

**Creighton School Division No. 111
Continuous Improvement Plan for 2010-11**

Sept 15, 2010



**Year 2 of the
2009-12 Continuous Improvement Plan**

**Year 2 of the
Provincial Continuous Improvement Cycle**

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Section 1: Context

Introduction

The Creighton School Division No. 111 (CSD) is a small, friendly public School Division whose boundaries enclose approximately 1600 km² adjacent the Manitoba border in Northeast Saskatchewan. We are north of the 54th parallel, at the end of Highway 106, approximately 400Km northeast of Prince Albert.

There are two main communities in the Division: the Town of Creighton with a population of 1502 and the Village of Denare Beach, with approximately 685 people. In addition, the Amiskosakahikan Indian Reserve of the Peter Ballantyne Cree Nation is adjacent to Denare Beach and also contributes to the division. Nearby, are the City of Flin Flon, Manitoba (population 6000) and other resort, residential and cottage communities.

Vision

Our Vision is that each student who enters our doors shall leave with abundant respect for self and others and the capability to meet the challenges of tomorrow.

Mission

Our mission is to work together to create a student centered environment that fosters healthy living, lifelong learning and responsible citizenship.

Core Values, Beliefs and Principles

Every organization's actions and decisions are guided by those things that its members value and believe. The Board of Education of the Creighton School Division #111 believes that:

- Each individual is unique and has significant intrinsic value and has significant value for our community and society.
- It is vital that society provides education that addresses the personal, physical, spiritual, emotional and intellectual needs of each person.
- Students' current and future needs must be foremost in all decisions.
- Creative, proactive, visionary and accountable leadership provides the foundation for success.
- Collaboration and teamwork are effective, productive and desirable.
- Positive relationships that empower students, parents, staff, administration, community members, partner organizations and other stakeholders are essential to meaningful education.

Creighton School Division No. 111

Continuous Improvement Plan for 10-11

(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Division Goals

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

These goals are:

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

Governance

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

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

Central office staff consists of a Director of Education, a Secretary-Treasurer and an administrative office assistant.

Demographics and School Grade Configuration

There is one school in the Division: Creighton Community School (CCS) is an excellent learning environment with 503 students in pre-Kindergarten to Grade12 and 91 of our students (18%) have self-identified as First Nations or Métis. We generally have two forms per grade, with occasional split classrooms in the upper elementary grades. There are 34 FTE teachers and 26 support staff (educational assistants, community school staff, counsellors, etc.). In addition, the CSD purchases services from the neighbouring Flin Flon School Division for 18 students in French Immersion and other programs.

Approximately 38% of students are bussed to school. September 30, 2009 enrolment is summarized below:

| pK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-8 FI | Other | Total |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|-------|-------|
| 32 | 35 | 28 | 33 | 35 | 33 | 36 | 35 | 27 | 42 | 37 | 34 | 36 | 52 | 15 | 4 | 503 |

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Section 2: Division Goals & Accomplishments

PROVINCIAL PRIORITY ONE: Higher Literacy and Achievement

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

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

Objectives

1. Increase teachers' use of AFL instruments and results in planning and instruction.
2. Increase the reading skills for all students at grade levels measured by AFL, with specific attention the achievement of FNM students.
3. Establish baseline data of grade-level reading ability in Grade 1-6.
4. Successful transition to the new math curricula in grades K-10.
5. Enhance teacher skill and implementation of differentiated instruction.

Previous Performance

1. AFL 2009 Reading Assessment showed significant, concerning results – below the province in most areas as well as a decline compared to 2007 in most areas.
2. Canadian Achievement Test (CAT-4) data from grade 1-3 shows a range of challenges and success.
3. Local data from 2008-09 teacher professional growth discussions indicated room for growth in reading instruction.
4. Local Grade 2 Reading Results (Woodcock Johnson III Broad Reading) administered in May 2009 showed good success in broad reading scores.
5. Further record of previous performance will be added once 2009 data has been received and analyzed.

