will be established. - Continuous agenda established for monitoring policy and annual policy review is encouraged. - SCC self monitoring for improvement is encouraged and supported through a division office resource person. -The documentation for the governance health check and CEO performance review will be shared with the newly elected Board of Education as part of an orientation for new board members. <p>2009-10</p> <ul style="list-style-type: none"> -Development of a new (three year) strategic plan and goals will be facilitated by the Board and CEO through stakeholder linkages. <p>Fall 2010</p> <p>Renewal of three year School improvement Plans to be aligned with Board strategic plan and goals</p>	
<p>Outcomes</p> <ul style="list-style-type: none"> - Effective policy and operational procedures have been developed and monitored for three years. - The Board operates effectively and processes, policies and decisions are transparent and communicated to all stakeholders. 	<p>Summary of Progress</p> <p>There were many challenges in moving to a policy governance approach. The Board of Education committed to training and continued professional development and effective governance. Accountability at all levels has improved through the policy governance approach and role clarification; however communication and processes can continue to be improved and refined at the Board and school levels.</p>

Section 4: Division Financial Summary

1. Higher Literacy and Achievement

- **Grading Practices**

2007-08	2008-09
\$52 000	\$5700

- **School and System Curriculum Implementation/Improvement: Mathematics Achievement**

2007-08	2008-09
\$540 000	\$297 000

- **School and System Curriculum Implementation/Improvement: English Language Arts**

2007-08	2008-09
\$27 000	\$155 000

2. Smooth Transitions

- **Career Development**

2007-08	2008-09
	\$143 000

- **Early Intervention**

2007-08	2008-09
\$117 000	\$131 000

3. Equitable Opportunities

- **Second Language**

2007-08	2008-09
\$120 000	\$175 000

- **Identifying Intensive Supports**

2007-08	2008-09
\$183 000	\$174 000

- **On Line Instruction**

2007-08	2008-09
\$34 000	\$79 400

- **Technology Refresh**

2007-08	2008-09
\$2 270 000	\$2 472 200

- **First Nations/Métis**

2007-08	2008-09
\$5 116	\$23 078.09

4. System Accountability and Governance

- **Establish Governance and Management Policies**

2006-07	2008-09
\$ 19 875	

- **Governance Health Check and CEO Performance Review**

2007-08	2008-09
\$ 2 775	\$18 000

- **Partnership Agreements with Holy Family and First Nations**

2007-08	2008-09
\$5 000	\$5 000

- **Establish School Community Councils**

2007	2008-09
\$42 162.20	

- **SCC – Board Linkages**

2007-08	2008-09
\$9 000	\$ 9 000

Section 5: Communication

The CIF document will be presented to the Senior Leadership Team/Leadership Team and will be posted on the school division website. The CIF report will be used as the means of reporting in the annual meeting of electors in 2010 and into the future.

Section 6: Strategic Direction

I am looking forward to the results of our Data Day which was held on December 10, 2009 with approximately 100 staff who joined the Board in reviewing school division data. The school division will be focusing on three priorities from the data day which we will develop strategic plans from. We will monitor and report improvements and opportunities for growth through a data warehouse that will capture indicators and outcomes from these priority areas. More information on the strategic direction will be available in next year's report to the electors.