

# North East School Division

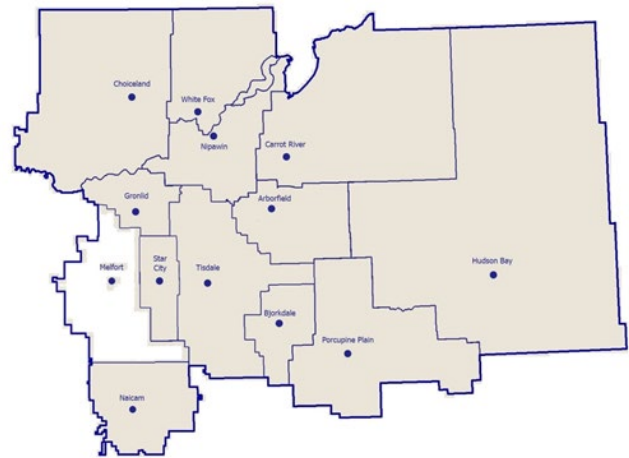


*Education in a Culture of Excellence*

**Strategic Plan of the Board: 2021-2025**

## About Us

The North East School Division is a rural division with 21 schools located in 13 communities. The division is located in north east Saskatchewan and encompasses approximately 11,000 square kilometers. It spans a geographic area from Naicam in the south, Smeaton in north, Hudson Bay in the east, and Melfort in the west. The map to the right shows the geographic location of the centers it services with their respective school boundaries.



Much of the North East School Division is rural, with four larger centers, Nipawin, Tisdale, Hudson Bay and Melfort with the school division head office being located in Melfort. The North East School Division serves two Hutterite colonies and interacts with four local First Nations.

Agriculture, mining, tourism, and manufacturing all play a significant role in the economy of the north east. Much like the rest of Saskatchewan, the north east area has been witness to an influx of immigrants who support the growing economy.

### Division Mission Statement

Our mission is to ensure every student has the opportunity to succeed.

### Division Vision Statement

Our vision is education in a culture of excellence.

### Division Guiding Principles

Success in the North East School Division is achieved through the following shared values.

**Commitment to Be Your Best:** We are committed to the pursuit of excellence and the achievement of one's personal best.

**Responsible:** We are committed to individual and organizational accountability.

**Inclusive:** We are committed to a culture of mutual respect which is responsive to the diversity among people.

**Cooperative:** We are committed to collaborative relationships fostered by open communication.

**Ethical:** We are committed to conducting ourselves with integrity and compassion.

**Goals to Achieve the Vision/Mission**

Our school division goals are:

- 1. Our students are learning what they need for their future.
- 2. Our students feel safe and supported.
- 3. Our students are valued, they belong and they can be their best.
- 4. Our schools ensure the sustainable use of resources.

**North East School Division Board of Education (2020 – 2024)**

The North East School Division is governed by an eight-person elected Board of Education. The Education Act, 1995 gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

The School Division is organized into eight subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the Division and are committed to providing the very best education possible for each and every student. The Board of Education members are as follows:

<b>Board Member</b>	<b>Subdivision</b>
Kathrene Bank	Subdivision 1 - Hudson Bay and area
Kevin Trew	Subdivision 2 – Carrot River, Arborfield and areas
Dustin Kelsey	Subdivision 3 – Choiceland, White Fox and areas
Lori Kidney	Subdivision 6 – Tisdale and area
Ted Kwiatkowski	Subdivision 7 – Porcupine Plain, Bjorkdale and areas
Kevin Graham (Board Chair)	Subdivision 4 – Melfort and area
Marla Walton (Board Vice-Chair)	Town of Nipawin
Tyson Waldner	Subdivision 5 – Gronlid, Star City and Naicam and areas

## **Framework for a Provincial Education Plan 2020-2030**

Planning partners of the provincial education sector along with the Ministry of Education co-constructed a plan that would set the course for the future beyond 2020. The plan reflects the diversity of the province and ensures the presence and voice of First Nations and Metis education organizations as part of the journey towards reconciliation. The partners recognized the plan will build upon the success of the Education Sector Strategic Plan (ESSP), launched in 2014, which has been effective in focusing efforts on improved results and encouraging collaborative work across the province. The partners recognized that improved results cannot be accomplished in isolation and that the plan must respond to the pressures experienced by students, schools, families, communities and society. The partners acknowledge the plan must not only address the challenges present today but must prepare students to be well-educated, active citizens in their community, the province and the world.

## **NESD Strategic Intent to Achieve its Goals**

North East School Division Board of Education approves the following strategic plan. The strategic intents align with the Provincial Education Plan 2020-2030 by providing “Key Actions” and “Metrics” for the NESD goals. The NESD will be guided by the following strategic intents:

1. Curriculum is responsive, relevant and student-centered.
2. Partnerships and trusting relationships are developed and nurtured.
3. Innovation is practiced throughout the school division.
4. The sustainable use of resources provides equitable opportunities.
5. Leadership is distributed to inspire excellence.
6. Responsive and strength-based approaches support students, schools and communities.