Future Performance Targets

1. 2011 Reading AFL results at all grade levels tested will show
 - a. at least 90% of students (including 90% of FNM students) at the adequate level and at least 60% of students at proficient level in each of the performance areas (Reading Comp., Explicit Comp., Implicit Comp., Critical Comp., Reader Response)
 - b. at least 90% of students (including 90% of FNM students) at the adequate level and at least 60% of students at proficient level in the “know and use reading strategies” measure on the Opportunity to Learn data
2. 2011 Math AFL scores will show
 - a. improvement over 2009 assessment in each main category tested
 - b. improvement relative to average AFL results of previous years

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Future Performance Targets continued

3. A May 2011 survey will demonstrate that staff have increased implementation of differentiated instruction by moving from the “developing/evident” range to the “evident/exemplary” range on the Student Support Services Delivery Model Rubric.
4. By June 2012, a system for gathering and analyzing local measures of achievement (report card marks, student portfolios, etc.) will be in place for implementation beginning in Sept. 2012.

Plan & Strategies:

1. Continue ongoing staff discussion of strategies to understand and use AFL as part of instructional decisions
2. Provide professional development and support for the implementation of the Response to Intervention model to support reading and differentiated instruction.
3. Continue the renewal of our Early Learning program using Ministry of Education guides and the data from the Early Development Instrument (EDI).
4. Continue the implementation of the CAT4 in grades 1-3 and explore its use in other grades.
5. Discuss, debate and analyze AFL data with staff and identify opportunities to explicitly teach reading strategies to students
6. Establishing systematic process to recognize student and staff achievements on AFL and CAT4 assessments
7. Enhancing the assessment capacity of our staff (methods and data use).
8. Providing Professional Development for differentiated instruction.

Creighton School Division No. 111

Continuous Improvement Plan for 10-11

(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

PROVINCIAL PRIORITY TWO: Equitable Opportunities

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

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

Objectives

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

Previous Performance

1. Anecdotal evidence suggests that Virtues program has been implemented extensively in several classrooms and moderately in others in grade 1-6.
2. Teachers have anecdotally reported positive results in the improved atmosphere and decreased behaviour problems in their classrooms.
3. Local teacher wisdom suggests that FN&M students are generally positive about their culture and sense of belonging until grade 5 or 6 where things may decline.
4. In 2007-08 a Character Education survey was conducted and showed generally very positive results related to school climate. A summary is below:

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

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
 (Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

5. 2007 AFL Reading data indicates that the number of our FN&M students who have “sufficient” OTL are below the division average in most areas in each grade level, except for “home support for reading” at the grade 4 level (85% for FNM vs. 80% for division).

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

6. The student services review of our PPP results show:

| Personal Program Plan Review (shown as %) | | | |
|--|--------------------------|--------------------------|--------------------------|
| | <i>Success 07-08</i> | <i>Success 08-09</i> | <i>Success 09-10</i> |
| 1. Strengths and impact areas (needs) are recorded | 100 | 100 | 100 |
| 2. Assessed level of educational performance is recorded | 100 | 100 | 100 |
| 3. Annual outcomes are consistent with impact areas | 57 | 100 | 100 |
| 4. Short term objectives are developed under each annual outcome | 0 | 100 | 100 |
| 5. Assessment procedures for monitoring and evaluating student progress are recorded | 14 | 100 | 86 |
| 6. Sources of supports are recorded | 57 | 14 | 57 |
| 7. Efforts towards differentiated instructional strategies | 43 | 100 | 100 |
| 8. Collaborative Team Approach | 100 | 100 | 71 |
| 9. Parental signature or documented attempt | 0 | 100 | 100 |
| 10. Documentation supports the identification of student | --- | 100 | 14 |
| Intensive Supports Monitoring Checklist | | | |
| Identification of Students with Intensive Supports documentation is completed | 100 | 100 | 100 |
| Areas of Impact are priority areas with the Personal Program Plan and have annual outcomes | 43 | 100 | 100 |
| Sources of Support align with the areas of impact in the Personal Program Plan | 43 | 100 | 100 |
| Documentation supports the identification of the student | --- | 100 | 14 |

Future Performance Targets

1. A June 2011 survey will show the Virtues program will have been implemented at least
 - a. moderately in 100% of K-6 classrooms
 - b. extensively in 80% of K-6 classrooms
 - c. moderately in 50% of the grade 7-9 classrooms.

