

**Creighton School Division No. 111**

**Continuous Improvement Report  
for 2008-09 School Year**

**(Year 3 of the 06-09 Continuous Improvement Plan, Year 2 of the CI Cycle)**

**December 2009**

# **CSD No. 111 Continuous Improvement Report On the 2008-09 School Year**

## **Section 1: Context**

### **Introduction**

The Creighton School Division No. 111 (CSD) is a small, friendly public School Division whose boundaries enclose approximately 1600 km<sup>2</sup> adjacent the Manitoba border in Northeast Saskatchewan. We are north of the 54<sup>th</sup> 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 6500) 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.

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## Division Goals

During the 08-09 school year, the school division continued to work on its 06-09 CIP and also complete also complete a collective and inclusive renewal of its goals. The goals from its 06-09 CIP are:

1. Build partnerships to strengthen school division capacity.
2. Develop targets and processes to monitor key results.
3. Establish an effective communications and public relations plan.
4. Enhance the current character education program in CCS.
5. Expand and enhance the Practical and Applied Arts program

## 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 are normally two 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 and 08-09 enrolment of 495 students in pre-Kindergarten to Grade12 and 120 of those students (24%) 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 34.6 FTE teachers and 31 support staff (educational assistants, community school staff, counsellors, etc.).

In addition, the CSD purchases French Immersion and other services for 21 students from the Flin Flon School Division. Approximately 38% of students are bussed to school. September 30, 2008 enrolment is summarized in the following table:

pK	K	1	2	3	4	5	6	7	8	9	10	11	12	FI	Other	Total
32	31	37	36	35	32	34	27	41	37	35	47	32	42	12	9	<b>516</b>

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## Section 2: Division Accomplishments

### **PROVINCIAL PRIORITY ONE: Higher Literacy and Achievement**

**Division Goal Area:** Develop targets and processes to monitor key results.

#### **Rationale**

The CSD has a strong tradition of excellence and caring but not a strong tradition of quantifying our success. As we adapt and improve, it is important to identify key areas that indicate success and then develop processes and measures to monitor those areas. As we identify those key areas we also need to develop performance targets.

#### **Objectives**

1. Increase the reading comprehension skills for all students at grade levels measured by AFL, with specific attention to improving the achievement of FNM students.
2. Increase the percentages of grade 2 students who are reading at or above grade level.
3. Develop mechanism to track, communicate and respond to FNM student indicators of success (attendance, credits earned and graduation rates)

#### **Previous Performance**

1. AFL 2007 Reading Assessment showed generally good results - at or near the provincial results in most areas with the following concern areas:
  - Some Comprehension and Reader Response areas were low
  - Disturbingly low results reported by students and staff on teaching and using reading strategies in the Opportunity to Learn section.
2. Local Grade 2 Reading Results (Woodcock Johnson III Broad Reading) administered in May 2008 showed average score of grade level 3.0 and 73% of students had a grade level score of 2.5 or more. Of the three subcategories, students scored lowest on "passage comprehension".
  - 2007 Reading AFL data in grade 4 & 7 pointed to a similar challenge in reading comprehension.

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### 2008-09 Performance Targets and Results

