

## Mission

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

## Vision

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

## Values

### Guiding Principles

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

- **Development of the Whole Person** - We value education that includes physical, emotional, social, academic and spiritual development.
- **Celebration of Success** - We value a culture of celebration and the acknowledgement of success.
- **Working Together for Success** - We value productive teamwork.
- **Participation** - We value participation and support of all individuals and groups in our community.
- **Responsibility** - We value accountability for all individuals and groups in our division.
- **Effective Leadership** - We value creative and facilitative leadership.
- **Growth and Innovation** - We value continuous improvement of teaching and learning and the use of innovative practice.
- **All Students will Learn** - We value personal growth and development for all students.
- **Success for All** - We value a positive environment that enables each person to achieve his/her potential.
- **Commitment to Be Your Best** - We value passionate commitment and good character.

## Motto

"Be Your Best!"

Higher Literacy and Achievement

Mathematics

SMART Goals

- 1.1 Students in SECPD will perform at or significantly above the provincial level in all grade levels at all standards of achievement in mathematics, that are measured by provincial assessment standards, by the end of the 2016 - 2017 school year.

Indicators

- 1.1.01-G1 AIMSweb M-Comp
- 1.1.01-G1 AIMSweb Missing Number
- 1.1.01-G1 AIMSweb Number Identification
- 1.1.01-G1 AIMSweb Oral Counting
- 1.1.01-G1 AIMSweb Quantity Discrimination
- 1.1.01-G2 AIMSweb M-Comp
- 1.1.01-G3 AIMSweb M-Comp
- 1.1.01-G7 AIMSweb M-Comp
- 1.1.01-G8 AIMSweb M-Comp
- 1.1.01-K AIMSweb Missing Number
- 1.1.01-K AIMSweb Number Identification
- 1.1.01-K AIMSweb Oral Counting
- 1.1.01-K AIMSweb Quantity Discrimination
- 1.1.02-G1NU The percentage of grade 1 students working at grade level (mastered or attained) for the number sense strand.
- 1.1.02-G1PR The percentage of grade 1 students working at grade level (mastered or attained) for the patterns and relations strand.
- 1.1.02-G1SS The percentage of grade 1 students working at grade level (mastered or attained) for the shape and space strand.
- 1.1.02-G2NU The percentage of grade 2 students working at grade level (mastered or attained) for the number sense strand.
- 1.1.02-G2PR The percentage of grade 2 students working at grade level (mastered or attained) for the patterns and relations strand.
- 1.1.02-G2SP The percentage of grade 2 students working at grade level (mastered or attained) for the the statistics and probability strand.
- 1.1.02-G2SS The percentage of grade 2 students working at grade level (mastered or attained) for the shape and space strand.
- 1.1.02-G3NU The percentage of grade 3 students working at grade level (mastered or attained) for the number sense strand.
- 1.1.02-G3PR The percentage of grade 3 students working at grade level (mastered or attained) for the patterns and relations strand.
- 1.1.02-G3SP The percentage of grade 3 students working at grade level (mastered or attained) for the statistics and probability strand.
- 1.1.02-G3SS The percentage of grade 3 students working at grade level (mastered or attained) for the shape and space strand
- 1.1.02-G4NU The percentage of grade 4 students working at grade level (mastered or attained) for the number sense strand.
- 1.1.02-G4PR The percentage of grade 4 students working at grade level (mastered or attained) for the patterns and relations strand.
- 1.1.02-G4SP The percentage of grade 4 students working at grade level (mastered or attained) for the statistics and probability strand.



