



Saskatchewan Rivers School Division

Excellence for Every Learner

STRATEGIC PLAN FOR 2017-20

As a public school division, we welcome all students and seek to provide excellence in each student's educational experience. We take great pride in the range of programs we offer our students, in the relationships we have with families and in the many ways we work with other agencies in the community, all on behalf of what's in the best interests of students. We are also very proud of our staff's expertise and passion for meeting the educational needs of our students.

In Saskatchewan Rivers Public School Division we have a clear focus on student engagement and achievement. This focus is evident in the Strategic Plan that is guided by the Mission, Vision and Core Values of the Division and is centered on providing excellence for every learner. Saskatchewan Rivers Schools are committed to providing quality education for all students as exemplified by the school division motto "*Excellence for Every Learner*". The work of the school division is driven by our commitment to achieving our long range goals through broad strategies and specific actions in each goal area. For a full explanation of the Boards core values, policies and administrative procedures please see the documents available under the "About Us" tab at www.srsd119.ca

MISSION

Saskatchewan Rivers Public School Division strives for excellence in education and seeks to maximize each child's unique learning ability.

VISION

Pursuit of excellence, respect for diversity and achievement for all.

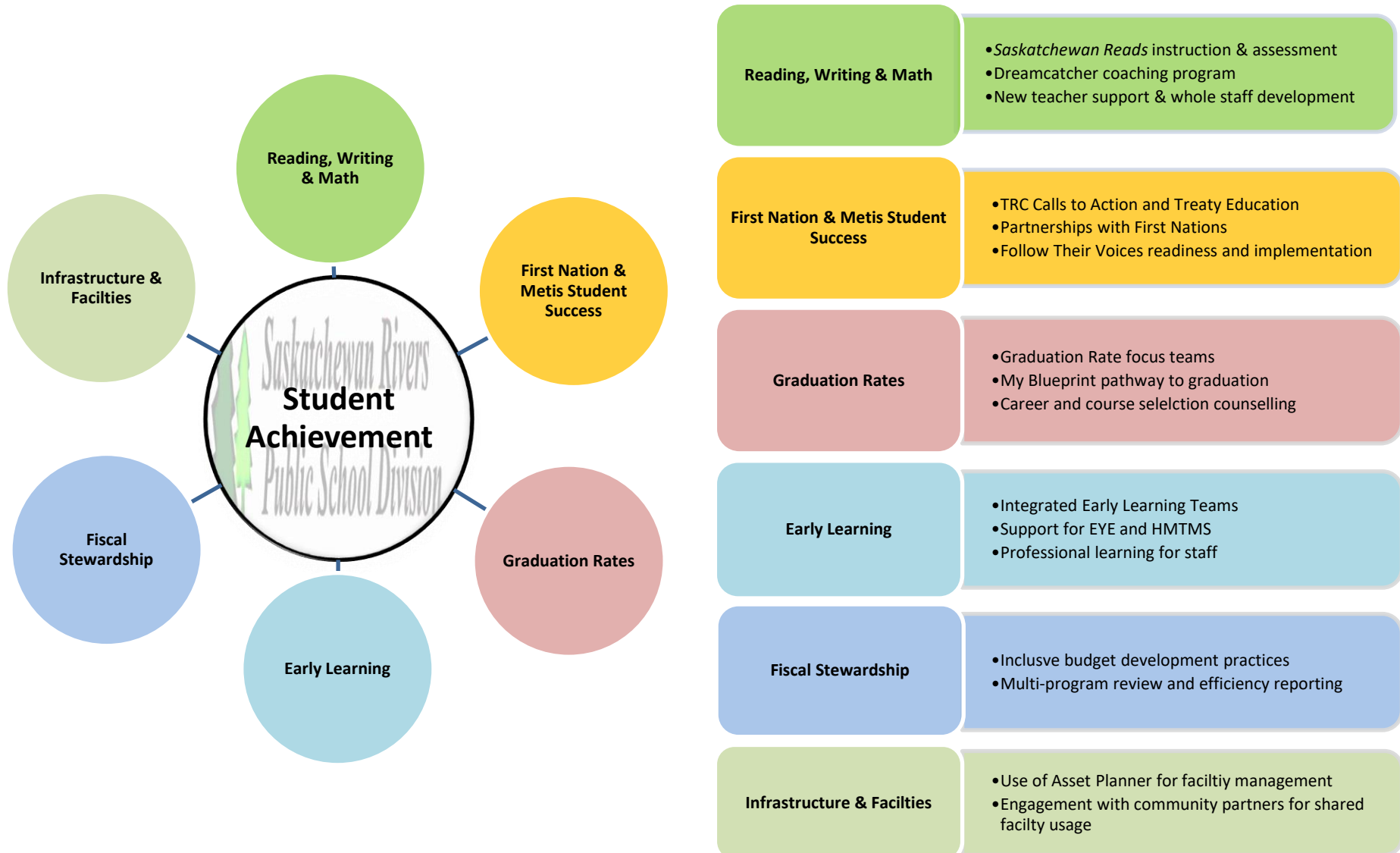
MOTTO

Excellence for Every Learner

CORE VALUES

- Educational excellence
- Human diversity
- Community engagement
- Responsible governance
- Effective infrastructure and facilities

