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# ST. MARY'S ELEMENTARY SCHOOL

Continuous Improvement Framework Strategic Plan

August 2009 - June 2012

August 24, 2009

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Continuous Improvement Framework Strategic Plan

August 2009 - June 2012

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# ABOUT US...

## Division Profile

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### *Our Mission*

*Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.*

### An Introduction:

Through our model of governance, our Board of Education trustees embarked during the fall of 2008 on a review of their mission and value statements, and the school division's logo. This process was very helpful as it reaffirmed its core values. This process provided an opportunity to refocus on what is important on the local level.

The Board's Values represent their core priorities in Lloydminster Catholic School Division (LCSD) culture, including what drives trustee priorities and how they truly act in the pursuit of excellence for our organization. The Board's Values are increasingly important in the development of the strategic planning process documented in their "Continuous Improvement Framework." The Board has committed to permeating these Values into our operations in the service of our students and the mandate of Catholic Education.

### Our Story:

Lloydminster Catholic School Division continues to grow and expand educational services since our inception as a school division in 1959. During this span of time, our school division has grown to provide a range of academic programming in exceptional facilities within our Catholic Education mandate. We celebrated the opening of our first school in 1961. Recently in 2001, we opened our new Holy Rosary High School and Division Office. Our Kindergarten to grade 7 single track French Immersion program is growing at such a rate that we now are working diligently with the Saskatchewan Ministry of Education to open a new Ecole St. Thomas facility.

Our Lloydminster Catholic School Division has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud for the academic achievement of our students from Kindergarten to grade 12. We are grateful for our students' active involvement in their faith through such initiatives as the Positive Choices Leadership Program where our school division has partnered with our St. Anthony's Parish to support this initiative. We actively cheer for them as they participate in the wonderful extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their life.

Value #1 Catholic Faith:

Catholic faith permeates all aspects of our students' education.

Value #2 Academics:

We strive for academic excellence for all students.

Value #3 Communication:

Open communication with our students, staff, and our faith community characterizes our interactions.

Value #4 Family / Community:

Students, parents, and staff work together as a team.

Value #5 Honesty:

Integrity and honesty guide our conduct.

Value #6 Leadership:

Strong leadership is characterized by innovation and excellence and promoted through continuous learning.

Value #7 Love / Respect:

We foster love and promote respect for human dignity and life.

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# ABOUT US...

## Demographics

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### *Division Profile*

Our school division has four elementary schools (K-7) and one high school (8-12). All of our schools offer a well-rounded, Catholic education, based on curriculum provided from the Saskatchewan Ministry of Education. Our schools are abound with co-curricular and extra-curricular opportunities!

St. Mary Elementary School

Approximately 350 students, Kindergarten - 7

St. Thomas Elementary School

Approximately 310 French Immersion students, Kindergarten - 7

St. Joseph Elementary School

Approximately 175 students, Kindergarten - 7

Father Gorman Community School

Approximately 350 students, Pre-Kindergarten - 7

Holy Rosary High School

Approximately 650 students, 8 - 12

CEO: Doug Robertson, Director of Education • email: [drobertson@lcsd.ca](mailto:d Robertson@lcsd.ca) •

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# ABOUT US ...

## Fiscal and Capital Planning

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LCSD is continuing with implementing and fine tuning of PSAB implementation as directed by the ministry. The schools will be going into the second year in which *School Generated Funds* component will be included in the Divisions financial reporting. This has resulted in administration procedures being adjusted to guide the schools. The PSAB component for tangible capital assets is underway this fall and Suncorp Appraisals has been contracted for the building valuations and depreciation. LCSD will be compliant with the Ministry's February 2010 PSAB deadline.

A weakness that was identified with all the additional PSAB reporting requirements was the limitations of our current financial software. LCSD reviewed several school financial software packages and have purchased the SRB package and support. Training and set up will commence during the period of September to December with the general ledger, accounts payable and payroll operating by January 2010. The human resource module will be developed with implementation in the spring of 2010. It may take up to a year to be fully integrated to the schools.