## South East Cornerstone School Division Continuous Improvement Plan



































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-  1.1.02-G4SS The percentage of grade 4 students working at grade level (mastered or attained) for the the shape and space strand.
-  1.1.02-G5NU The percentage of grade 5 students working at grade level (mastered or attained) for the number sense strand.
-  1.1.02-G5PR The percentage of grade 5 students working at grade level (mastered or attained) for the patterns and relations strand
-  1.1.02-G5SP The percentage of grade 5 students working at grade level (mastered or attained) for the statistics and probability strand.
-  1.1.02-G5SS The percentage of grade 5 students working at grade level (mastered or attained) for the shape and space strand.
-  1.1.02-G6NU The percentage of grade 6 students working at grade level (mastered or attained) for the number sense strand.
-  1.1.02-G6PR The percentage of grade 6 students working at grade level (mastered or attained) for the patterns and relations strand.
-  1.1.02-G6SP The percentage of grade 6 students working at grade level (mastered or attained) for the statistics and probability strand.
-  1.1.02-G6SS The percentage of grade 6 students working at grade level (mastered or attained) for the shape and space strand.
-  1.1.02-G7NU The percentage of grade 7 students working at grade level (mastered or attained) for the number sense strand
-  1.1.02-G7PR The percentage of grade 7 students working at grade level (mastered or attained) for the patterns and relations strand.
-  1.1.02-G7SP The percentage of grade 7 students working at grade level (mastered or attained) for the statistics and probability strand.
-  1.1.02-G7SS The percentage of grade 7 students working at grade level (mastered or attained) for the shape and space strand.
-  1.1.02-G8NU The percentage of grade 8 students working at grade level (mastered or attained) for the number sense strand.
-  1.1.02-G8PR The percentage of grade 8 students working at grade level (mastered or attained) for the patterns and relations strand.
-  1.1.02-G8SP The percentage of grade 8 students working at grade level (mastered or attained) for the statistics and probability strand.
-  1.1.02-G8SS The percentage of grade 8 students working at grade level (mastered or attained) for the shape and space strand.
-  1.1.02-G9NU The percentage of grade 9 students working at grade level (mastered or attained) for the number sense strand.
-  1.1.02-G9PR The percentage of grade 9 students working at grade level (mastered or attained) for the patterns and relations strand.
-  1.1.02-G9SP The percentage of grade 9 students working at grade level (mastered or attained) for the statistics and probability stand.
-  1.1.02-G9SS The percentage of grade 9 students working at grade level (mastered or attained) for the shape and space strand.
-  1.1.03 Provincial Grade 3 Number Sense Assessment
-  1.1.04.01 - Workplace & Apprenticeship 10 Outcome 1
-  1.1.04.02 - Workplace & Apprenticeship 10 Outcome 2
-  1.1.04.03 - Workplace & Apprenticeship 10 Outcome 3
-  1.1.04.04 - Workplace & Apprenticeship 10 Outcome 4
-  1.1.04.05 - Workplace & Apprenticeship 10 Outcome 5
-  1.1.04.06 - Workplace & Apprenticeship 10 Outcome 6
-  1.1.04.07 - Workplace & Apprenticeship 10 Outcome 7
-  1.1.04.08 - Workplace & Apprenticeship 10 Outcome 8
-  1.1.04.09 - Workplace & Apprenticeship 10 Outcome 9
-  1.1.04.10 - Workplace & Apprenticeship 10 Outcome 10
-  1.1.04.11 - Workplace & Apprenticeship 10 Outcome 11
-  1.1.05.01 - Workplace & Apprenticeship 20 Outcome 1



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-  1.1.05.02 - Workplace & Apprenticeship 20 Outcome 2
-  1.1.05.03 - Workplace & Apprenticeship 20 Outcome 3
-  1.1.05.04 - Workplace & Apprenticeship 20 Outcome 4
-  1.1.05.05 - Workplace & Apprenticeship 20 Outcome 5
-  1.1.05.06 - Workplace & Apprenticeship 20 Outcome 6
-  1.1.05.07 - Workplace & Apprenticeship 20 Outcome 7
-  1.1.05.08 - Workplace & Apprenticeship 20 Outcome 8
-  1.1.05.09 - Workplace & Apprenticeship 20 Outcome 9
-  1.1.05.10 - Workplace & Apprenticeship 20 Outcome 10
-  1.1.05.11 - Workplace & Apprenticeship 20 Outcome 11
-  1.1.06.01 - Workplace & Apprenticeship 30 Outcome 1
-  1.1.06.02 - Workplace & Apprenticeship 30 Outcome 2
-  1.1.06.03 - Workplace & Apprenticeship 30 Outcome 3
-  1.1.06.04 - Workplace & Apprenticeship 30 Outcome 4
-  1.1.06.05 - Workplace & Apprenticeship 30 Outcome 5
-  1.1.06.06 - Workplace & Apprenticeship 30 Outcome 6
-  1.1.06.07 - Workplace & Apprenticeship 30 Outcome 7
-  1.1.06.08 - Workplace & Apprenticeship 30 Outcome 8
-  1.1.06.09 - Workplace & Apprenticeship 30 Outcome 9
-  1.1.06.10 - Workplace & Apprenticeship 30 Outcome 10
-  1.1.06.11 - Workplace & Apprenticeship 30 Outcome 11
-  1.1.07.01 - Foundations & Pre-calculus 10 Outcome 1
-  1.1.07.02 - Foundations & Pre-calculus 10 Outcome 2
-  1.1.07.03 - Foundations & Pre-calculus 10 Outcome 3
-  1.1.07.04 - Foundations & Pre-calculus 10 Outcome 4
-  1.1.07.05 - Foundations & Pre-calculus 10 Outcome 5
-  1.1.07.06 - Foundations & Pre-calculus 10 Outcome 6
-  1.1.07.07 - Foundations & Pre-calculus 10 Outcome 7
-  1.1.07.08 - Foundations & Pre-calculus 10 Outcome 8
-  1.1.07.09 - Foundations & Pre-calculus 10 Outcome 9
-  1.1.07.10 - Foundations & Pre-calculus 10 Outcome 10
-  1.1.08.01 - Foundations 20 Outcome 1
-  1.1.08.02 - Foundations 20 Outcome 2
-  1.1.08.03 - Foundations 20 Outcome 3




