

LIGHT OF CHRIST CATHOLIC SCHOOLS



ANNUAL MEETING OF ELECTORS

NOTRE DAME SCHOOL

JANUARY 17, 2012

ANNUAL MEETING OF ELECTORS
LIGHT OF CHRIST R.C. SEPARATE SCHOOL DIVISION NO. 16

AGENDA

O Canada – Adrienne Welter

Invocation – Keith Koberinski

Electors to appoint Chairman and Secretary
(Section 101.5)

Adopt Minutes of May 24, 2011

Financial Statement - 2011

Reports:

Director of Education
Re: Educational Programs

Chairman of the Board
Re: Educational Developments

General Discussion

Adjourn

**ANNUAL MEETING OF ELECTORS OF THE LIGHT OF CHRIST ROMAN CATHOLIC
SEPARATE SCHOOL DIVISION NO. 16 HELD AT JOHN PAUL II COLLEGIATE ON
TUESDAY, May 24, 2011.**

The meeting was called to order by Director of Education, Herb Sutton, at 7:00 p.m.

Attendance: total of 11 persons.

Singing of national anthem was led by Mrs. Adrienne Welter.

Invocation by Ms. Adrienne Welter.

Chairperson

Herb Sutton called for nominations for chairperson for this meeting.

Ms. Stephanie Merkowsky nominated Mr. Glen Gantefoer.

Ms. Adrienne Welter moved that nominations cease.

Carried.

Secretary

Mr. Gantefoer took the chair, and called for nominations for secretary for this meeting.

Mr. Bud Bohun nominated Mr. Guy Denton.

Ms. Stephanie Merkowsky moved that nominations cease.

Carried.

Minutes

Moved by: Gerald Beres

That the minutes of the May 18, 2010 meeting be adopted as presented.

Carried.

Reports

Treasurer's Report

Guy Denton presented the Treasurer's Report indicating expenditures of \$19,971,795.00 and a surplus of \$230,199.00

Moved by: Stephanie Merkowsky

That the Treasurer's Report be adopted as presented.

Carried.

Director's Report

Herb Sutton presented his report outlining the board's mission, vision, and goals. He gave an overview of the school enrolments and staffing and presented a general program and services overview. Mr. Sutton ended his report by outlining the division's priorities and strategies.

Moved by: Herb Sutton

That the Director's Report be adopted as presented.

Carried.

Chairperson's Report

Glen Gantefoer presented the Board Chair report on behalf of Keith Koberinski.

Moved by: Kerri Diehl

That the Chairperson's Report be adopted as presented.

Carried.

Adjournment

Ms. Stephanie Merkowsky moved that the meeting be adjourned. (7:45 p.m.)

Carried.

Chairman

Chief Financial Officer

LIGHT OF CHRIST R.C. SEPARATE SCHOOL DIVISION NO. 16

CHIEF FINANCIAL OFFICER'S REPORT

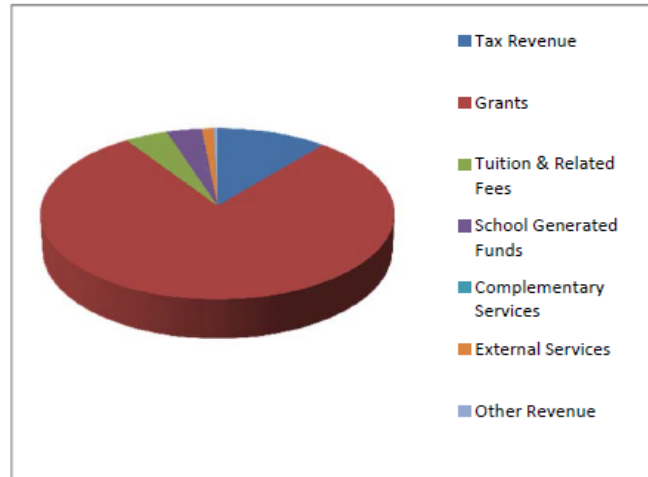
SUMMARY OF REVENUE AND EXPENDITURE, YEAR 2011

<u>REVENUE</u>	<u>Budget</u>	<u>Actual</u>
Tax Revenue	\$ 2,200,182	\$ 2,078,866
Grants	\$ 15,794,297	\$ 17,537,226
Tuition & Related Fees	\$ 853,961	\$ 927,611
School Generated Funds	\$ 702,000	\$ 632,637
Complementary Services	\$	\$
External Services	\$ 237,904	\$ 372,913
Other Revenue	\$ 72,700	\$ 63,218
Total Current Revenue	\$ 19,861,044	\$ 21,612,471
<u>EXPENDITURES</u>	<u>Budget</u>	<u>Actual</u>
Governance	\$ 188,580	\$ 187,519
Administration	\$ 472,244	\$ 491,189
Instruction	\$14,917,159	\$ 14,822,732
Plant Operation	\$ 2,907,550	\$ 2,583,858
Transportation	\$ 337,979	\$ 330,478
Tuition & Related Fees	\$ 60,461	\$ 44,571
School Generated Funds	\$ 702,000	\$ 587,766
Complimentary Services	\$ 229,757	\$ 222,204
External Services	\$ 237,654	\$ 383,316
Interest & Allowances	\$ 34,300	\$ 18,422
Total Expenditures	\$20,087,685	\$ 19,672,055
SURPLUS (DEFICIT)	\$ (226,641)	\$ 1,940,415
ACCUMULATED SURPLUS (DEFICIT)	\$ 7,724,082	\$ 9,891,138

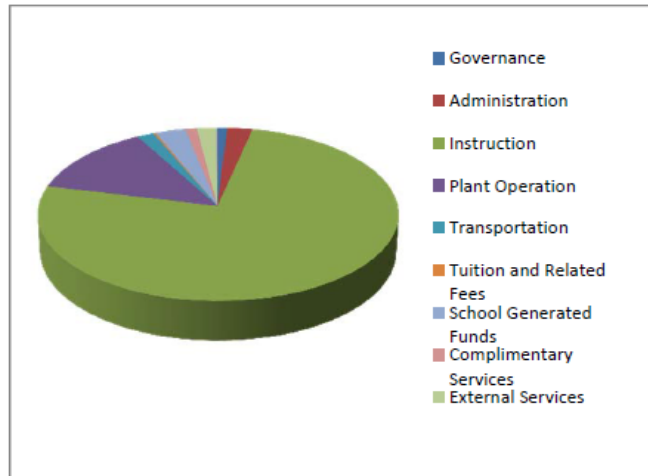
Joel Lloyd
Chief Financial Officer

SUMMARY OF REVENUE AND EXPENDITURE, YEAR 2011

Details of Revenue 2010-11	Actual	% of Total
Tax Revenue	\$ 2,078,866	9.62%
Grants	17,537,226	81.14%
Tuition & Related Fees	927,611	4.29%
School Generated Funds	632,637	2.93%
Complementary Services	0	0.00%
External Services	372,913	1.73%
Other Revenue	63,218	0.29%
Total Revenues	\$ 21,612,471	