STRATEGIC PLAN OVERVIEW



Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Improved Reading, Writing and Math Performance

Long Term Outcome:	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	
By June 30, 2020, 80% of students will be at or above grade level in Reading, Writing and Math																			Broad Strategies
Reading (grades 1 DRA)	47%	29%	64%	55%	41%	69%	41%	26%	59%	45%	32%	60%	47%	32%	66%	80%			Utilize Saskatchewan Reads as a foundational document for literacy instruction.
Reading Grade 3 DRA	65%	54%	75%	65%	58%	72%	63%	55%	72%	61%	55%	68%	68%	59%	79%	80%			Align the support provided to teachers by the Dreamcatcher coach, EST, SLPs and Division Early Years coaches.
Reading Grade 7 DRA	88%	80%	94%	88%	83%	92%	89%	86%	92%	84%	79%	89%	84%	80%	90%	80%			Deploy a broad range of division professional development opportunities to address the needs of students and staff in their work towards the ESSP and division goals.
Writing (All Grades)	NA	NA	NA	65%	52%	78%	64%	53%	75%	61%	49%	73%	61%	50%	73%	80%			Provide Ed Support Teacher training and support
Writing (Grades 4, 7 and 9)	NA	NA	NA	71%	58%	84%	71%	62%	80%	64%	52%	75%	64%	53%	74%	80%			Allocate resources equitably to schools based on their achievement data.
Math (Grade 1-8 Math Common Assessment)	65%	51%	76%	66%	50%	81%	58%	45%	74%	59%	47%	75%	57%	41%	70%	80%			Provide a set of research based strategies for administrators to identify in their school Learning Improvement Plans (LIPs) and implement through out the year for reading, writing and mathematics.
Local Improvement Targets	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	
By June 2020, 100% of SRPSD students in schools with reading as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in reading literacy OR will have 50% catch up growth (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in reading literacy (students on individualized plans). (Number of students: in 2015 - 2558; 2016 - 2843)	N/A	N/A	N/A	62%	14%	4%	58%	15%	8%	62%	10%	10%	62%	7%	9.0%	100%			Embed the high impact instructional approaches of Saskatchewan Reads.
																			Utilize formative assessment data to inform instruction.
By June 2020, 100% of SRPSD students in schools with writing as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in writing literacy OR will have improved one grade level standard in writing literacy (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in writing literacy (students on individualized plans). (Number of students = 2015 - 619; 2016 - 774)	N/A	N/A	N/A	59%	8%	5%	57%	10%	3%	64%	8%	5%	62.0%	9.0%	7.0%	100%			Provide recalibrated coaching for DRA administration.
																			Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.
																			Provide coaching support to schools using a data responsive cluster approach.
By June 2020, 100% of SRPSD students in schools with mathematics as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in mathematics literacy OR will have 50% catch up growth in mathematics literacy (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in mathematics literacy (students on individualized plans). (Number of students = 2015 - 1928; 2016 - 1760)	N/A	N/A	N/A	73%	7%	6%	56%	9%	3%	66%	6%	6%	78.0%	5.0%	2.0%	100%			Collaborative Interdisciplinary Services Teams will work with a common cluster of schools to analyze student needs, assess available resources and determine support interventions for vulnerable students
																			Facilitate a Lori Jamison Rog reading and writing professional development event for all schools in October 2019.

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Improved First Nation and Metis Student Engagement and Graduation Rates