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- 1.1.08.04 - Foundations 20 Outcome 4
- 1.1.08.05 - Foundations 20 Outcome 5
- 1.1.08.06 - Foundations 20 Outcome 6
- 1.1.08.07 - Foundations 20 Outcome 7
- ◆ 1.1.08.08 - Foundations 20 Outcome 8
- ◆ 1.1.08.09 - Foundations 20 Outcome 9
- 1.1.09.01 - Foundations 30 Outcome 1
- 1.1.09.02 - Foundations 30 Outcome 2
- 1.1.09.03 - Foundations 30 Outcome 3
- ◆ 1.1.09.04 - Foundations 30 Outcome 4
- 1.1.09.05 - Foundations 30 Outcome 5
- 1.1.09.06 - Foundations 30 Outcome 6
- 1.1.09.07 - Foundations 30 Outcome 7
- 1.1.09.08 - Foundations 30 Outcome 8
- 1.1.10.01 - Pre-calculus 20 Outcome 1
- 1.1.10.02 - Pre-calculus 20 Outcome 2
- 1.1.10.03 - Pre-calculus 20 Outcome 3
- 1.1.10.04 - Pre-calculus 20 Outcome 4
- 1.1.10.05 - Pre-calculus 20 Outcome 5
- 1.1.10.06 - Pre-calculus 20 Outcome 6
- 1.1.10.07 - Pre-calculus 20 Outcome 7
- 1.1.10.08 - Pre-calculus 20 Outcome 8
- 1.1.10.09 - Pre-calculus 20 Outcome 9
- 1.1.10.10 - Pre-calculus 20 Outcome 10
- 1.1.10.11 - Pre-calculus 20 Outcome 11
- 1.1.11.01 - Pre-calculus 30 Outcome 1
- ◆ 1.1.11.02 - Pre-calculus 30 Outcome 2
- 1.1.11.03 - Pre-calculus 30 Outcome 3
- ◆ 1.1.11.04 - Pre-calculus 30 Outcome 4
- ◆ 1.1.11.05 - Pre-calculus 30 Outcome 5
- 1.1.11.06 - Pre-calculus 30 Outcome 6
- 1.1.11.07 - Pre-calculus 30 Outcome 7
- 1.1.11.08 - Pre-calculus 30 Outcome 8
- 1.1.11.09 - Pre-calculus 30 Outcome 9


-  1.1.11.10 - Pre-calculus 30 Outcome 10
-  1.1.11.11 - Pre-calculus 30 Outcome 11
-  1.1.11.12 - Pre-calculus 30 Outcome 12
-  1.1.11.13 - Pre-calculus 30 Outcome 13
-  1.1.12.01 - Calculus 30 Outcome 1
-  1.1.12.02 - Calculus 30 Outcome 2
-  1.1.12.03 - Calculus 30 Outcome 3
-  1.1.12.04 - Calculus 30 Outcome 4
-  1.1.12.05 - Calculus 30 Outcome 5
-  1.1.12.06 - Calculus 30 Outcome 6
-  1.1.12.07 - Calculus 30 Outcome 7
-  1.1.12.08 - Calculus 30 Outcome 8

 **Strategies**



 1.1.01 Common language and understanding


 **Actions**

-  01 Support teachers and students through curriculum consultants
-  02 Dr. Marian Small presents to teachers on an "as-needed" basis