Details of Expenses 2010-11	Actual	% of Total
Governance	\$ 187,519	0.95%
Administration	491,189	2.50%
Instruction	14,822,732	75.35%
Plant Operation	2,583,858	13.13%
Transportation	330,478	1.68%
Tuition and Related Fees	44,571	0.23%
School Generated Funds	587,766	2.99%
Complimentary Services	222,204	1.13%
External Services	383,316	1.95%
Interest & Allowances	18,422	0.09%
Total Expenses	\$ 19,672,055	



Light of Christ RCSSD #16 Board Chair Report

Board Members:

Keith Koberinski,
Chairperson

Glen Gantfoer, Vice-
Chair

Gerald Beres

Bud Bohun

Kerri Diehl

Stephanie Merkowsky

Anita Simon

Adrienne Welter

The 2010-11 school year was another exciting, and challenging year for Light of Christ RCSSD #16. We continue to maintain our major priorities around our Catholic faith, and student learning in the areas of numeracy and literacy. Our mission statement contains three action words: pray, educate, serve. These words were carefully chosen by our Board to provide direction for specific actions that would lead us towards our major priority areas.

Our Board of Education places a very high priority on keeping our Catholic faith at the very center of all that we do. Our Faith Development Committee has accepted the challenge of enhancing our Catholic faith with our entire staff. This year, we began our work on the theme of Stewardship. This follows many years of focusing on learning about our Catholic faith. Now, we believe it is time to really explore what it means to live out our faith. The concept of stewardship helps us to frame our thinking around this. The Prince Albert Diocese has also adopted the theme of stewardship, and this allows us to align our work with that of the diocese and some of our local parishes.

We have made significant progress in the areas of student learning in numeracy and literacy. This is directly as a result of the excellent work of our staff. Our school division places a high priority on using research-based teaching and learning strategies to develop the skills that our students will need for the 21st Century. As we explore what the research tells us, some of our methods that we have held dearly for many years are being challenged. This creates a significant challenge for many of us. Our Board of Education is very proud of the work that our entire staff has engaged in to explore new and innovative teaching and learning strategies that will prepare our students for a world that we can't really imagine. Thank you to our staff for your willingness to challenge yourselves to continue to improve and get even better at your profession.

Our Board of Education is pleased with the progress that we have made towards our major priority areas during the 2010-11 school year. We recognize that we are on a journey of continuous improvement, and we expect that we will continue to work to better ourselves over the years.

Thanks again to our excellent staff for their hard work and dedication, and thank you to the fellow Board members for their contributions to education in our school division.

Keith Koberinski
Board Chairperson

Light of Christ RCSSD #16

Director of Education Report

Division Mission, Vision and Goals

Division Mission Statement

Through the guidance of the Holy Spirit we pray, educate and serve.

Division Vision Statement

Light of Christ Roman Catholic Separate School Division is a faith filled school division witnessing to the teachings of Christ, enabling each child to achieve his/her full potential in mind, body and spirit.

Board of Education Goals

- Our stakeholders value Catholic education
- Our students benefit from a Catholic learning environment based on research, innovative practices and productive partnerships