Long Term Outcome:	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	Broad Strategies
Engagement: Parity in Intellectual Engagement composite	67	72	67	60	63	61	60	62	60	60	62	60	65	65	65	Respond to the Truth and Reconciliation Commission's Calls to Action
Engagement: Parity in Sense of Belonging	72	69	77	59	51	58	56	50	64	56	52	62	70	70	70	Build trusting relationships between elected and senior leaders of SRPSD and First Nations organizations for the authentic empowerment of care givers, teachers and students.
Engagement: Parity in Positive Relationships	75	72	78	65	58	75	66	60	75	67	65	70	75	75	75	Develop a plan for the introduction and support of Indigenous language programs.
Engagement: Parity in Teacher-Student Relationships	6.7	6.9	6.7	6.4	6.6	6.3	6.3	6.5	6.2	6.5	6.7	6.4	7.5	7.5	7.5	Refine ISSI Partnership implementation
Engagement: Parity in Positive Learning Climate	6.4	6.6	6.4	6.3	6.5	6.2	6.2	6.4	6.2	6.3	6.5	6.2	7.0	7.0	7.0	Build trusting relationships between elected and senior leaders of SRPSD and First Nations organizations for the authentic empowerment of care givers, teachers and students.
Engagement: Parity in Expectations for Success	7.6	7.7	7.7	7.2	7.4	7.2	7.2	7.3	7.2	7.3	7.4	7.2	8.0	8.0	8.0	Enhance the Kisēwātōtōwin partnership for the benefit of all of the communities, the teachers, students and caregivers.
Graduation: 3-Year Rate	66%	39%	87%	69%	53%	89%	72%	53%	88%	69%	51%	90%		65		Saskatchewan Rivers Students for Change student leadership group to provide student voice and perspective to SRPSD Board of Education
Graduation: 5-Year Rate	77%	61%	88%	77%	63%	88%	78%	63%	91%	82%	93%	72%		75		Infusing Leading to Learn and Following Their Voices ways of thinking in all of our schools
																Enhance teaching treaties in the classroom
																Pursue a representative workforce at all levels of the School Division

Note: Ourschool Survey results are indicated in either percent form or 10-point scale according to survey data provided.

Local Improvement Targets	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
Achieve an annual increase of 4 percentages points on 3 year Metis and First Nation graduation rates		39%			53%			53%			51%			65%		The SRPSD High School Consultant will work with students and teachers to assist with the creation of graduation and post graduation plans.
Achieve an annual increase of 4 percentages points on 5 year Metis and First Nation graduation rates		61%			63%			63%			72%			75%		The school based Graduation Priority Teams (GRIT) will collect and analyze data, introduce high impact Student First practices and collaborate with other SRSD School Based GRITs.
In 2017-18 attendance rates of periods missed will improve by 5%																Division level graduation team research promising practices and provide at least monthly connection to school level teams
Parent Engagement/support as measured by OurSchool perceptual surveys will increase 3%																Continue the training of facilitators for the Blanket Exercise and other methods of repositioning of staff and students in Indigenous ways of knowing.
Parents feel welcome										7.8						ILT Consultants will facilitate full staff or PLC workshops on Treaty Education as requested.
Parents are informed										7.2						Sustain and enhance the relationship with the Elders Advisory Council
Parents Support Learning at Home										7.3						Support FTV readiness work in all high schools
School Supports Learning										7.7						Provide Leading to Learn orientation for all school administrators.
School Supports Positive Behaviour										7.6						Support teachers develop a deeper understanding of land based learning.
Safe School										7.2						
Inclusive School										7.2						

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Improved Graduation Rates

Long Term Outcome:	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 30th, 2020 Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.																			
SRPSD Three Year Graduation rate	66%	39%	87%	68%	47%	88%	69%	53%	89%	72%	53%	88%	69%	51%	90%	85%	65%		Form Graduation Rate Improvement Teams (GRIT) across SRPSD and within each school to address the needs of the students and identify the appropriate strategies for success.
SRPSD Five Year Graduation rate	77%	61%	88%	80%	65%	90%	77%	63%	88%	78%	63%	91%	82%	93%	72%	90%	70%		Use the myBlueprint and All About Me applications as planning and communication tools for students, parents, teachers and school administration.
Engagement is reported in FNM Outcome																			Assist all SRPSD students with the creation and maintenance of a graduation and post graduation plan to monitor their path through school and into life beyond high school
																			Utilize credit recovery and credit attainment procedures to allow students to continue on the path outlined in their graduation and post graduation plans.
																			Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way and increase family awareness of SRPSD programs
																			Personalize the data.
																			Review RPSD Grad Rate Improvement Plans (GRIP) annually.
Local Improvement Targets	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 30, 2019 the SRPSD three year graduation rate will be 75%	NA	NA	NA	68%	47%	88%	69%	53%	89%	72%	53%	88%	69%	51%	90%	85%	65%		The SRPSD Secondary/Transitions Consultant will work with students and staff to assist with the creation of graduation and post graduation plans.
By June 30, 2019 the SRPSD five-year graduation rate will be 80%	NA	NA	NA	80%	65%	90%	77%	63%	88%	78%	63%	91%	82%	93%	72%	90%	70%		School based Graduation Rate Improvement Teams (GRIT) collect and analyze data, introduce high impact Student First practices and collaborate with other SRSD School Based GRITs.
By June 30, 2019 at least 50% of the SRPSD students in grade 10-12 will have earned at least 8 credits in the school year just completed.	NA	NA	NA	41%	25%	66%	41%	26%	65%	47%	32%	71%	47%	32%	70%	50%	50%		Division level graduation team research promising practices and provide at least monthly connection to school level teams
By June 2020, SRPSD will establish a division-wide enrichment and innovation program that improves graduation rates and increases:																			Credit attainment reports will be provided mid-term and end of term to each high school administration team
Percentage of Grade 10-12 Students with 80% attendance or higher	NA	NA	NA	65%	58%	NA	59%	50%	NA	61%	52%	NA	59%	48%	NA	80%	75%		Review as needed the the graduation related reports generated by the Ministry as a check and balance with the SRPSD data related to
Percentage of Grade 10-12 students with 8+ credits per year	NA	NA	NA	NA	NA	NA	41%	26%	65%	47%	32%	71%	47%	32%	70%	65%	50%		Attend the annual Grad Symposium.
																			Plan a collaboration session for all SRPSD school Graduation Priority teams annually.
																			Assess and reflect on the graduation plans written by other school divisions.
																			Investigate how distance learning options might assist students achieve their graduation and post-graduation plans.