 1.1.02 Secure at least one critical math friend

 **Actions**

-  01 Consult with the critical math friend(s) on a regular basis
-  02 Invite the math friend(s) back for continued support

 1.1.03 Mathematical Understandings










 **Actions**


-  01 Continue to employ FSIM and support teachers in using Leaps & Bounds
-  02 Use the "I/We/You do" model for assisting teachers
-  03 Support and encourage teachers to complete additional coursework in mathematics and mathematics instruction

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 1.1.04 Instructional Supports


 **Actions**

-  01 Have curriculum consultants focus on math supports
-  02 Conduct demonstrations, model lessons, provide supports for math teachers in the division
-  03 Assist in the execution of individual school math action plans
-  04 Encourage teachers to use SCMA assessments (pre and post).
-  05 Develop mathematical resource and discussion format on Intranet
-  06 Support teachers in using the following problem solving strategies: working backwards, looking for patterns, using friendly numbers, guess and check, or explanations
-  07 Support schools with additional resources, as required, for interventions, differentiated instruction, book studies, and general instruction
-  08 Work with Kindergarten teachers to ensure curriculum levels are being taught and assessed.
-  09 Math consultants work with Early Learning and Care team to develop processes and expectations for Kindergarten math instruction.

 1.1.05 Identify gaps in student learning and put appropriate interventions in place

 **Actions**

-  01 Use the AIMSweb universal screen for students in K, 1, 2, 3, 7, 8
-  02 Encourage the use of Numeracy Nets, Key Math, FSIM, Leaps & Bounds, SCMA assessments
-  03 RTI coaches will focus 40% of time allotted on supporting students in math
-  04 Monitor FNME, Gender and EAL achievement results




 1.1.06 Ensure Mathematics instructional time is being fulfilled

 **Actions**

-  01 Work with schools in the fall to ensure the required instructional time for math is scheduled and realized




 1.1.07 Understand the value & appreciation of large-scale assessments

 **Actions**

-  01 Provide schools with achievement data in user-friendly format in a timely manner
-  02 Continue area team presentations on math assessment results
-  03 Ensure that schools use math assessments in summative evaluations to report to parents/guardians


 1.1.08 Math Action Research Project

 **Actions**

-  01 Schools will devote time to discuss school-level data regarding student progress in mathematics
-  02 Skovision will be used to record and monitor plans. This will involve creating at least one SMART goal and associated strategies, with actions, and indicators to know whether you are progressing towards your goal
-  03 Report on the school action research project and action plan at Learning Fair 2014

 1.1.09 Visibility Wall


 **Actions**

-  01 Create a visibility wall that contains information from all school, division, or provincial assessments

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 1.1.10 K - 10 Math Assessments


 **Actions**

 Develop and implement common math assessments from K to grade 10








 **Smooth Transitions**

 **Early Learning**


 **SMART Goals**

 2.1 By June 2017, students will move seamlessly from school entrance through grade three with minimal disruption to their social and academic progress.


 **Indicators**


-  2.1.01 - EYE Awareness of Self and Environment
-  2.1.02 - EYE Cognitive Development
-  2.1.03 - EYE Language and Communication
-  2.1.04 - EYE Physical Development - Gross Motor
-  2.1.04b - EYE Physical Development - Fine Motor
-  2.1.05-G12 Improvement on R-CBM from Grade 1 to Grade 2
-  2.1.05-G23 Improvement on R-CBM from Grade 2 to Grade 3

 **Strategies**


 2.1.01 Staff will implement the practices and procedures as outlined in the SECPSD Supporting Successful Student Transition Plan.

 **Actions**

 01 Develop an implementation plan.

 2.1.02 Assess students using EYE (Early Years Evaluation) and use the data to develop programming supports for both individual and groups.


 **Actions**

 01 The data will be studied and posted on the visibility wall.






## South East Cornerstone School Division Continuous Improvement Plan

-  2.2 By June 2017, Fewer than 10% of students entering Kindergarten will scored as vulnerable (below the 10th percentile) in the domain of Language and Cognitive Development as measured by the Early Development Instrument (EDI). Indicators will report on two of the four subdomains.











### Indicators


-  2.2.01 EDI Basic Literacy
-  2.2.02 EDI Basic Numeracy
-  2.2.03 PAST to determine Kindergarten readiness in phonological awareness.