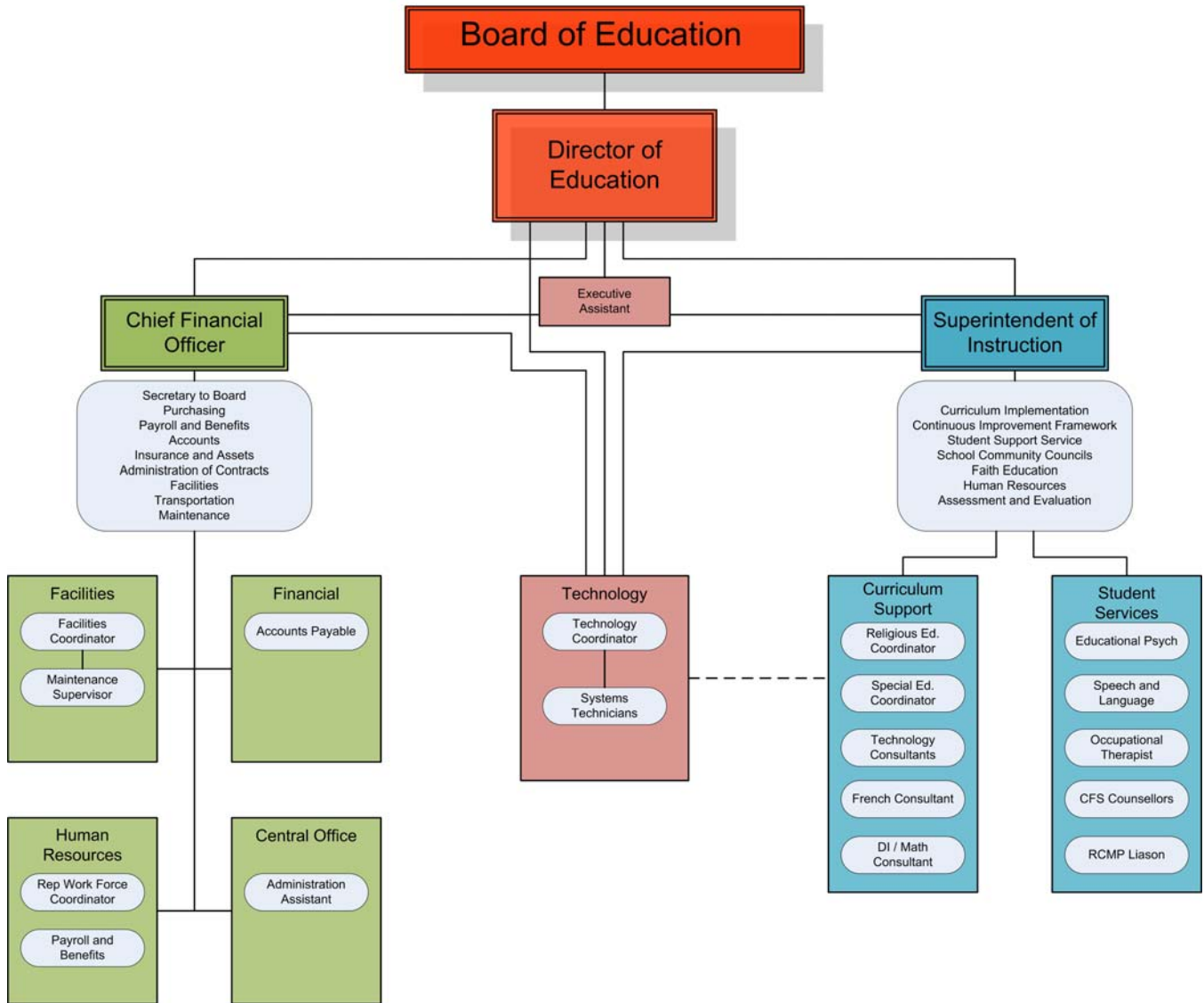
System Goals

- Effective use of data and monitoring strengthens student achievement. The focus for 2010-2012 is numeracy and literacy
- All students benefit from inclusion and acceptance of diversity
- Our schools are Catholic communities where stewardship is lived, learned and witnessed

Governance Structure/Organizational Overview

Board Members and Locations:

✓ Keith Koberinski, Chairperson	Wilkie
✓ Glen Gantfoer, Vice-Chairperson	North Battleford
✓ Gerald Beres	Unity
✓ Bud Bohun	North Battleford
✓ Kerri Diehl	Spiritwood
✓ Stephanie Merkowsky	North Battleford
✓ Anita Simon (new member – May, 2011)	North Battleford
✓ Adrienne Welter	North Battleford



Schools:	Grades Offered	Enrolment as at September 30, 2011
John Paul II Collegiate	Grade 8 – Grade 12	695
Holy Family School	Pre-School – Grade 7	216
St. Mary Community School	Pre-School – Grade 7	207
Ecole Monseigneur Blaise Morand	Kindergarten – Grade 7	325
Notre Dame School	Kindergarten – Grade 7	250
St. Peter's School (Unity)	Kindergarten – Grade 7	146
St. George School (Wilkie)	Kindergarten – Grade 9	59
Rivier School (Spiritwood)	Kindergarten – Grade 6	<u>84</u>
Total Enrolment		1,982

Communities:

City of North Battleford
Town of Unity
Town of Wilkie
Town of Spiritwood

Catholic Statistics:	Catholic	Non-Catholic	Percentage
John Paul II Collegiate	445	250	64.03 %
Holy Family School	133	83	61.57 %
St. Mary Community School	157	50	75.85 %
Ecole Monseigneur Blaise Morand	241	84	74.15 %
Notre Dame School	181	69	72.40 %
St. Peter's School (Unity)	122	24	83.56 %
St. George School (Wilkie)	54	5	91.53 %
Rivier School (Spiritwood)	52	32	61.90 %
Total Percentage			69.88 %

Aboriginal Statistics:	Aboriginal	Non-Aboriginal	Percentage
John Paul II Collegiate	221	474	31.80 %
Holy Family School	53	163	24.54 %
St. Mary Community School	168	39	81.16 %
Ecole Monseigneur Blaise Morand	31	294	9.54 %
Notre Dame School	60	190	24.00 %
St. Peter's School (Unity)	0	146	0.00 %
St. George School (Wilkie)	4	55	6.78 %
Rivier School (Spiritwood)	7	77	8.33 %
Total Percentage			27.54 %

Enrolment Actuals/Projections

	2010	2011	2012 (Projected)
Ecole Monseigneur Blaise Morand	322	325	314
Holy Family	219	216	216
John Paul II Collegiate	715	695	715
Notre Dame	240	250	251
St. George	57	59	
St. Mary Community	195	207	209
St. Peter	135	146	152
Rivier	81	84	81
Totals	1964	1982	1938

Note: The Board of Education made the decision to close St. George School effective July 1, 2012

Previous Year Enrolments	2011	1982
	2010	1964
	2009	1968
	2008	1983
	2007	2007
	2006	2012
	2005	1988
	2004	2029
	2003	2071
	2002	1912
	2001	1877
	2000	1993
	1999	1959
	1998	2029
	1997	2014
	1996	1649
	1995	1617
	1994	1651

STAFF APPOINTMENTS (New for 2011/12)

John Paul II

Teachers:

Aulinger, Gene	Part Time Continuing
Binette, Kristina	Full Time Continuing
Gateley, Lindell	Full Time Temporary
Lloyd, Michelle	Full Time Temporary
Patterson, Hannah	Transferred from St. George School

Support Staff

Oborowsky, Eileen	Full Time Temporary – Educational Assistant
Sherstobitoff, Darlene	Full Time Temporary – Educational Assistant
Slavica, Rmus	Part Time Continuing – Caretaker
Wandler, Crystal	Full Time Continuing – Nutrition Coordinator
Wasmuth, Tanya	Full Time Temporary – Educational Assistant
Wintonyk, Verna	Full Time Continuing – Food Services

Holy Family

Support Staff

Morrison, Shareen	Full Time Temporary – Educational Assistant
Taylor, Lisa	Part Time Temporary – Educational Assistant

St. Mary

Teachers

Bitner, Nicole	Part Time Temporary
Burnett, Janaia	Transfer from Notre Dame School
Fischer, Michelle	Full Time Temporary
Halladay, Chalaine	Full Time Temporary
Koch, Linsey	Full Time Continuing

Support Staff

Chorney, Sherry	Full Time Continuing – Educational Assistant
Duchscher, Theresa	Full Time Continuing – Nutrition Coordinator
Dunits, Troy	Full Time Continuing – Educational Assistant
Hobbiebrunken, Linda	Full Time Temporary – Educational Assistant

Ecole Monseigneur Blaise Morand

Teachers

Hildebrand, Beth	Full Time Temporary
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Support Staff

Holden, Allyson	Full Time Temporary – Librarian
Olsen-Kmiech, Valerie	Full Time Temporary - Educational Assistant
O'Hanlon, Kate	Full Time Temporary - Educational Assistant
Alvarez-Cruz, Shayna	Full Time Temporary - Monitrice