Targets	Results	Gr. 4	Gr. 7	Gr. 10	Summary
<b>Spring 2009 Reading AFL results at all grade levels tested will show:</b> <ul style="list-style-type: none"> <li>• at least 80% of students at the adequate level</li> <li>• and at least 50% of students at proficient level</li> </ul> in each of the performance areas (Reading Comp., Explicit Comp., Implicit Comp., Critical Comp., Reader Response)	Reading Comp % adequate:	78	77	86	Our results show that we are at or near our goal for adequate performance in most areas, but not in Reader Response  In addition we only reached our goal for “Proficient Performance in a few grade levels and areas  Our most significant need for change is in Reader Response
	Reading Comp % proficient:	39	34	53	
	Explicit Comprehension % adequate:	87	86	82	
	Explicit Comprehension % proficient:	64	50	66	
	Implicit Comprehension % adequate:	71	79	90	
	Implicit Comprehension % proficient:	31	39	62	
	Critical Comprehension % adequate:	83	73	83	
	Critical Comprehension % proficient:	49	38	50	
	Reader Response % adequate:	70	35	70	
	Reader Response % proficient:	7	4	4	
<b>Spring 2009 Reading AFL results at all grade levels tested will show:</b> At least 80% of students at the sufficient or higher level in the “preparation & commitment to learn” measure and on the “knowledge and use reading strategies” measure in the Opportunity to Learn data	Percentage of students at the sufficient or higher level in the “preparation & commitment to learn”	89	63	53	Our results show we only reached our target in one area (grade 4 preparation and commitment).  Results show significant work is needed in both areas, but especially in knowledge and use of reading strategies
	Percentage of students at the sufficient or higher level in the “knowledge and use reading strategies”	59	23	39	
<b>June 2009 Local Grade 2 Reading scores will show :</b> 80% of students with grade level score of 2.5 or higher on Woodcock Johnson Broad Reading Assessment.	Percentage of students with grade level score of 2.5 or higher:	91%			Good success in this area.

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<b>Collection of baseline data of FNM</b> student attendance, credits earned and graduation rates for 2008-09 will be gathered and discussed at senior admin level.	FNM attendance gr. 1-7	88%	NOTE: Our database contained significant errors in tracking FNM students, so reliability of these results is questionable.  Our efforts focused on developing mechanisms for tracking and reporting, but we have had some fruitful discussions about our baseline data.
	FNM attendance gr. 8-12	79%	
	FNM credits earned (22 students)	138	
	FNM credits failed (22 students)	31	
	Potential FNM graduates	7	
	Actual FNM graduates	3	

**Plans & Strategies used during the 08-09 year to achieve the above results:**

1. Continue ongoing staff discussion of strategies to understand and use AFL as part of instructional decisions
2. Incorporate a discussion of AFL data with staff as part of the teacher supervision and evaluation process may include reviewing the system recognizing student and staff achievements;
3. Assist Grade 1 teachers and the assessment PLC to discuss standardized assessment possibilities and then administer one of the researched instruments
4. Grade 2 focus instruction on reading comprehension
5. Enhance the assessment capacity of our staff (methods and data use); and
6. Provide time, instruction to administrative support staff for gathering data on FNM students and collating it for discussion and response

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## PROVINCIAL PRIORITY TWO: Equitable Opportunities

### Division Goal Area

Enhance the current character education program in Creighton Community School.

### 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. If we are successful in ensuring all our students can grow in confidence and self-worth, 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 K-6
2. Establish mechanism to measure the level of Virtues program implementation and identifiable results
3. Maintain students sense of satisfaction with school climate as measured by locally developed survey instrument
4. Establish reliable measure of student suspension by grade level, gender, and ethnicity and including duration and reason.
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. While it is not directly related to this Division goal we will monitor our success with our children's services program through reporting on results of the provincial review of our program as this relates to equitable opportunities so

### Previous Performance

1. Anecdotal evidence suggests that Virtues program has been implemented extensively in several classrooms, moderately in others, but minimally in others.
2. Teachers have anecdotally reported positive results in the improved atmosphere and decreased behaviour problems in their classrooms.
3. In 2007-08 a Character Education survey was conducted and showed generally very positive results related to school climate. It contained a twelve-question survey for various groups of stakeholders and asked for a response to a statements like "students feel safe at school" or "school rules are fair" or "people at school treat each other with respect". A summary is below:

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Group	Average Percent of Responses in top 2 categories (usually/always)	Average Percent of Responses in bottom 3 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

4. Student suspensions have not been a significant issue, but we have no consistently reliable data on student suspensions
5. The 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 2007-08 student services review of our PPP results show