### Strategies






-  2.2.01 Educate parents, caregivers, and people who interact with children on typical milestones in language cognitive development


#### Actions

-  01 Provide information to public health for distribution at the 18th month checkup
-  02 Provide "Booth in a Box" for early community forums
-  03 Present at IMPACT sessions - Early Learning consultants participate and share information in IMPACT Early Learning Fair
-  04 Coordinator of Early Learning & Care provides newsletter inserts on milestone to schools for their school newsletters
-  05 Information will be posted on division public website
-  06 Provide opportunities for presentations for caregivers
-  07 Teacher Talk - Professionals & parents/caregiver sessions
-  08 Development of website videos/screencast modelling of interactions with children
-  09 Family Friday - PreK demonstration. Current families invite and bring others
-  10 Incorporate numeracy books into book selection


-  2.2.02 Identify children who require supports and provide interventions to move towards meeting developmental milestones


#### Actions

-  01 Identify and invite children at IMPACT sessions.
-  02 Collect referrals at IMPACT
-  03 Conduct initial interviews and intervene with vulnerable children.
-  04 Supporting pre-K and K teachers and the learning environment by modelling and collaborating
-  05 Solicit referrals provided by other outside agencies and families.


-  2.2.03 Identify and make connections with community and Ministry partners

#### Actions

-  01 Coordinator of Early Learning & Care will make connections by meeting with community groups that have similar objectives in working with children

-  2.2.04 Partner with First Nations within the SECPD catchment region to support vulnerable children, both through home visits and Head Start through a dedicated staff position


#### Actions

-  01 Secure funding through FNMEAF






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 2.3 By June 2017, 70% of grade 3 students will be reading at Fountas & Pinnell's Level O by the spring reading assessment as measured by AIMSweb R-CBM.  
By June 2020, 80% of grade 3 students will be reading at Level O.


 **Indicators**

-  2.3.01 Grade 1 Reading Fluency
-  2.3.03 Grade 2 Reading Fluency
-  2.3.06 Grade 3 Reading Fluency

















 **Strategies**


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 2.3.01 Use of research-based effective instructional strategies for reading fluency (accuracy, rate, and prosody) and comprehension for classroom instruction (Tier 1).

 **Actions**

-  01 Ensure classroom teachers, administrators, and superintendents have access to and are aware of research-based effective instructional strategies. Distribution methods may include curriculum newsletter, web-site, consultants, and professional development. (break this into smaller actions)
-  02 Provide superintendents and principals a model of what to look for in the classroom. (Examples include checklists, videos, conversation guides)
-  03 Hanen Workshops provided for pre-K and K teachers
-  04 Hanen Workshops provided for grades 1 - 3 teachers
-  05 Develop webinars for phonological awareness
-  06 Prepare professional learning at the system level on how to use guided reading and cross-curricular teaching with an emphasis on reading. Intended audience is grades 1 - 3 teachers
-  07 Adobe Connect PLC grade 1 invitational. Based on success and student data
-  08 Mandatory PLC's with grades 1 - 3 teachers on reading practices
-  09 Develop a division wide primary reading literacy team which will include a cadre of teachers from each learning area who can act as leaders and exemplars for the system.
-  10 SLP's with work with pre-K, K and grade 1 teachers to provide in-class support focusing on phonological awareness.
-  11 Purchase resources to support Tier 1 in Early Learning classrooms
-  12 Attend the Effective Reading Instruction Forum.
-  13 Develop co-teaching processes for LST and RTI coaches
-  14 We will develop a plan to use a phonological awareness screen in all Kindergarten classes
-  15 Develop an awareness with parent/community groups of the importance of reading with children (public libraries and literacy groups)
-  16 Attend provincial workshops on high impact reading strategies

 2.3.02 Administration of AIMSweb universal screens (R-CBM and MAZE) to all students in order to identify students who may be at risk for learning gaps in reading and who may benefit from intervention and support instruction. (Tier 2)