St. Peter's School

Teachers

Hepting, Janice Full Time Temporary

Support Staff

Volk, Sandra Part Time Temporary – Educational Assistant

St. George

Teachers

Kipp, Kimberly Full Time Continuing
Risling, Donna Half Time Continuing
Schell, Tamara Full Time Continuing

Support Staff

Shanahan, Tamara Full Time Temporary – Educational Assistant

Notre Dame School

Teachers

Risling, Amanda Half Time Continuing
Rooney, Leanne Half Time Continuing

Support Staff

Iverson, Daryl Full Time Temporary – Educational Assistant
Trippel, Dianne Part Time Temporary – Educational Assistant

Central Office

Gidych, Caralynn Half Time Continuing - Supervisor of Student Services
Charabin, Linsday Full Time Continuing – Early Learning & Literacy Coordinator
Lloyd, Joel Full Time Continuing – Chief Financial Officer

General Programs and Services Overview:

Career Development: A comprehensive Grade 6-12 Career Development Plan has been created and actualized in the 2010-11 school year. Light of Christ continues to be an active member in the North West Career Development Partnership promoting career portfolio development and linking our school to the business community.

Christian Ethics: We continue to monitor and review our program offerings in this area. Sacramental preparation continues to be a major area for focus as we work with our pastors and parishes to develop and modify our plans to deliver quality preparation in the sacraments of initiation in Grade 2. Plans are in place to begin using a provincially developed resource to permeate our faith into all curricular areas.

Core French/Intensive French: Our French Consultant continues to provide guidance and direction to our Core French programs in our elementary schools: (1) **AIM** gestural approach. (2) **Intensive French** is currently being offered to Grade 6 students at St. Peter's School, Notre Dame School, and Holy Family School. We continue to have excellent results from the annual assessments.

English as an Additional Language (EAL): As new English Language Learners move into our communities from all over the globe, we continue to focus on providing quality programming for these students to support their academic English and their English language development. This year, we have begun to develop the EAL programs in our elementary schools by providing more small group supports. In 2011-2012 we will be offering provincial EAL credit courses, a beginner conversational class and tutorial courses at the high school. Our EAL Consultant in this area will work with teachers and support staff next year to support classroom instruction in this area.

English Language Arts : Teachers in Grades K-9 have received a new ELA Curriculum. Under the guidance of our Superintendent, Early Learning Coordinator, and Differentiated Instruction Coordinator, teachers are involved in the formal unwrapping of the curriculum outcomes, backwards design unit planning, and learning about quality assessment. Three teachers facilitated the training of First Steps in Literacy (Reading) to all administrators and 38 teachers. The most significant change has been moving away from planning with a specific resource in mind to planning with a focus on the outcome and what achievement will look like once that outcome is achieved. Support has also been provided to assist teachers in the areas of using core resources, effective instructional strategies and assessments. (ie. the use of Fountas and Pinnell Benchmark Reading Assessment and the use of BC writing standards). Currently LOCCSD is participating in a province wide project focussing on creating grade level rubrics and exemplars.

Pre- Kindergarten: Pre-Kindergarten continues to offer programs that provide a developmentally appropriate, play-based, holistic and caring learning environment that supports the development of the whole child. The target groups of children are those who are 3 and 4 years of age who need additional supports prior to Kindergarten to help them to experience success when they enter school. Teachers are focusing on connecting families with our schools as they engage in family days and student led conferences. The teachers in Pre-Kindergarten are working on engaging students in inquiry-based learning that is child-centered and self-directed. A new Pre-kindergarten has been approved for Notre Dame School with a projected 2011-12 opening. This will increase the number of pre-kindergarten seats to 75 by 2012.

Early Learning and Literacy (Pre K- Grade 2): This year, our division is focusing on Early Learning and Literacy to enhance the educational foundation for young learners to ensure that they are provided with the best start on their educational journey. With the support of the Early Learning and Literacy Consultant, teachers have been implementing new curricula in Kindergarten to Grade 2. Kindergarten teachers have also been working on developing a more play-based and exploratory approach to learning this year. A number of teachers have been working on a Reggio Emilia approach to teaching, which involves bringing the natural environment into the classrooms, and allows for a more student-led, inquiry-based approach to learning. A number of teachers in Pre K to Grade 2 have also participated in site visits to other schools, a Reggio Emilia workshop and an extreme classroom makeover.

Mathematics - This year our school division is focusing on increasing student knowledge and understanding of Mathematics. First, we are continuing to support all teachers in the implementation of the K-9 Math curriculum. As well we are supporting teachers as they implement the new Math Grade 10 and 20 Pathways (Workplace & Apprenticeship and Foundations and Pre-Calculus). We have provided support in the area of analyzing curricular outcomes and backwards design planning to assist the teachers in meeting the standards put forth by our curriculum. The major focus of our programming is to help students be critical and creative thinkers and by doing so, develop a strong number sense. Secondly, to support teachers, we continue to provide in-service through a diagnostic research based resource titled “First Steps in Mathematics - Number Sense” and “First Steps in Mathematics – Measurement.” These professional development resources focus on learning activities that target developmental triggers proven to advance student learning. We have also worked with our Grade 1 teachers to build number sense with our younger students so that they may become better problem solvers and develop a strong foundation for further Math understanding.

Modified and Alternate Courses of Study: Our school division continues to offer a wide range of courses in these areas. At both the Elementary and High School levels, individual teachers use the adaptive dimension or Differentiated Instruction and assessment to modify teaching and learning strategies where appropriate. As well, we provide a number of specific courses specially designed to meet the needs of an ever widening range of ability levels in our students.

Programs that we offer in this area include: SUCCESS, CONNECTIONS, and STEP. All programs are designed to meet the specific needs of students who have difficulty experiencing success in regular classrooms. With all of our programs in this area, our overall goal is to integrate students back into regular classroom situations as quickly as possible. This is consistent with our efforts to create an “inclusive” environment within our school division where all students are welcomed and provided with positive learning opportunities.

Incorporating Aboriginal Content into our curricula - this continues to be a priority for our school division. Our Aboriginal Education Equity Committee has worked hard over the last number of years to heighten awareness amongst teachers, and provide support to teachers for the integration of Aboriginal content and perspectives into the curricula. This year we have incorporated the “Teaching Treaties in the Classroom” Kindergarten – Grade 7 resource in each classroom. This is consistent with the direction of Saskatchewan Learning in the development of their new and renewed curricula.