The major capital issue LCSD is dealing with is the growth and severe overcrowding of our French Immersion school. We have received stage 2 approval for the replacement of École St. Thomas School, but are waiting funding and approval for construction. We have moved up significantly on the ministry's priority list and are in a good position for approval in their 2010 budget. The second major capital goal is the purchase and set up of a bussing compound/maintenance shop during the 2009/2010 school year. Funding for this project will come from reserves as the school division has been saving for a number of years for this project. LCSD will continue to upgrade its bussing fleet by adding at least a bus a year.

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# MAKING SENSE OF A UNIQUE SITUATION

Two provinces, strategic planning, Saskatchewan's CIF, school goal setting...

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## *Our Governance Structure*

The Lloydminster Catholic School Division operates under a Role Clarification and Accountability (RCA) model. The primary action of the Board of Education is to direct senior administration through policy. The Director of Education has a very extensive list of Administrative Procedures that clearly articulate the structures of the school division and the accountability of those to whom he delegates authority at the division and school levels.

The Board of Education consists of 7 elected members, while senior administration consists of the Director of Education and 3 superintendents. Each school has a principal and a vice-principal(s) to support and provide leadership to the school.

### **The Alignment of Our Goals**

In the Spring and Summer of 2009, our Board of Education and senior administration developed this strategic plan, which is designed to guide school and division actions over the next three years. The Board of Education identified areas of priority, based upon learning data, emerging needs and public consultation meetings. In the summer of 2009, the schools developed action plans that are aligned with provincial and school division goals. Thus, our school division has everyone working toward the same specific improvement goals!

## **Summary of Assessments**

Although there are many advantages to being a Border City, one of the issues we face is finding a proper balance between mandated assessments from both provinces and those local common measures that are necessary to function as a successful school division. Another challenge is getting timely data to teachers and administrators so that they can truly use assessments for learning. Teachers and administrators will notice that our division is no longer going to use CAT-3 Assessments and we believe the change to Division Assessments will be well received. The following will begin with this Continuous Improvement Framework Strategic Plan (CIF) and we are very pleased to be able to finally have agreements in place to simplify the data collection, while creating greater utility for teachers, schools and the division.

LCSD Reading Screens, grades K-9, will be given in September, February and May.

LCSD Math Screens, grades K-9, will be given in September, February and May.

LCSD Writing Assessment, grades 6-8-10, will be given in November (pre-assessment) and May.

LCSD Surveying Your Landscape, grades 1-12, will be given twice in a school year.

Saskatchewan Ministry of Education Assessment For Learning Assessments, various grades and subjects, will be given in April and May of each year.

Saskatchewan Ministry of Education Treaty Survey, various grade levels, given in the spring of each year.

# Surveying Your Landscape

## Surveys

## Results

## Focus Groups

\*All Survey results will be sent to the Principals.

\*At the Elementary School level the principal will provide the Homeroom Teachers with documents and times for administering the surveys.

\*At Holy Rosary High School the principal will select a specified period and provide teachers with the documents to administer the survey.

September 2009						
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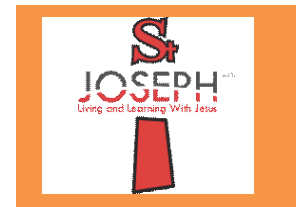
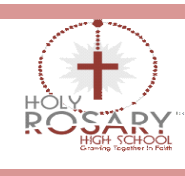
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School Reports Submission Date

Division Report Submission Date

Division Data Team Meetings



Survey dates in solid colour

Result dates in faded colour

Focus group dates in pale colour



\*LCSD Reading Assessments for Grades K - 7 will be administered by Kevin Kusch or Dave MacLean.

\*Math Assessments for Kindergarten & Grade 1 will be administered by Kevin Kusch or Dave MacLean. Grades 2-7 will be administered by Learning Assistance Teachers or by the Vice Principals.

\* Writing samples will be administered by English Language Arts teachers twice a year. All writings sample scoring will be done at the Division Office (2 teachers will be seconded to score.)

\*Should a teacher assist students during the assessments, that teacher will be asked to leave the classroom.

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March 2010						
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	R 21					
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27	28	29	30			

AFL Science Assessment Grade 7
AFL Writing Assessment Grade 5
LCSD Reading Assessment Grade 7
LCSD Reading Assessment Grade 6
LCSD Reading Assessment for at risk Students Grade(s) 6-7
LCSD Reading Assessment Grade 5
LCSD Reading Assessment Grade 4
LCSD Reading Assessment for at risk Students Grade(s) 4-5

LCSD Reading Assessment Grade 3
LCSD Reading Assessment Grade 2
LCSD Reading Assessment Grade 1
LCSD Phonological assessment for Kindergarten

LCSD Writing Samples
All Grade 6 writing samples must be submitted no later than the highlighted dates.