 **Actions**

-  01 RTI Coaches will receive training on analyzing the results of the screen to determine which students may require more intensive supports. Students may be classified as green (on target), yellow (at risk of not meeting targets), and red (at high risk).
-  02 Students who are identified as at risk (yellow and red) require further diagnostic assessment from the classroom teacher, the RtI coach, and/or the LST using the Fountas and Pinnell benchmarking assessment.
-  03 RTI coaches and classroom teachers will plan for intervention such as LLI, Precision Reading, etc. Details provided in 03A and 03B
-  03A For students who are at risk and will be receiving LLI support, an 18-20 week intervention plan is developed.
-  03B For students who are marginally at risk, a four to six-week classroom intervention plan (CIP) will be developed.
-  04 Create a menu of strategies that classroom teachers may select from to support an array of reading deficiencies.
-  05 All schools will create a school Student Support Team (SST) consisting of an administrator, counselor(s), RTI coach(es), LST's and classroom teacher(s). The SST will meet weekly or once in a 6 day cycle to discuss student needs and plan interventions.
-  06 SECPD will develop a handbook, for school administrators, on the role of the SST's



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 2.4 By June 2017, fewer than 10% of children entering Kindergarten will score vulnerable (below the 10th percentile) in the domain of Emotional Maturity as measured on the Early Development Instrument (EDI).


 **Indicators**


 2.4.01 EDI Prosocial & Helping Behaviour


 **Strategies**


 2.4.01 Educate parents, caregivers, people who interact with children on healthy behaviors of emotionally mature children.


 **Actions**


 01 Provide information to public health for distribution at the 18th month checkup


 02 Provide "Booth in a Box" for early community forums

 03 Present at IMPACT sessions - Early Learning consultants participate and share information in IMPACT Early Learning Fair


 04 Coordinator of Early Learning and Care provides newsletter inserts on milestones into school newsletter


 05 Information will be posted on division web page

 06 Provide opportunities for presentations for care givers and other child care stakeholders


 2.4.02 Identify children who require interventions to support healthy behaviours in relation to emotional maturity.

 **Actions**






 01 Identify children through participation at the IMPACT sessions.

 02 Identify children through ELC referrals and provide direct service.

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 2.5 By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by Early Years Evaluation (EYE)

 **Indicators**


-  2.1.01 - EYE Awareness of Self and Environment
-  2.1.02 - EYE Cognitive Development
-  2.1.03 - EYE Language and Communication
-  2.1.04 - EYE Physical Development - Gross Motor
-  2.1.04b - EYE Physical Development - Fine Motor

 **Strategies**


 2.5.01 Gather baseline data of the Kindergarten Early Years Evaluation Teacher Assessment (EYE-TA) in all five domains.


 **Actions**

 01 Administer the EYE-TA twice per year and analyze the data

 2.5.02 School level support teams (SST) will meet and analyze individual student data and recommend Tier 1 (whole classroom) strategies and Tier 2 and 3 interventions (individual or small group).

 **Actions**

 01 Ensure that the SLP is included in the SST to discuss EYE-TA results


 02 SST's will determine whole class interventions

 03 Determine which individual students require one-on-one or small group interventions


 04 Establish a list of developmentally appropriate interventions for Kindergarten students

 2.5.03 Meet with individual parents to share student EYE-TA data and develop a plan for home support in areas of weakness.

 **Actions**


 01 Parents are sent an information package about the EYE-TA

 02 Kindergarten teachers meet with parents at three-way conferences


 03 Teachers will use the EYE document "A Guide for Teachers to Engage Families"

 2.5.04 Administer the Help Me Tell My Story assessment to Kindergarten children at Arcola, Carlyle Elementary and Stoughton schools



 **Actions**

 01 Gather information on the purpose and the outcomes of the assessment tool and develop an implementation plan.


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 2.6 By June 2020, 90% of students exiting Kindergarten will score in the appropriate range in the Language and Communication domain as measured by the EYE-TA.





 **Indicators**


-  2.1.03 - EYE Language and Communication
-  2.2.03 PAST to determine Kindergarten readiness in phonological awareness.

 **Strategies**

 2.6.01 Division level support will be provided for professional development purposes of PreK and K teachers.

 **Actions**


-  01 SLP's will enter Kindergarten classrooms and model lessons on phonological awareness and concept attainment
-  02 SLP's will develop webinars to support phonological awareness and early literacy skills
-  03 Kindergarten teachers will access the prepared webinars and actualize the knowledge gained.
-  04 Early Years teachers will attend division PD on ABC and Beyond.

 2.6.02 School level support teams (SST), including SLP's, will identify students and whole class trends in the domain of language and communication and develop plans for interventions.










 **Actions**

 **Graduation Rates**

 **SMART Goals**


 3.1 By 2017, the three-year graduation rate for SECPD students, excluding students who are enrolled in Alt. Ed or FIP in their grade 10 year, will have increased from the 2012 measure of 83% to at least 90% as measured and reported by the Persistence Rates Table in the Saskatchewan Core Indicators.