<b>Personal Program Plan Review</b>	<b><i>07-08 Success</i></b>
1. Strengths and impact areas (needs) are recorded	100%
2. Assessed level of educational performance is recorded	100%
3. Annual outcomes are consistent with impact areas	57%
4. Short term objectives are developed under each annual outcome	0%
5. Assessment procedures for monitoring and evaluating student progress are recorded	14%
6. Sources of supports are recorded	57%
7. Efforts towards differentiated instructional strategies	43%
8. Collaborative Team Approach	100%
9. Parental signature or documented attempt	0%

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Intensive Supports Monitoring Checklist	
Identification of Students with Intensive Supports documentation is completed	100%
Areas of Impact are priority areas with the Personal Program Plan and have annual outcomes	43%
Sources of Support align with the areas of impact in the Personal Program Plan	43%

### 2008-09 Performance Targets and Results

Targets	Results	Summary
<p><b>A June 2009 survey will show:</b> the Virtues program will have been implemented at least moderately in 90% of K-6 classrooms and extensively in 50% of K-6 classrooms.</p>	<p>Although no survey was conducted, an informal assessment of Virtue implementation shows that:</p> <ul style="list-style-type: none"> <li>• At least Initial implementation: 100%</li> <li>• At least Moderate implementation: 54%</li> <li>• At least Extensive implementation: 31%</li> </ul>	<p>All classrooms introduce and discuss virtue of the month. All classrooms identify 2 students who most diligently practice that virtue of the month Most classrooms extend the use of the virtues program beyond introductory discussion Several classrooms use the virtues concepts and language widely</p>
<p><b>By June 2009, the Virtues PLC will identify:</b> strategies for expanding the virtues program into the middle years.</p>	<ul style="list-style-type: none"> <li>• Significant discussion and consensus building among staff</li> <li>• Identification of a middle years Virtues team</li> <li>• Identification of PD/Training event and attendees</li> <li>• Identification of tentative strategies and activities</li> </ul>	<p>Good initial progress on team member identification and planned strategies</p>
<p><b>By May 28, 2009 the FN&amp;M Planning and Action committee will have</b> administered an instrument to measure students (FNM data disaggregated) baseline sense of cultural pride and affirmation of their culture in CCS.</p>	<p>Core staff members of planning and action team experienced significant life trauma and were unable to continue work.</p>	<p>Plan deferred to next school year.</p>

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<p><b>The 2009 review of student services data will show:</b> at least an 80% success rate in all areas while no area will show a decline from the 07-08 level.</p>	<b>Review Item</b>	<b>07-08</b>	<b>08-09</b>	<p>The item numbers correspond to the charts in item 6. In the “previous performance” section of this document.</p> <p>We experienced great success in this area, as a result of the focus and efforts of the admin and Special Ed team and teachers. More important than the numbers is the success of the children and anecdotal reports indicate that the students showed great growth.</p>
	<b>1</b>	100%	100%	
	<b>2</b>	100%	100%	
	<b>3</b>	57%	100%	
	<b>4</b>	0%	100%	
	<b>5</b>	14%	100%	
	<b>6</b>	57%	14%	
	<b>7</b>	43%	100%	
	<b>8</b>	100%	100%	
	<b>9</b>	0%	100%	
				<p>Item 6 results are depressed because of our misinterpretation of the requirements after a revision of the PPP document</p>
	<b>1</b>	100%	100%	
	<b>2</b>	43%	100%	
	<b>3</b>	43%	100%	

**Plans & Strategies used during the 08-09 year to achieve the above results:**

1. Provide instructional time for one staff member to implement Virtues training and support for all K-6 teachers and monitor the level of implementation.
2. Provide professional development in Character Education for a core group of K-6 and 7-9 teachers
3. Establish a mixed gender and multi-aged Planning and Action team of FN and non-FN members to analyze, recommend and implement strategies to enhance FN&M students’ sense of pride and the affirmation of FN&M culture in school.
4. Purchase software capable of tracking and reporting student conduct and provide training for its use
5. Continue ongoing staff discussion of strategies to understand and use the AFL data, especially OTL data, as part of instructional decisions
6. Ensure Special Education teacher will meet regularly with classroom teachers to monitor the PPP implementation and student progress toward goals.