**Strategic Intent #1: Curriculum is responsive, relevant and student-centered.**

<b>NESD Key Actions</b>
Continue to unpack new curriculum and provide grade-level appropriate supports and resources to teachers.
Introduce teachers of the NESD to the new Sask Math Web Resource for use in 2021-22.
Continue to support schools response to report Grade 4, 7, 9 writing results, Grade 2, 5, 8 math results and Grade 3 reading results.
Facilitate and support the awareness and implementation of effective literacy instruction.
Implement Fountas and Pinnell resources for all classrooms in Grades 1 – 5 to support students as they transition through their reading progressions.
Citizenship Education will be investigated by a group of K-12 teachers in order to explore ways to support inquiry-learning related to citizenship curricular outcomes.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
Diagnostic Levelled Reading – 80% of our Grade 1, 2, and 3 students will be reading at grade level.	Gr 1: 54% Gr 2: 68% Gr 3: 73%	March, 2022
Reading – 80% of our Grade 1, 2, and 3 students will be at Fully Meeting (FM) or above on Comprehend & Respond as per NESD gradebook.	Gr 1: 47% Gr 2: 60% Gr 3: 74%	June, 2021
Writing – 80% of our Grades 4, 7, and 9 students will be at Fully Meeting (FM) or above on Compose & Create as per NESD gradebook.	Gr 4: 56% Gr 7: 65% Gr 9: 74%	June, 2021
Math – 80% of our Grades 2, 5, and 8 students will be at Fully Meeting (FM) or above on Number Strand as per NESD gradebook.	Gr 2: 70% Gr 5: 70% Gr 8: 75%	June, 2021

Notes: Reading, Writing, Math data is delayed for the 2021-22 school year due to data migration between Edsby and PCG.

**Strategic Intent #2: Partnerships and trusting relationships are developed and nurtured.**

<b>NESD Key Actions</b>
Create, maintain and strengthen community connections with our neighboring First Nations and Metis communities.
Create, maintain and strengthen cultural connections for students and staff through invitations to Elder and Knowledge Keepers.
Support teachers, students and parents with the Edsby integration to enhance the awareness of achievement and progress of student outcomes.
Continue to support the Teacher Advocacy Group led by the NESD FNMI Consultant.
Divisional collaboration with outside agencies aimed at supporting our students with timely and responsive interventions based on academic and behavioral needs.
Students will have the opportunity to be caretakers and outdoor learners on a piece of Treaty 6 land in the Love area, thanks to the generosity of a patron.
In an effort to promote Reconciliation and Citizenship, every grade 7-9 student will have the opportunity to participate in the Blanket Exercise before June, 2023.
Prioritize teacher and student connections with the aim of having all students having an in-school advocate.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
OurSCHOOL – 80% of elementary students will report a positive sense of belonging.	All: 70% FNM: 63% Non-FNM: 72%	April, 2022
OurSCHOOL – 80% of secondary students will report a positive sense of belonging.	All: 56% FNM: 46% Non-FNM: 62%	April, 2022
OurSCHOOL – The “average score for advocacy at school” will be at least 6.5 for elementary students.	All: 6.0 FNM: 5.5 Non-FNM: 6.1	April, 2022
OurSCHOOL – The “average score for advocacy at school” will be at least 3.5 for secondary students.	All: 2.9 FNM: 2.9 Non-FNM: 3.0	April, 2022

**Notes:**

1. Sense of belonging for elementary dropped 1% overall, but the range between FNM and Non-FNM narrowed.
2. Sense of belonging for secondary dropped 2% overall, FNM dropped 3%, Non-FNM unchanged.
3. Advocacy at school for elementary dropped by 0.2 overall, FNM dropped 1.3, Non-FNM unchanged.
4. Advocacy at school for secondary increased by 0.2 overall, FNM increased 0.3, Non-FNM increased 0.2.

**Strategic Intent #3: Innovation is practiced throughout the school division.**

<b>NESD Key Actions</b>
Support schools in their transition and implementation of Organizational Routine methodology.
Students will set and reflect on learning goals and create a graduation plan within MyBlueprint.
Continue to work with families and students to obtain a shared understanding of the language of learning (i.e. learning intentions, outcomes, credits availability, graduation pathways).
Actualize the RTI process to support our students with timely and responsive interventions based on academic and behavioral needs
School Leadership Teams will support and implement job embedded professional development cycles (known as Teacher Innovation Sprints) in an effort to correlate school goals within the Sprint goal framework.
To support schools in the creation of extra-curricular entrepreneurial opportunities, four schools will be offered the support of a liaison to develop business clubs for creating a venture, connecting with community contacts and business networks.
Support social engagement through increasing student awareness of digital citizenship.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
OurSCHOOL – 80% of secondary students will be intellectually engaged.	All: 53% FNM: 50% Non-FNM: 57%	May, 2022
Innovation Sprints – 90% of NESD teachers will be at the Awareness Level when reviewing and reflecting upon their job-imbedded PD Framework.	t.b.d.	

**Notes:**

1. Intellectual engagement dropped from 58% to 53% for all students.
2. Intellectual engagement remained the same for FNM students at 50%.
3. Intellectual engagement dropped from 61% to 57% for Non-FNM students.