 **Indicators**















-  3.1.01G1 By June 2017, 70% of all Grade 1 students will be reading at Fountas and Pinnell level "G" by the spring reading assessment.
-  3.1.01G2 By June 2017, 70% of all Grade 2 students will be reading at Fountas and Pinnell level "L" by the spring reading assessment.
-  3.1.01G3 By June 2017, 70% of all Grade 3 students will be reading at Fountas and Pinnell level "O" by the spring reading assessment. By June 2020, 80% of all Grade 3 students will be reading at Fountas & Pinnell level "O".
-  3.1.02 The graduation rate of First Nations and Metis students will increase annually.
-  3.1.03 FNMI credit attainment in Grade 10. By June 2017, 90% of all FNMI students will earn 8 or more credits during their grade 10 year.
-  3.1.04 FNMI credit attainment in Grade 11. By June 2017, 90% of FNMI students will attain 8 or more credits in their grade 11 year.
-  3.1.05M The graduation rate of male students will increase annually.
-  3.1.06 Male credit attainment in Grade 10. By June 2017, 90% of boys will earn a minimum of eight grade 10 credits.
-  3.1.07 Male credit attainment in Grade 11. By June 2017, 90% of boys will earn 8 or more credits during grade 11. Initial value is from the 2012/13 school year.


 **Strategies**

South East Cornerstone School Division  
Continuous Improvement Plan






 3.1.01 Graduation - Develop processes and supports for FNMI youth to ensure they remain in school.

 **Actions**

-  01 Initiate Local Advisory Councils in Carlyle, Arcola and Stoughton - seek input from students, parents and community of each First Nation, those attending SECPSD, in how to improve success and belonging of students in the schools
-  02 Employ Early Learning and Care Consultant to support First Nations Head Start programs and provide in home ELC for children at risk of not reaching developmental milestones
-  03 Employ a Transitions Counsellor to develop a relationship with FNMI youth in middle years, develop a School Road Map – which credits to earn and support, include Special Credit Projects, assure an appropriate credit attainment, transition students into workplace or post-secondary, and involve family in process
-  04 Increase RtI supports to schools that serve First Nations populations in order to close gaps in learning so that credits can be attained.
-  04B Each school must have a plan to utilize the extra RTI support specific to First Nations student achievement of Math, Reading and Writing
-  05 Implement a Community Education Liaison.
-  06 Develop processes and supports for young mothers and fathers to continue to attend school. See strategy 3.1.08
-  07 First Nation Elder presence in Carlyle, Arcola & Stoughton – Knowledge Keeper? Cultural Educators
-  08 Develop a Transition Process for students transitioning between provincial and federal schools.
-  09 Employ a First Nation Elder to work in all SECPSD schools to share First Nation ways of knowing.
-  10 Begin implementation of the "Help Me Tell My Story" program
-  11 Support in-school and system based leaders through professional development as to support teachers in culturally responsive pedagogy
-  12 School population will be monitored over the course of the year. Where variation occurs, the division will develop a response mechanism.
-  13 SECPSD will apply for participation in piloting a TK project or similar

 3.1.02 Graduation - Providing supports and course options to students not pursuing an academic route, to ensure their Grade 12 standing is relevant to their goals.





 **Actions**

-  01 Support school administrators or designates by expanding the Career Development Program Manager position to a full-time consultant position.
-  02 Career Services Consultant begins work on supporting schools eg by: One-on one support to school administrators to develop CWEX, Apprenticeship Courses, PAA broadening, Special Project Credits; resources to support the implementation of all programs; support all schools to provide a well-rounded PAA offering in their own school; Develop a process to obtain WHIMIS, Food Safety, First Aide, H2S, Confined Spaces certificates. Develop a handbook for administrators.
-  03 Focus the role of the career counsellors. Support will be provided to students whose track is not post-secondary Counselling/guidance in groups for university bound students. Time proportioned to direction of students for individual schools. Goal setting – follow through on Grade 9. Double check with credit attainment – make sure students are on track to graduate
-  04 All 6-12 students will have an updated blueprint on MyBlueprint.ca. By 2015-16, all grade 9-12 students will have a completed profile
-  05 Implement a model of career fairs that include both post secondary and work based opportunities.