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**PROVINCIAL PRIORITY THREE: Smooth Transitions**

**Division Goal Area**

Expand and enhance the Practical and Applied Arts program.

**Rationale**

Many of our students were experiencing success in academic oriented pathways, but we had fewer options for technical and vocational pursuits and as a result it seemed that fewer students were making successful transitions from grade 9 through to grade 12 and into post-secondary education, training and employment. It seemed logical if we enhanced our PAA program we would provide better options for students to make successful transitions

**Objectives**

1. Review current program offerings and pathways
2. Design desirable program and pathways
3. Provide facilities and resources to support the new program so that all students have opportunity for successful learning in the PAA domains

**Previous Performance**

1. All students in the middle years were able to take PAA courses
2. All grade 10 students were able to take PAA courses
3. Grade 11-12 students were able to take PAA courses as their timetable allowed
4. The scope of courses and modules were not necessarily sequential and course offerings were less predictable

**2008-09 Performance Targets and Results**

Targets	Results	Summary
<p><b>By June 2009</b>, a clearly identified scope and sequence of middle years PAA courses will be articulated that provides a basic knowledge and skill level to all students and also provides foundation for future PAA courses offered.</p>	<p>A review and refocus of program offerings created a scope and sequence of PAA courses and modules.</p>	<p>Good Success</p>

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<p><b>During the 08-09 school year</b> facilities will be secured and equipped to alleviate the restriction on offerings for senior PAA courses</p>	<p>Several renovations were completed on the leased PAA facility and significant equipment was purchased (hoist, compressed air system, electrical equipment)</p>		<p>Good success to provide equipment and facility for more course modules. More work needs to be done.</p>
<p><b>By June 2009</b>, we will have effective monitoring of number of students attempting and earning PAA credits as well as numbers who pursue post-secondary options related to PAA. Monitoring will disaggregate numbers for our FNM students</p>	<p>08-09 PAA credits earned total</p>	<p>119</p>	<p>Good success, although our student information database had errors in several areas including FNM identification.</p>
	<p>08-09 PAA courses failed total</p>	<p>15</p>	
	<p>08-09 PAA credits earned FNM</p>	<p>23</p>	
	<p>08-09 PAA credits failed FNM</p>	<p>3</p>	
	<p>Students pursuing PAA post-secondary</p>	<p>4</p>	
	<p>FNM students pursuing PAA post-secondary</p>	<p>1</p>	

**Plans & Strategies used during the 08-09 year to achieve the above results:**

1. Gather information from students, parents, other school divisions, technical and trade schools and associations to provide direction for new program
2. Investigate potential staff, equipment and facility cost implications for each program option
3. Prepare feasible program proposal for Board approval
4. Pending approval, assign staff, acquire resources and communicate new program pathways to students and parents.
5. Develop system of encouraging and monitoring student (including FNM students) participation and success in PAA.

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## **PROVINCIAL PRIORITY FOUR: Accountability and Governance**

### **Division Goal Area**

Build partnerships to strengthen school division capacity  
Establish an effective communications and public relations plan.

### **Rationale**

School divisions will become more responsive, successful and accountable when organizations, agencies and others in the community work with schools on significant goals. By focusing on developing effective communication processes and partnerships we can convey our needs and strengths to others and work together to improve student learning

### **Objectives**

1. Establish active partnerships with significant partners in the school division
2. Support the development of the SCC into an actively involved aspect of school division governance
3. Develop comprehensive communications policy

### **Previous Performance**

1. There have been no quantitative measurements of communication or partnership activity, but anecdotal comments internally and externally suggest that CSD is a well-respected and supported school division and its operations were left to Board, administration and staff. The feeling conveyed was generally that I am not sure of the goals and plans of the school division, but it is doing a good job so let it continue its work
2. Previous efforts to engage community members in discussions about school division goals and plans were marginally successful. Few people attended the planned gatherings and annual meetings are normally attended by very few electors.