LCSD Math Assessments
Math Assessments for Kindergarten
Math Assessments for Grade 1
Math Assessments for Grades 2-7

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



## Action Plan:

1. Each team will create a SMART Goal and an Action Plan that will support this goal. These will be reviewed by the team, each term and revised as needed based on the data collected in the *LCSD Reading Screens*, as well as the common assessments developed by each team and or grade alike group. All Division Assessments will follow the Assessment calendar.
2. Each team will develop a CLOSING THE GAP plan to assist in the attainment of the SMART Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Administration Team will provide support and feedback (Pre and Post – meeting feedback) to the Professional Learning Communities (PLC) for each of their submitted meeting summaries.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders and/or e-folders.

# Learning Improvement Plan

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5. The Data leader in each team will become part of the school Data team which will meet once each term or more if deemed necessary, to review the data collected on the Division Learning Improvement Goals.
6. The Administration Team will provide opportunities for
  - a. Peer teaching
  - b. Timetabling – common preparation times for grade-alikes
  - c. Early Dismissal meetings - 90% of the time will be allotted for PLC work
7. The SCC will be determining goals directly related to the school Reading Action Plan.
8. The National Staff Development Council (NSDC) school based coaches and the Division coach will provide support to the teams as determined by each team or as directed by the Administration team, in the area of Reading. (curricular, assessment, or personnel support)
9. Follow up supports for implementing at least one *L to J* process related to a SMART Goal in the classroom.
10. Students not meeting or exceeding his/her set standard (as determined by PLC team) will receive support from the LAT team. Supports may include: Reading Intervention, one-on-one pull out programming (Reading Support Team), Comprehension and Decoding strategies, assistance in the classroom.
11. English Language Learners will be given support in Language acquisition which will support their reading strategies. This will be done with intensive Language learning instruction, and classroom integration with EA/LAT support.
12. The Intensive French Grade 6 class will be given additional support, if necessary, to ensure the students have the necessary skills to achieve success with Division Reading screen. This will be determined through the expertise of our Division Language Consultant – Huguette Kitchen in consultation with the Intensive French (IF) teacher and the Administration.

# Learning Improvement Plan

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## Ministry

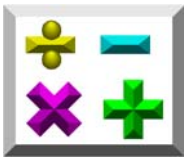
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



### Action Plan:

1. Each team will create a SMART Goal and an Action Plan that will support this Math goal. These will be reviewed by the team, each term and revised as needed based on the data collected in the *LCSD Math Screen* as well as the common assessments developed by each team and or grade alike group. All Division Assessments will follow the Assessment calendar.
2. Each team will develop a CLOSING THE GAP plan to assist in the attainment of the SMART Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Administration Team will provide support and feedback (Pre and Post – meeting feedback) to the Professional Learning Community (PLC) for each of their submitted meeting summaries.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders and/or e-folders.

# Learning Improvement Plan

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5. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders and/or e-folders.
6. The Data leader in each team will become part of the school Data team which will meet once each term or more if deemed necessary, to review the data collected on the Division Learning Improvement Goals.
7. The Data leader in each team will become part of the school Data Team which will meet once each term or more if deemed necessary, to review the data collected on the Division Learning Improvement Goals.
8. The Administration Team will provide opportunities for
  - a. Peer teaching
  - b. Timetabling – common preparation times for grade-alikes
  - c. Early Dismissal meetings - 90% of the time will be allotted for PLC work
9. The SCC will be determining goals directly related to the school Math Action Plan.
10. The National Staff Development Council (NSDC) school based coaches and the Division coach will provide support to the team as determined by each team or as directed by the Administration team, in the area of Math (curricular, assessment, or personnel support).
11. Follow up supports for implementing at least one *L to J* process related to a SMART Goal in the classroom will be provided by Administration.
12. Students not meeting or exceeding his/her set standard (as determined by PLC team) will receive support from the LAT team. Supports may include: Math Intervention, one-on-one pull out programming, assistance in the classroom.
13. English Language Learners will be given support in Language acquisition which will support their math concept understanding. This will be done with intensive Language learning instruction, and classroom integration with EA/LAT support.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