Instructional Technology

The Division Instructional Technology has taken a number of steps this year to infuse technology into the curriculum in order to enhance student learning. Technology has now become part of “Learning Design” which is designing instruction to meet student and curricular needs by using a number of approaches and tactics.

All teachers were issued a Lenovo laptop computer this year in order to ensure that the technology in teacher hands was fully capable of using all resources available to them. Further to this all elementary classrooms now have an interactive white board system and John Paul now has 55 % of their classrooms with a LCD projector or interactive white board device.

PowerSchool was introduced as the division Student Information System and fully implemented as of August 25, 2011. This change in systems enhances our student focus in two areas; the ability to report outcomes as the foundation of student assessment and timely reporting to parents and students in the form of a parent portal which will give real time information to parents regarding student learning. This parent portal has been open to high school parents for three years and will be open to elementary school parents in the fall of 2012.

Google Apps and other web based applications (Web 2.0) have become the focus of integration for technology infusion as we move to more and more cloud based solutions.

Media literacy and ethical use of technology instruction has now been introduced at all levels in our school division.

Professional Learning Communities continues to be a focus for our school division as a model to assist with the implementation of curriculum. Teachers are working more collaboratively to identify key learning outcomes at each grade level, and to develop common assessments and strategies of intervention for students who are not learning at a successful grade level. Division grade level groups have been established to create differentiated units of study in a variety of curricular areas. The foundation of our PLC's have focused on the research of Karen Hume, Robert Marzano, Larry Ainsworth, Thomas Guskey, and Douglas Reeves.

Comprehensive Assessment Plan for the School Division - this was developed in the 2009-10 school year, and we continue to move in this direction. Teachers use the information from these various assessments to determine student progress, and to inform instruction. The plan includes administration of the following assessments:

- Fountas and Pinnell Benchmark Reading Assessment - Grades 1 – 3 - Based on a specific program being used in these grades. Leveled Literacy Intervention Program – designed to support student reading growth where interventions are required. Based on Fountas and Pinnell reading levels.
- RAD Reading Assessments in Grades 4 - 9
- CAT/4: Canadian Achievement Test. Grades 3, 6, 9, 12. Compares our students to others across Canada in the areas of Language Arts and Math.
- Provincial Writing Assessment: Grades 5, 8, and 11. Compares our students to others across the province in various areas of Math.
- Brigance Screening Inventory - Kindergarten. To ascertain levels of readiness.
- School Readiness Survey – Kindergarten - To measure readiness for Grade 1.
- Phonological Awareness Test – Kindergarten - To measure level of understanding of various phonological skills and knowledge.
- Gates-MacGinitie Reading Test - Grades 1 – 7 - A standardized test that is administered in September and June to assess growth during the year. (Optional)

Advanced Placement Programs at John Paul II Collegiate - in September, 2006, LOCCSD introduced the Pre-Advanced Placement Grade 9 Math Program. September of 2009 saw the introduced Advanced Placement English Language Arts and Advanced Placement Grade 10 Mathematics Program. 2010 saw the start of Pre-AP courses through to Grade 12. LOCCSD's goal is to see as many students as possible write Advanced Placement Exams at the end of their Grade 12 year and, if successful, receive university credit. These are international exams that are written by students all over the world. At the very least, students involved in the Pre-AP and Advanced Placement Grade 12 courses, will receive an enriched experience in Math. These programs are designed for students who have strong academic capability, and who possess a very strong work ethic.

Differentiated Instruction – LOCCSD teachers have embraced the concept of Differentiated Instruction (DI) and Assessment (DA). The philosophy of DI has a foundational belief that we need to provide for all students the highest of standards at an appropriate level of challenge. Differentiated Instruction and Assessment strives to engage students in relevant, meaningful curriculum and instruction that centers on student background knowledge, interests, and learning styles, while supporting all students to achieve grade level curriculum outcomes.

Light Of Christ Band – In the spring of 2011 the Light of Christ RCCSD decided to provide band programming independently to our North Battleford Schools. The LOCCSD is excited to have hired Mr. Gene Aulinger as our school division band director to work in our North Battleford schools. We will operate beginner, intermediate band programs for our elementary schools and senior band at John Paul II Collegiate. In 2008/2009 we purchased 30 new instruments that we can now rent to students. In 2011 four LOCCSD schools applied for and received \$5,000.00 CARAS music grants to purchase instruments for their schools.

Response to Intervention – This philosophy of intervention has been adopted by all of our schools. In the 2011/2012 school year, schools will be required to develop guidelines structuring programming to meet the needs of students who require academic or behavioral interventions. RTI is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data. It is a multi-tiered service delivery model which is frequently viewed as a three-tiered model. A tiered service delivery is a service delivery model of increasingly intense interventions directed at more specific deficits while targeting smaller segments of the population.

Tier 1 refers to the primary supports provided for students in the general education classroom. Tier 2 and Tier 3 refers to the secondary level interventions in targeted groups for at-risk students, that is students who have not been responsive to Tier 1 interventions or who are predicted to be at-risk based on screening results. The role of tiered service delivery is to match instructional and curricular approaches to a student's current level of functioning and need.

Division Priorities and Strategies

Priority One: Higher Literacy and Achievement

Goal: Students will increase their knowledge and understanding in mathematics

Indicator	Improvement Target	Measures	Evaluation 2011
Students will increase in their mathematical reasoning ability	10% increase in students' ability to solve problems at Grade 5, 8, 11	2009 AFL data based on 30 multiple choice questions 2011 AFL data	
	10% increase in the number of students who are proficient	AFL math challenges at grades 5, 8, and 11	
Students will increase in their number sense	Data will be collected in 08/09 year grade 3	$4 + 8 = \square + 5$ or similar equality assessment	
	Data will be collected in all schools	FSiM diagnostic phases? Eg. 75% of Grade 1's at Quantifier phase	
Students will increase in their attitude towards mathematics	We will take an average of 5 statements from question 17 from the OTL AFL data (see below)	AFL – OTL data – looking at specific questions	
Students will increase in their ability to communicate mathematical ideas	We will take an average of 3 statements from question 17 from the OTL AFL data (see below)	AFL data – OTL looking at specific questions	