The following years results will show increasing levels of implementation until 90% or more K-9 classrooms demonstrate extensive use of the Virtues program

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

2. By May 27, 2011, administration and the Character Education PLC will
 - a. Use the 40 Developmental Assets data to develop strategies to promote the character education program in grade 10-12.
 - b. identify at least two high school teachers to lead the character education program in grade 10-12 during the 2011-2012 school year
3. By May 27, 2011 the administration will lead the design and use of an instrument to measure students' sense of cultural pride and affirmation of their culture in CCS.
4. Monthly Principal's Reports will show that student suspension by grade level, gender, and ethnicity have decreased compared to previous years.
5. The 2011 review of student services data will show at least a 90% success rate in all areas while no area will show a decline from the 08-09 level.

Plan & Strategies:

1. Provide instructional time to one staff member to implement Character Education training and support for all K-6 teachers
2. Provide support and guidance for Character Education PLC team to implement character education programming in grade 7-9.
3. Administration will establish a team to explore the explore character education programming based on the use of the 40 Developmental Asset data
4. Build on relationships with First Nations students and families to enhance FN&M students' sense of pride and the affirmation of FN&M culture in school.
5. Continue ongoing staff discussion of strategies to understand and use the AFL data as part of instructional decisions
6. Administrators will continue to use the student conduct tracking program and include conduct data in the Principal's monthly reports to the Director.
7. Provide bi-monthly meetings between Director, In-school administrator and Special Education teacher to monitor student support services program.
8. Special Education teacher will meet regularly with classroom teachers to monitor the PPP implementation and student progress toward goals.

Creighton School Division No. 111 Continuous Improvement Plan for 10-11

(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

PROVINCIAL PRIORITY THREE: Smooth Transitions

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

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

Objectives

1. Increase staff awareness and implementation of career development concepts within the provincial curricula and through other resources
2. Establish improving trend of student achievement data in selected career development outcomes in the K-5 grades.
3. Enhance the effective and comprehensive implementation of the middle years career development curricula.
4. Ensure high persistence rates for student high school completion
5. Establish systematic process for graduates and parents to provide information about CCS career development program and about student transition from CCS to work or post-secondary training or employment.

Previous Performance

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

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

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

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

Future Performance Targets

1. By Jan 30, 2011 administration will develop an instrument to measure
 - a. baseline data of the teaching staff’s understanding of career development concepts within the curriculum;
 - b. staff awareness and utilization of career development resources
2. By June 2011, the above instrument will indicate baseline data of teaching staff’s understanding of career development concepts and their use of resources to support the implementation of career development in their classroom.
3. By June 2010, and annually thereafter, 95% of students in grade 6-9 will have received at least 30 hours of instruction in Career Development during the academic year just ending. The percentage of FN&M students who receive the instruction will be at least equal to the division average.
4. Each year our “persistence rates” will be equal or better than the provincial average for all students and for FN&M students as well.
5. By October 2010 the student and parent response to the locally developed transition survey will show strong support for the preparation students received to transition from grade 12 to post-secondary training or employment. The next survey in 2013 will show equal or improved support.

Plan & Strategies:

1. Ensure Career Development concepts and instructional strategies are included in regular staff communication, meetings and PD events.
2. Monitor the inclusion of Career Development concepts in classrooms through formal and informal teacher supervision processes.
3. Provide career development curriculum implementation support for teachers through professional development and dialogue.
4. Include career development items regularly in newsletters to community and parents.
5. Administration and counsellors will provide regular encouragement, counselling and course planning for students to ensure on-time graduation.
6. Transition the post-graduation tracking survey to a multi-mode survey (phone, mail and web-based).

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

PROVINCIAL PRIORITY FOUR: Accountability & Governance

Division Goal Areas:

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

Rationale:

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

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

Objectives

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

Previous Performance

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

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
 (Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

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

| | Gr. 8 Adequate or Higher | | | | Gr. 11 Adequate or Higher | | | |
|--------------------------------------|--------------------------|------|--------|------|---------------------------|------|--------|------|
| 2009 Opp. To Learn | All | Male | Female | FN&M | All | Male | Female | FN&M |
| Propensity to Learn | 60 | 48 | 70 | 94 | 70 | 44 | 88 | 73 |
| Persistence in Difficulty | 66 | 42 | 83 | 53 | 85 | 63 | 100 | 100 |
| Home Support for Learning in General | 72 | 50 | 89 | -- | 79 | 59 | 93 | 99 |
| Home Support for Learning Math | 79 | 64 | 90 | 68 | 62 | 48 | 71 | 49 |
| | | | | | | | | |
| 2007 Opp. To Learn | All | Male | Female | FN&M | All | Male | Female | FN&M |
| Propensity to Learn | 60 | 48 | 67 | 51 | 66 | 53 | 76 | 61 |
| Persistence in Difficulty | 84 | 78 | 87 | 80 | 75 | 62 | 87 | 87 |
| Home Support for Learning in General | 68 | 58 | 75 | 76 | 78 | 79 | 81 | 71 |
| Home Support for Learning Math | 76 | 52 | 90 | 78 | 54 | 56 | 57 | 38 |