**Strategy #4: The sustainable use of resources provides equitable opportunities.**

<b>NESD Key Actions</b>
Support small school sustainability by developing shared opportunities with curricular co-planning with Arborfield and Star City.
Continue to support Kindergarten and Prekindergarten teachers with the administration of the Early Years Evaluation (EYE).
Continue to support Kindergarten and Prekindergarten teachers with designing developmentally appropriate interventions for deficit domains as identified within the Early Years Evaluation.
Continue to support Kindergarten and Prekindergarten teachers with the administration of Help Me Tell My Story (HMTMS)
Continue to administer and provide feedback on the Early Childhood Environmental Rating Scale – Revised (ECERS-3).
Review and renew the Enterprise Risk Management process of the school division.
Edsby, the new grading, communication and evidence collection software, will be implemented in all schools and grades in the fall of 2021
Purchase Fountas and Pinnell resources for all classrooms in Grades 1-5 to support students in their reading progressions.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
ECERS-3 – Kindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale.	6.29	May, 2019
ECERS-3 – Prekindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale.	6.63	May, 2018
EYE-TA Data – 90% of our students exiting Kindergarten with appropriate development, indicated by green, as measured by EYE-TA data results.	80%	May, 2021
Help Me Tell My Story – 80% of students in participating Kindergarten classes will score in the Level 3 or higher in all aspects of the rubric.	Speaking: 49% Sentences: 46% Content: 29%	May, 2019

Notes: Some data sets are older due to pandemic.



**Strategy #5: Leadership is distributed to inspire excellence.**

<b>NESD Key Actions</b>
Continue the practice of completing Exit Interviews for departing employees.
Continue to survey stakeholders through the usage of ThoughtExchange surveys.
Continue to share and leverage successful initiatives emerging from schools by utilizing technology with Career Guidance Counselors and Administrators Groups.
Continue to build towards a representative workforce that models the North East population and acknowledges and values diversity, provides equal opportunities and is inclusive of all.
Continue to analyze and report on progress data and leading indicators to identify learning gaps and successes for all student populations.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
Quarterly reports from HR Downloads	Complete (Y/N)	
ThoughtExchange survey results forwarded to stakeholders	Complete (Y/N)	
NESD staff data indicates an increase towards workforce targets	t.b.d.	
Quarterly wall-walks presented to the NESD Board of Education	Complete - Yes	June, 2021
NESD Annual Report is submitted to the Government of Sask.	Complete – Yes	Dec, 2021

Notes: Further discussion required on Metrics

**Strategy #6: Responsive and strength-based approaches support students, schools and communities.**

<b>NESD Key Actions</b>
Build and sustain networks with the following agencies: 0-3 Task Force, SHA, KidsFirst, Autism Services, Complex Case Management, Social Services, FASD Committee, NEOSS and Treehouse, Libraries, Daycares, NEECIP, Marguerite Riel Centre, Nipawin Oasis, Salvation Army and CRC.
Provide system-wide professional development on self-regulation and well-being.
Reinforce Adverse Childhood Experiences (ACEs) training to become trauma-informed practitioners.
Engage staff in all areas of Not Myself Today Mental Health activities and resources.
Maintain and communicate an up-to-date Mental Health Resource List for the North East.
Encourage the use of the Member and Family Assistance Plan (Teachers) and the Employee Family Assistance Plan (EFAP) for Support Staff.
Distribute Mental Health and Wellness gift bags to all continuing contract and temporary contract employees to begin the school year.

<b>NESD Metrics</b>	<b>Current Data</b>	
<b>Improvement Targets and Indicators</b>	<b>Result</b>	<b>Date</b>
Attendance – 90% of students in Grades 7-12 will have at least 80% attendance.	All: 92% FNM: 81% Non-FNM: 94%	Feb, 2020
100% of NESD Prekindergarten teachers will be trained in Responding to Children’s Interests.	tbd	
100% of NESD Kindergarten teachers will be trained in Literacy Practices in Kindergarten.	tbd	
Grad Rate – 90% of Grade 10 students will be “On-Track” to graduate within 3-years of entering Grade 10.	All: 85.6% FNM: 64.3% Non-FNM: 85.4%	Feb, 2020
Credit Attainment – 90% of Grade 10 students will have completed 8 or more credits during their grade 10 year.	All: 88.4% FNM: 67.7% Non-FNM: 92.9%	June, 2020
Grad Rate – 90% of Grade 11 students will be “On-Track” to graduate within 3-years of entering Grade 10.	All: 81.3% FNM: 61.9% Non-FNM: 88.8%	Feb, 2020
Credit Attainment – 90% of Grade 11 students will have completed 8 or more credits during their grade 11 year.	All: 89.0% FNM: 56.9% Non-FNM: 94.4%	June, 2020
Grad Rate – 90% of Grade 12 students will graduate “On-Time”, within a 3-year timeframe.	All: 84.9% FNM: 60.0% Non-FNM: 89.0%	June, 2020

Notes: Updated data sets pending Ministry availability.