Strategies:

- First Steps in Number Sense training – all elementary teachers
- First Steps in Measurement training – selected teachers/administrators from each school
- Continued emphasis on Math Makes Sense resource
- Continued emphasis on using math curriculum as primary planning document
- Math consultant in place to support individual teachers, groups of teachers and administrators

Evaluation:

On the Spring, 2011 Assessment For Learning in Math:

- Grade 5 students scored above the province in all categories in both Adequate and Proficient Standards
- Grade 8 students scored above the province in all categories for both Adequate and Proficient Standards except Computation

On the Fall, 2011 Canadian Achievement Test (CAT/4):

- Grade 3 students were in the 84th percentile in Mathematics. They were in the 63rd percentile in Computation
- Grade 6 students were at the 84th percentile in Mathematics. They were in the 81st percentile in Computation
- Grade 9 students were at the 81st percentile in Mathematics. They were in the 74th percentile in Computation

- Grade 12 students were in the 51st percentile in Mathematics. They were in the 63rd percentile in Computation

On the Spring, 2011 Number Sense Assessment:

- 79.26% of our Grade 3 students answered the question correctly

On the Spring, 2011 Assessment For Learning in Math:

- Neither our Grade 5 or 8 students scored at the provincial level in either the Sufficient or Excellent Standard in the Opportunities to Learn

Goal: To Increase Student Reading Comprehension in ALL Content Areas

Indicator	Improvement Target	Measures	Evaluation 2011
Increased student reading comprehension in all content areas	There will be a 10% increase in number of students reaching the proficient standard in the AFL Student Reading Scores from 2007-09 to 2011.	Base line data provided by Assessment for Learning Data 2007	
The percentage of Kindergarten students identified as at risk for success in early literacy learning will decrease	Phonological Awareness scores will be maintained above the cut-off score of 80% on the Phonological Awareness Assessment	Baseline data provided by Kindergarten Phonological Awareness Assessment	
The percentage of students in Grades 1, 2, and 3 reading below expected grade level will decrease.	Percentage of students reading below expected grade level will not fall below 80%.	Baseline data provided by PM Benchmark Reading Assessment Data	
The percentage of students identified at or above the Stanine 4 on the CAT/4 in reading will not drop below 80%.	There will be an overall increase of 5% in the number of students at or above Stanine 4 Grades 3, 6, 9 and 12 across the system	Baseline data provided by Stanine scores obtained from CAT/4 standardized tests	
Increased teacher knowledge and use of before/ during/after reading comprehension strategies in all content areas	On the AFL Reading Assessment from 2009 - 2011 there will be a 10% increase in the explicit instruction of before/during/after reading comprehension strategies by ELA teachers.	The AFL Reading Comprehension Strategies for non-ELA and ELA Teachers	
Increased student use of various reading comprehension strategies before/during and after	On the AFL Reading Assessment from 2009 - 2011 there will be a 10% increase in the student use of before/during/after reading comprehension strategies.	The AFL Reading Assessment percentage of students using various reading strategies before/during/after	

Strategies:

- Use of Differentiated Instruction Catalyst Teacher
- Use of vertical and horizontal Professional Learning Community support and synergy
- Model and use of guided, purposeful, intentional dialogue throughout the before, during and after stages
- Peer Coaching & Administrative classroom walkthroughs
- Teacher Feedback from PD opportunities
- Learning assistance teacher support
- Educational Psychologist support
- Use of curriculum guides, professional books, collegial planning, web-site support, media including video, CD, etc.

Evaluation:

On the Spring, 2011 Assessment for Learning Reading Assessment:

- our Grade 4 students scored above the province in all areas in the Adequate and Proficient Standards
- our Grade 7 students scored above the province in all areas in the Adequate and Proficient Standards except in the area of Explicit Comprehension
- our Grade 10 students scored above the province in the Adequate Standard in Explicit Comprehension and Reader Response. In all other areas they scored below the province.

On the Fall, 2011 Canadian Achievement Test (CAT/4):

- Grade 3 students scored in the 81st percentile in Reading
- Grade 6 students scored in the 77th percentile
- Grade 9 students scored in the 61st percentile
- Grade 12 students scored in the 77th percentile

On the Spring, 2011 Assessment For Learning in Reading:

- Grade 4 teachers were below the province in Sufficient Standard and above the province in the Excellent Standard of Opportunities to Learn
- Grade 7 teachers were above the province in the Sufficient Standard, and below the province in Excellent Standard
- No data for Grade 10 teachers

- Grade 4 students scored below the province in both Sufficient and Excellent Standards
- Grade 7 students scored below the province in both Sufficient and Excellent Standards
- Grade 10 students scored above the province in the Sufficient Standard, and below the province in the Excellent Standard

Goal: To Increase Expository Writing in ALL Content Areas

Indicator	Improvement Target	Measures	Evaluation 2011
Increase student achievement in the overall EXPOSITORY WRITING PRODUCT, reflecting growth in all three measures: messaging, organization and language use in all content areas	There will be a 10% increase in the number of students reaching the proficient standard in the AFL student expository writing scores from 2010-2012	Baseline data provided by Assessment for Learning Data 2012	
Students will increase in their attitudes towards narrative and expository writing	We will take an average of all statements from question 7 from the OTL AFL data (see below)	AFL – OTL data – looking at specific questions	
Increased teacher knowledge and use of before/during/after writing and assessment strategies in all content areas	On the AFL writing Assessment from 2008 - 2010 we see a 10% increase in the explicit instruction of before/during/after writing and assessment strategies by ELA & Non-ELA teachers	The AFL Writing and Assessment Strategies for ELA Teachers & Non-ELA in all curricular areas	

Strategies:

- Model and use of guided, purposeful, intentional dialogue throughout the before, during and after stages
- Support from DI Mentor/Coach
- Peer Coaching & Administrative classroom walkthroughs
- Teacher Feedback from PD opportunities – Betty Hollas DI Conference
- Learning assistance teacher support
- Educational Psychologist support
- Use of curriculum guides, professional books, collegial planning, web-site support, media including video, CD, etc.
- Focused data driven dialogue in Professional Learning Communities

Goal: To Increase Narrative Writing Skills in ALL Content Areas

Indicator	Improvement Target	Measures	Evaluation 2011
Increase student achievement in the overall NARRATIVE WRITING PRODUCT, reflecting growth in all three measures: messaging, organization and language use in all content areas	There will be a 10% increase in the number of students reaching the proficient standard in the AFL student narrative writing scores from 2010 - 2012	Baseline data provided by Assessment for Learning Data 2010	