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### 2008-09 Performance Targets and Results

Targets	Results		Summary
By June 2009 and effective and comprehensive communications policy will be developed approved and implemented.	Policy was developed and implemented. It is available at <a href="http://www.creightonschool.com">www.creightonschool.com</a>		Good Success
Beginning January 2009, media outlets will publish at least one article each month related to school or school division initiatives or activities.	<b>Month</b>	<b>Articles mentioning CCS or CSD</b>	Good success
	Jan	2	
	Feb	2	
	Mar	3	
	Apr	0	
	May	2	
A survey in June 2009 will indicate the baseline data of the public's awareness of the presence, purpose and contents of the CSD flyer published three times per year	No formal survey was conducted, no results available		Target may be reviewed in future
By May 2009, the SCC will have implemented its constitution and participated in one significant initiative related to school or division planning and operations	The SCC developed its constitution, bylaws and code of conduct over the course of the year. The SCC played a significant role in the review and renewal of School Division goals		Good Success with written documents and involvement in goal renewal. Work on transition from parent advisory group to SCC is still progressing
By June 2009, evidence of active partnerships will include a significant number of meetings and at least one joint initiative with each significant partner. The list of major partners will include PBCN.	<b>Partner</b>	<b>Involvement</b>	Success is growing as partnerships become slowly more active.
	Town of Creighton	Lease, facilities	
	Flin Flon School Div.	Transportation, courses,	
	PBCN	Support summer program on reserve	

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## Plans & Strategies used during the 08-09 year to achieve the above results:

1. Gather a representative committee to review other school divisions communications practices and policies
2. Draft a communications policy for board review and approval
3. Communicate the new policy internally and externally in the division through the school division flyer and internal memo and meeting
4. Provide regular media releases to the local media (Reminder and CFAR) related to activities and events and initiatives in the school division
5. Develop and distribute a survey to randomly selected residents of the division to assess the level of awareness of the school division's flyer and its contents
6. Identify the major partners for a re-focused effort on building partnerships
7. Invite and encourage representatives from the major partners to engage in regular discussion by phone and in person.

## Section 3: 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. The specific budget items are available in that statement, but summarized below are some categorical budget allocations:

<b>Category</b>	<b>Budget 07-08</b>
Governance and Administration .....	\$276,506 (5.0%)
Instruction .....	\$4,168,263 (74.6%)
Plant operation & maintenance:.....	\$547,75 (9.8%)
Student transportation .....	\$288,750 (5.2%)
Other.....	\$302,676 (5.0%)
<b>TOTAL.....</b>	<b>\$5,583,946</b>

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## **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**

It would not be accurate to attribute the small 2007-08 surplus to any one area, but we budgeted revenues very conservatively and there were some expenditure areas were slightly under budget.

## **Financial Statements**

A copy of the Audited 07-08 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

## **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 reviewing several program and facility areas and the results of those reviews will provide direction for future capital plans. These include:

- A significant need for roof renovations and we are awaiting approval
- The envelope of the school needs repainting and minor repairs. This is planned for the 08-09 budget year
- The heating boilers need an upgrade and we expect to begin that process in 08-09 as funds are available
- We plan to explore the feasibility of purchasing a 17-passenger bus and construction a facility for storage of that vehicle.
- Through a partnership with the Town of Creighton, in 2007 we secured a lease for a portion of 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.

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## **Section 5: Communication Plan**

The board and administration 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. We communicate with our partners and publics through

- Internal meetings, memos and discussions
- Media releases and interviews
- Website and email
- Gatherings, meetings and informal discussion
- School division flyer distributed to every household in the division
- Advertisements in local media

**Outcomes & Summary of Progress will be reported in the 08-09 CIR to be published in approved by the Board in December 2009 and published in January 2010.**