South East Cornerstone School Division  
Continuous Improvement Plan












3.1.03 Graduation - Cyber Stone

 **Actions**

-  01 Develop a full composite of regular courses on-line for Grade 10 -12 such that graduation can be attained.
-  02 Develop a process for schools to support their students enrolled in Cyber Stone – Local Facilitators – define role, expectation and accountability.
-  03 Develop a process such that the base schools will provide supports to an online student with special learning needs in the same manner as the supports that would be provided in a face to face classroom.
-  04 Develop a formalized procedure – including AP’s, registration process, course offerings.





3.1.04 Graduation - Safe & Caring Environments

 **Actions**

-  01 All students in SECPD in grades 4 - 12 will participate in the Tell Them From Me Survey on an annual basis.
-  02 Each school will develop an annual action plan in conjunction with the SCC and student body responding to data gleaned from the results of the TTFM survey .
-  03 Each school will develop an annual Data Wall on TTFM, regularly updated with school actions resulting from the plan.
-  04 Develop and sign protocol with partner agencies in Violence Threat Risk Assessment
-  05 Train 100 professional staff and EA’s annually in Level One VTRA – Identifying Worrisome Behavior
-  06 Train SECPD personnel in QBS as required.
-  07 Study and develop a plan congruent with Saskatchewan’s Action Plan to Address Bullying and Cyberbullying (Cyberbullying presentations)
-  08 Implement Review 360 in all schools in SECPD.
-  09 School counselors will take a lead role in the implementation of PBIS.
-  10 Develop an implementation plan timeline to implement Review 360 in all schools.
-  11 Universal screen grade 4 - 12 student & staff will be completed in Feb., 2015. Every school will select a minimum of two classrooms.






3.1.05 Graduation - RTI

 **Actions**

-  01 Identify students who have gaps in learning by utilizing a universal screen in reading and mathematics.
-  02 Provide diagnostic assessments to students to identify sources of problems and plan for deficiencies
-  03 Provide supports to teachers to enhance Tier 1 results and reduce the number of Tier 2 interventions required.
-  04 Purchase Fountas and Pinnell all the way up to 5-8 kits

3.1.06 Graduation - Credit Recovery Plan

 **Actions**

-  01 Develop an AP for Credit Recovery
-  02 Develop resources to support teachers in providing credit recovery.
-  03 Develop a process that will require teachers to make a copy of the grade book for all students who have not been successful in an objectives based class
-  04 Use Skopus reports to determine which outcomes require attainment.
-  05 Develop processes for students to meet the outcomes that they have not attained.





South East Cornerstone School Division  
Continuous Improvement Plan

3.1.07 Graduation - Alternate Programs

**Actions**

- 01 Study the success of Bridge, New Portal Campus, IAP – are they meeting the needs of the youth? Do we have students whose needs we are not meeting?
- 02 Study the staffing, funding and programming and make recommendations.
- 03 Work with SERC to identify populations served and program delivery.

3.1.08 Graduation - Support for Teen Parents

**Actions**

- 01 Study the prevalence of teen pregnancy within SECPSD
- 02 Study the pathway of teenage mothers and fathers. Are we losing them?
- 03 Partner with Licensed Daycares to support young mothers in school attendance
- 04 Encourage application for daycares in the schools or communities that have high teen pregnancy rates
- 05 Develop alternative course options (Psychology 20 or 30?) to attain credits (possibly reserve seats in online courses)
- 06 Develop program supports system-wide for expectant moms and dads.

3.1.09 Graduation - Working to improve attendance rates

**Actions**

- 01 Develop a consistent expectation and process for attendance record keeping throughout SECPSD.
- 02 School principals and counselors will refer chronic absenteeism to the HUB.
- 03 Engage other agencies in supporting student attendance for students with Drug and Alcohol Addictions
- 04 Schools and School Counselors target truancy in the early/middle years and put action plans in place.

3.1.12 Graduation - Industry/Business Connections

**Actions**

- 01 Career Services Consultant will work with the Ministry, School Divisions, Colleges and Chambers of Commerce to develop programs that enhance pathways to graduation.

**SMART Goal Timeframe**

- Long-term
- Medium-term
- Short-term
- Not Assigned

**Strategy Priority**

- High
- Medium
- Low
- Not Assigned

**Action Status**

- Draft
- In-Progress
- Cancelled
- Postponed
- Completed

**Indicator Progress**

- On Target
- Warning
- Off Target
- Not Assigned