### Action Plan:

1. Each team will create a SMART Goal and an Action Plan that will support this goal. These will be reviewed by the team, each term and revised as needed based on the data collected in the *LCSD Writing Assessments* as well as the common assessments developed by each team and or grade alike group. All Division Assessments will follow the Assessment Calendar.
2. Each team will develop a CLOSING THE GAP plan to assist in the attainment of the SMART Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Administration Team will provide support and feedback (Pre and Post – meeting feedback) to the Professional Learning Communities (PLC) for each of their submitted meeting summaries.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders and/or e-folders.

# Learning Improvement Plan

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5. The Data leader in each team will become part of the school Data team which will meet once each term or more if deemed necessary, to review the data collected on the Division Learning Improvement Goals.
6. The Administration Team will provide opportunities for
  - a. Peer teaching
  - b. Timetabling – common preparation times for grade-alikes
  - c. Early Dismissal meetings - 90% of the time will be allotted for PLC work
  - d. Having the opportunity to view writing exemplars.
7. The SCC will be determining goals directly related to the school Writing Action Plan.
8. The National Staff Development Council (NSDC) school based coaches and the Division coach will provide support to the team as determined by each team or as directed by the Administration team, in the area of writing. (curricular, assessment, or personnel support)
9. Follow up supports for implementing at least one *L to J* process related to a SMART Goal in the classroom.
10. Students not meeting or exceeding his/her set standard (as determined by PLC team) will receive support from the LAT team. Supports may include: one-on-one pull out programming and or assistance in the classroom.
11. English Language Learners will be given support in Language acquisition which will support their writing strategies. This will be done with intensive Language learning instruction, and classroom integration with EA/LAT support.
12. The Intensive French Grade 6 class will be given additional support if necessary, to ensure the students have the necessary skills to achieve success with the Division Writing Assessment. This will be determined through the expertise of our Division Language Consultant - Huguette Kitchen in consultation with the IF teacher and the Administration.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



### Action Plan:

1. Learning targets will be communicated to students at the beginning of each topic, through posting of the target(s). Other methods will be also encouraged such as orally discussing, written out and any other means that works for the students.
2. Through the use of Administration Walk-about, the teachers will be given informal (as needed) and formal feedback (once per term) on their use of Learning targets.
3. The term "learning target" will be used when describing outcomes using student friendly language.
4. The "Surveying Your Landscape" will be administered as per the Division Assessment calendar.
5. The school based NSDC coaching team as well as the Division Coach will support the teachers in their understanding of the new curricular terminology ex: outcome and indicators and how these are translated into Learning Targets.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. SMART boards for all the class rooms will be ordered by the end of 2009, for the classrooms.
2. The Administration will plan with the Technology Lead Teacher (TLT) to offer SMART board sessions for the staff (EAs as well as professional) and in doing so will provide class coverage for the teachers who indicate an interest.
3. All staff will be encouraged to attend as many sessions as needed or to work with the TLT on developing SMART board skills. Each teacher will let the Administration know where their need lies and as it pertains to their Professional Learning.
4. Staff will be encouraged to work with each other in implementing and problem solving SMART board usage.
5. Administration will follow up with those teachers who have identified that SMART board usage is a priority for the professional learning and do not have a SMART board, to ensure they have access to the portable SMART board situated in the library.

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. Administration will summarize the assessment procedures at the first fall early dismissal September 9, 2009.
2. Administration will meet with each grade alike group in the first term to engage in an assessment procedure discussion and address any concerns.
3. Administration will follow up with the teachers once per term as the teachers meet with Administration and discuss their own reporting procedures and report cards.
4. Administration will look for adherence to the procedure as they go on their "walkabouts".

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School-based Administration Action Plan:

1. Administration will meet with the Division Instructional Coach(s) and the school based Instructional Coach(s), during the first week of school, to set an action plan for the year.
2. The Instructional Coach(s) (IC) and the School-Based Instructional Coach(s) will present to the staff, at the first early dismissal, September 9, 2009, their roles and how they will be a support for each other and the teachers.
3. The teachers will complete an individual survey as well as a PLC survey (compiled by all the IC) to identify their area of greatest need.
4. The Administration will follow the division guidelines for the "use" of the Instructional Coach(s).