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Early Years Learning

By June 30, 2020 children age 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades	Baseline June 2013			Actuals June 2017			Actuals June 2018			Actuals June 2019			Targets June 2019			School Division Strategies and Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	Broad Strategies
Early Years Evaluation- TA (Kindergarten exit)	N/A	N/A	N/A	64%	49%	78%	63%	45%	80%	63%	49%	77%	90%			Support each school's Early Learning Teams with EYE TA data analysis and responsive intervention planning.
																Increase family engagement and support families in their health and wellbeing.
																Maximize the learning opportunities and enhance the learning environment for our early years students
																Enhance the quality and quantity of community involvement in our early years programs.
																Provide coordinated multidisciplinary supports for diverse learners to school teams.
																Review the integration of programming in school-based childcares with PreK and K programming in SRPSD schools.
																Provide everyday Kindergarten opportunities to students when possible.
																All schools with Kindergarten students will include an Early Years goal in their Learning Improvement Plans
																Review and revise the Early Years innovation plan
																Embed Indigenous Perspectives into all professional development to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.

Early Years Local Targets on next page...

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Early Years Learning																
Local Improvement Targets	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 2020, 90% of SRPSD students exiting Kindergarten will score within the appropriate range in all domains as measured by the EYE-TA.	N/A	N/A	N/A	64%	49%	78%	63%	45%	80%	63%	49%	77%	90%			Early Years Workshops will support teachers with a classroom environmental review and assessment, EYE implementation, data analysis and responsive planning.
By June 2020, 100% of SRPSD Pre-Kindergarten students will achieve an 80% attendance rate	N/A	N/A	N/A	90%	90%	94%	90%	90%	93%	90%	89%	94%	100%			Support teachers with a classroom environmental review and assessment.
By June 2020, 100% of Prekindergarten teachers will have participated in annual early childhood professional learning opportunities (as indicated by Ministry survey).	N/A			N/A			86%			N/A Ministry moved to data collection every other year			100%			Prioritize and implement the Early Years innovation plan actions.
By June 2020, 100% of Kindergarten teachers will have participated in annual early childhood professional learning opportunities (as indicated by Ministry survey).	N/A			83%			N/A Ministry moved to data collection every other year			92%			100%			Early Learning Teams for each school will integrate the many talents, expertise and experiences to enhance the learning in all Pre-K and K classrooms.
																Align the support provided by the Dreamcatcher coach, EST and the ILT.
																Utilize the Help Me Tell My Story characters, resources and land based learning concepts in an authentic way for students and caregivers.
																Early Years coaches will focus on the 5 components of reading as they model lessons and assist teachers in collecting and analyzing data in order to direct instruction to the specific needs of students.
																Collaborative Interdisciplinary Services Teams will work with a common cluster of schools to analyze student needs, assess available resources and determine support interventions for vulnerable students.
																Provide Hanne Training to all PreKindergarten and Kindergarten teachers and EAs.
																Implement the Early Learning Intensive Supports (ELIS).
																Enhance the use of SeeSaw as a continuous reporting and caregiver empowering tool.
																Liaise with community agencies to identify children approaching PreK age and have them work with the family in understanding the value of PreK and the services provided by the school system.
																Adopt a “Get to know the family” strategy during family engagement events.
																Explore the concept of an Adopt-a K Program in a limited numbers of schools.
																Connect families to outside agencies when needed.
																Share school readiness expectations with community agencies.