Future Performance Targets

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

Plan & Strategies:

1. Continue ongoing discussion of strategies to understand and use AFL as part of SCC planning decisions.
2. Include a data discussion item on each SCC meeting agenda to provide the SCC increased awareness of our achievement and an opportunity to discuss their role in supporting the student learning program in the school.
3. Communicate regularly with PBCN local councillor as well as Chief, Council and senior administration generally.
4. Continue to meet regularly with family groups of PBCN members to hear their concerns and suggestions.

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
 (Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Section 3: Division Financial Information

Budget

To assist in financial accountability monthly financial statements are provided to Board members and senior administrators. These statements show the year's budget amounts, current expenditures and balance remaining. Financial statements are available from the Chief Financial Officer.

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

| Category | Budget 09-10 | Budget 10-11 |
|--------------------------------------|------------------------|---------------------|
| Governance and Administration | 295,000 (5%) | 304,403 (5%) |
| Instruction..... | 4,294,391 (73%)..... | 4,466,642 (73%) |
| Plant operation & maintenance: | 683,638 (12%)..... | 736,328 (12%) |
| Student transportation | 307,090 (5%)..... | 301,635 (5%) |
| Other | 313,519 (5%)..... | 334,160 (5%) |
| TOTAL | 5,893,638 | 6,142,168 |

Investment Highlights

Investments accounts provided some of the costs for our recent addition and renovation, but are essentially depleted. Some funds remain in our provision for reserves account.

Explanation of Surplus/Deficit

This information will become available once the year ending financial process is complete.

Financial Statements

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

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

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Section 4: Facilities and Capital Plan

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

- A significant need for roof renovations and we are awaiting approval
- We purchased a 17-passenger bus and constructed a facility for storage of that vehicle. There will be some residual costs as we finish that garage.
- Through a partnership with the Town of Creighton, we secured a lease for the unused curling rink to provide space for our PAA courses of mechanics, construction and cosmetology. The renovation costs continue to be part of our facilities plan costs and the related equipment costs are also accounted for in other parts of our budget.
- Staff parking and grounds will require some investment to maintain safe and appropriate facilities.

Section 5: Communication Plan

Communications have been an area of significant accomplishments for the division. The board and administrations have devoted a significant amount of time discussing philosophy and strategy to engage and communicate with staff, students, parents, and other community members. Discussion initially revolved around policy development and sending communication to others, but we have also paid more attention to “listening” strategies to hear what stakeholders are saying.

In the 2010-11 school year we will maintain our support for the implementation and support of our communication policy and the distribution of the school division newsletter mailed to every home in the division three times per year. The newsletter has a blend of school events, school division activities and other topics

We also plan to provide

- more focus on sharing community engagement through joint efforts with the school community council.
- Additional opportunities and encouragement for community members to review and discuss achievement data more widely
- A reinstatement of the Director’s staff discussion papers distributed every two months. This highlights some events in the division for staff and also provides information about recent hot topics in education
- Improved communication with various partners through regular linkage and delegations at board meetings

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)

Section 6: Appendices, Links

1. Creighton School Division Website: www.creightonschool.com .
2. Assessment for Learning (AFL) Reports are available from school division website or by contacting Robert Bratvold, Director of Education at rbratvold@yahoo.ca or at 306-688-5825
3. Detailed information about our population statistics is available at Statistics Canada. 2007. *Creighton, Saskatchewan* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. Retrieved from <http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>
4. Any questions, comments or concerns can be addressed to

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Section 7: Reader Notes

Creighton School Division No. 111
Continuous Improvement Plan for 10-11
(Year 2 of the 09-12 Continuous Improvement Plan, Year 2 of the CI Cycle)



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