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. The Administration will distribute to each teacher a copy of the *Treaty Education Kit*.
2. The Library Technician will highlight those resources that fit within the Treaty Education Material(s): once per term or as new material becomes available.
3. The Administration will work with the Aboriginal Coordinator in finding ways to support the teachers with any questions that may arise.
4. The Administration expects to see *Treaty Education Kits* incorporated in all the Teacher's yearly time lines in some manner, for the 2009-2010 year with full implementation in the 2010-2011 year.
5. The Administration will meet with each grade alike team in the second term, to see how the *Treaty Education Kit* is fitting into their existing plans and how they are using it in general.

# Division Improvement

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## Ministry

Smooth Transitions #1

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. For the 2009-2010 school year the Administration will research the best practices of focus groups that fit in with our school and meet its needs.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School-based Administration Action Plan:

1. The Administration will meet with Division Office Finance Department personnel to become more familiar with using the new program(s).
2. The Administration will develop a support system including the secretary to use the new software.

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. The Administration will support all new initiatives for Recruitment and Retention with its staffs (laptops).
2. The Administration will support those staff that wish to further their education by making them aware of the Division supports, (grants, etc.).
3. The Administration will support the College(s) in placing student with mentor teachers, in their new Master teaching program. This will enable us to show the long term teachers-to-be what life is like in LCSD.
4. The Administration will participate in educating the long-term teachers at the college level.

# Division Improvement

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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. The Administration will showcase their schools involvement in the Christian Youth Leadership Program (CYLP) in their masses and prayer services.
2. The Administration will invite the priests to the CYLP band practices, when the priests schedule allow them time to come and visit.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. The Administration will support any teacher wishing to pursue their education by being a mentor, providing resources, and assisting with time management.
2. The Administration will encourage any teacher expressing any interest in further learning to explore all options, and put them in touch with other colleagues who have expressed the same interests.

# Division Improvement

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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. The Administration will encourage the School Community Council (SCC) to invite the Division Office Personnel to a meeting to meet each other and to hear their presentation on division goals.
2. The Administration will continue to put the SCC information in the newsletters.
3. The Administration will encourage the SCC to keep the Division Office Personnel abreast of their activities.
4. The Administration will encourage the SCC to be a visual force at school functions.
5. The Administration will encourage the SCC to send their own letters etc. home as opposed to always being a part of the school newsletter.

# Division Improvement

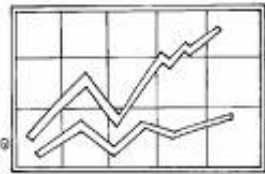
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

1. The Administration will require one member of each Professional Learning Community to be the Data Leader. This Data Leader will assume the responsibility for understanding and explain the team's data to them.
2. The Administration will meet with the leaders monthly to establish their roles, help with concerns, answer questions, and to examine and analyze data.
3. The Administration will meet with all the Data Leaders each term or as needed to review the data processes used in each team, with the Instructional Coach(s) from the division as well as the school.
4. The Administration will call together the Data Leaders as needed based on the division requests.

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# COMMUNICATING RESULTS

Check to see how we are doing in meeting our goals!

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Efforts to improve communications with parents at the school level continue to be of the utmost importance to our school division. The *Key Communications Document* continues to guide the interactions between parents and teachers on a monthly basis. This process involves two-way communication ranging from programming, consultation, information sharing and student reporting.

The *Monthly Progress Reports* at Holy Rosary High School continue to be enhanced. Student progress in all subject areas is communicated in detail and students, teachers and parents also share information related to school and division goals, school results and individual student results.

In addition to the wonderful efforts schools put forth in communicating through monthly newsletters and daily use of agendas, schools regularly e-mail news, post on their websites and use our division's electronic bulletin board on Highway 16 and in 2010 we will also be on the electronic bulletin board on Highway 17. Our school division website also has frequent updates and links to all school calendars and pages.

This *Continuous Improvement Framework* Strategic Plan is an attempt to actualize the mission and the vision statements of the Lloydminster Catholic School Division. This report is available on our website, through newsletters, at School Community Council Meetings and on bulletin boards in our schools and through various media. A report on the learning goals contained in this plan will be published at the completion of the school year and a report on all goals will be published at the completion of this 3-Year Plan.