Evaluation:

On the Spring, 2011 Assessment For Learning Writing:

- Grade 5 students scored above the province in the Adequate Standard in all areas except Language Choices, and below the province in Proficient Standard
- Grade 8 students scored above the province in the Adequate Standard in all areas except Product and Language Choices, and below the province in the Proficient Standard
- Grade 11 students scored above the province in the Adequate Standard in all areas except Product, and below the province in Proficient Standard

On the Fall, 2011 Canadian Achievement Test (CAT/4):

- Grade 3 students scored at the 62nd percentile in Writing Conventions
- Grade 6 students scored at the 88th percentile
- Grade 9 students scored at the 63rd percentile
- Grade 12 students scored at the 67th percentile

On the Spring, 2011 Assessment For Learning Writing:

- Grade 5 teachers scored above the province in Sufficient, and below in the Excellent Standards in Opportunities to Learn
- Grade 8 teachers scored below the province in the Sufficient Standard
- Grade 11 teachers scored below the province in the Sufficient Standard

- Grade 5 students scored above the province in the Sufficient Standard, but below in Excellent Standard in the Opportunities to Learn
- Grade 8 students scored below the province in the Sufficient Standard
- Grade 11 students scored below the province in the Sufficient Standard

Priority Two: Equitable Opportunities For All Students

Overall Goal: All students benefit from inclusion and acceptance of diversity

Specific Goals:

- Improve staff and student knowledge and understanding of Aboriginal issues and perspectives with the ultimate result of building better relationships between Aboriginal and non-Aboriginal people in our communities
- Creation of a representative work force
- Improve Aboriginal student learning outcomes and success in our school division

Outcomes:	Indicators of Success:	Key Deliverables:
<p>Improved student learning and Grade 12 completion for Aboriginal students</p> <p>Better communication between First Nations schools and North Battleford schools – to improve transitions of Aboriginal students into North Battleford</p> <p>Work with Northwest Nations Education Council Administration and Board</p> <p>Work with Sākeewew High School to develop relationships with the various Aboriginal communities surrounding the Battlefords</p> <p>More active Aboriginal Education Committee</p> <p>Improved awareness of staff of the need to incorporate Aboriginal content and perspective into their classes (this is to benefit ALL students)</p>	<p>Increase in number of Aboriginal resource people in our schools</p> <p>Evidence of meetings with Northwest Nations Education Council and Light of Christ Board of Education; list of agreements and partnerships developed</p> <p>Implementation of Aboriginal Education Equity Strategic Plan</p> <p>Purchase of print and other resources for student and teacher use</p> <p>Misconception training for staff</p>	<p>Implement Ministry of Education initiative: <i>A Time For Significant Leadership</i></p> <ul style="list-style-type: none"> • identify priority areas within First Nations Metis Education (FNME) • create goals with FNME that will be included in the school division CIF plan • develop a work plan for the school division that includes representative work force initiatives <p>Outline a plan for a working relationship between Northwest Nations Education Council and Light of Christ RCSSD #16</p>

Our Board of Education continues to place Aboriginal education as a high priority in the school division. This is evidenced by our Continuous Improvement Framework plans. The Board has provided funding in the past for initiatives in this area. We have not been able to provide this in the past few years. We have recognized that our initiatives are not being realized without this support. If we can build our program once again, we will find the resources to maintain and enhance into the future.

Evaluation:

- Several meetings were held with Northwest Nations Education Authority and Battlefords Agency Tribal Chiefs. During these meetings, better communications were established by ensuring accuracy of contact information between systems. As well, significant work was done towards the creation of a Tuition Agreement between Light of Christ, the two education authorities, Living Sky School Division, and Sākwew High School.

Differentiated Instruction

Goal: To stress to all teachers that they need to utilize Differentiated Instruction strategies in their classrooms in order to improve student learning

<i>Indicator</i>	<i>Improvement Target</i>	<i>Measures</i>	<i>Evaluation</i>
Assessment for Learning Data	10% overall improvement in Opportunities to Learn Data on our AFL assessments (those items related to Differentiated Instruction)	Assessment For Learning (AFL) data	

Strategies/Activities:

1. Several Differentiated Instruction workshops held for teachers and administrators in the school division during the 2010-11 school year
2. Incorporation of DI strategies in all unit and lesson plan development from the system coordinators and consultants
3. Consultant responsible for Differentiated Instruction
4. Implementation of two new assessment tools for teachers
 - Fountas & Pinnell (Grade 1-3)
 - RAD Assessments (Grade 4-9)
5. Directed questions for teachers as part of the teacher supervision process, and as part of the in-school administrator classroom walkthroughs

Evaluation:

- Please see data from Assessment For Learning in previous pages

Service Coordination/Engagement of Supporting Agencies

Goal: To provide the opportunity for agency and school-based personnel to work together providing a gap analysis to align resources effectively and efficiently. To include outside agency personnel consistently in an on-going implementation of program planning for special learners

<i>Indicator</i>	<i>Improvement Target</i>	<i>Measures</i>	<i>Current Achievement</i>	<i>Evaluation</i>
Ministry of Education – Service Delivery Model Rubrics	Agency and school-based personnel work together to complete a gap analysis and align resources effectively and efficiently; case management strategies evident	Special Education Review process		

Strategies/Activities:

- Outside agencies (Health, Social Services) invited to cooperatively work on a gap analysis with our school division
- Encouragement of joint planning with outside agencies
- Close working relationship with Living Sky School Division (Manacowin School)
- Participation in Management Committee: Kids First
- Participation in Management Committee: Bridges for Children
- Case management to include outside agencies where applicable
- Continue working with outside agencies as necessary both for individual student needs, but also from a broader perspective in terms of overall working relationships
- Board meetings with Northwest Nations Education Council and Battlefords Agency Tribal Chiefs
- Partnership with Health and Living Sky School Division to provide SLP services to all Pre-Kindergarten programs in both systems

Evaluation:

- Light of Christ Supervisor of Student Services and Director of Education continue to work on building relationships with the various Human Services agencies.
- We continue to hire a Catholic Family Services counselor for our Elementary Schools.
- We continue to hire an RCMP Liaison Officer in partnership with the City of North Battleford, Living Sky School Division and Sākewew High School.
- We continue to sit on various committees:
 - Kids First Management
 - Battlefords Agency for Early Childhood Action Group
 - Regional Intersectoral Committee (RIC)
 - Bridges For Children
 - Youth in Custody
 - Battlefords Early Intervention Program (BECIP)

Inclusive Practice

Goal: To be using inclusionary practices with all students and whenever possible within special programming

<i>Indicator</i>	<i>Improvement Target</i>	<i>Measures</i>	<i>Current Achievement</i>	<i>Evaluation</i>
Ministry of Education – Service Delivery Model Rubrics	Special learners receive instruction in heterogeneous groups in the regular classroom and other school settings with support and relevant programming; specialized programming outside of regular classroom is utilized when learner outcomes are not achieved within the regular classroom	Feedback from Supervisor of Student Services; on-going review of inclusionary practices with resource teachers		

Strategies/Activities:

- Students will be included for instruction within regular classrooms and other school settings with support where necessary for relevant programming
- Differentiated instruction and assessment for all students
- Teaching materials will be used flexibly and adapted for all students
- On-going professional development for teachers and administrators in Differentiated Instruction and Assessment
- Use of the RtI model to identify and support universal supports for all students, as well as Level 2 and 3 supports for identified students
- Development of new School Division Assessment Policy

Evaluation:

- Implementation of the Response to Intervention (RtI) model:
 - work with administrators
 - work with Coordinators and Consultants
 - work with Student Support Services teachers
- New Assessment Policy developed for School Division (please see Division web site)

Staffing Profiles

Goal: Create staffing levels that are consistent with the Ministry recommendations

<i>Indicator</i>	<i>Improvement Target</i>	<i>Measures</i>	<i>Current Achievement</i>	<i>Evaluation</i>
Ministry of Education – Service Delivery Model Rubrics	Student Services Professional Staff at levels recommended by Ministry Support Staff levels recommended by Ministry	Ministry data		

Strategies/Activities:

- Continue with the philosophy that we want professional staff working with our most needy students, and therefore, we need to have adequate professional supports in place

Evaluation:

- Approximately 80% of our Student Support Services teachers meet Ministry of Education guidelines for qualifications for Special Education.

PPP Review

Goal: Maintain a PPP review score that puts us in the top 10% in the province

<i>Indicator</i>	<i>Improvement Target</i>	<i>Measures</i>	<i>Current Achievement</i>	<i>Evaluation</i>
Ministry of Education – Service Delivery Model Rubrics	Top 10% in province	Ministry of Education Core Indicator Report	70% on all 10 items averaged. Provincial average is 83%	

Strategies/Activities:

- Supervisor of Student Services to work with Student Support Teachers and Administrators to revise PPP development
- Supervisor of Student Services to conduct review of PPP's – on-going

Evaluation:

- PPP's have been revised and shared with Student Support Service Teachers
- 100% of our PPP's meet Ministry guidelines

Priority Three: Smooth Transitions Within Our School Division From Pre-Kindergarten to Post Secondary

Goal	Activities
Improved implementation of the Career Education Curriculum	Development of Light of Christ Career Education Plan North West Career Development Partnership (Communication Plan)
Improved transitions between Pre-Kindergarten and Kindergarten	<ul style="list-style-type: none"> * Partnership with Battleford's Early Childhood Intervention Program & Kid's First * Early Development Indicators participation * Four Pre-Kindergarten programs at Holy Family and St. Mary Community School * Play and Exploration Workshop Pre-K & K * Service coordination between Health professionals (SLP) and Division staff
Improved transitions between our urban elementary schools and John Paul II Collegiate	<u>North Battleford Grade 7 Transition Meetings</u> <ul style="list-style-type: none"> * Preparation of Elementary School Data by May 8 * Elementary School Transition Meeting May 21 - 27 (Administrators, Grade 7 teachers, LAC teacher, John Paul II, Administration & Superintendent of Instruction) * High School Transition Meeting June 15 - 24 Grade Seven Teachers, JPII LAC, Modified ELA & Math Teachers, John Paul II Administration & Superintendent of Instruction

Evaluation:

- Continuing work with the North West Career Development Partnership
- Transition Meetings
 - scheduled between elementary schools and John Paul II Collegiate in June of each year
 - development of a transition document for each student

Priority Four: System Accountability and Governance

Goal: Improve Data Collection at the System and School Level to Inform Decisions

Goal	Activities	Outcomes
<p>Conduct school surveys in each school: parent, staff, students</p> <p>Collect data in the following areas:</p> <ol style="list-style-type: none"> 1. Caring and respectful schools 2. Curriculum and instruction 3. Assessment 4. Prevention and early intervention 5. Partnerships 6. Leadership 	<p>Surveys developed for on-line use</p> <p>Surveys administered in May, 2009</p>	<p>All schools completed surveys as outlined</p> <p>All schools reviewed survey data with staff and School Community Councils, and used data to assist with school goal development for the 2009-10 school year</p>

Evaluation:

- School surveys to be conducted in Spring, 2012

Priority Five: Other System Priorities (not covered in previous priority areas)

Goal: Our stakeholders value Catholic education

Goal	Activities	Outcomes
Board of Education will engage in activities that will enhance stakeholder understanding of Catholic education	Board will meet with various stakeholders and share information about our school division, and Catholic education in general	Several meetings of the Board of Education with the following Catholic stakeholders: SCSBA Executive Director and President Bishops Knights of Columbus, Catholic Women’s League, Parish Councils School Staff In-school administrators LINC Support Staff Representatives

Evaluation:

- Board of Education met with following stakeholder groups:
 - SCSBA Executive Director and President
 - Three Bishops in Saskatchewan
 - Catholic Stakeholders
 - Supper meetings with: School Administrators, LINC, Support Staff

Goal: Provide on-going support and encouragement for staff in their faith journeys

Faith Development Committee Activities 2009-2010

Goal	Activities	Outcomes
Increase staff knowledge about the Catholic Faith.	Inservice days for all staff provided by reps. from Faith Development Committee.	Faith is increased through sharing of information, discussion and reflection
Permeate Catholic values throughout schools through curriculum and environment.	Committee members provided support for teachers through information and ideas. Support and encourage participation in “Revealing Christ in All We Teach” sponsored by the SCSBA.	Teachers are more aware of the expectation that faith is permeated appropriately in all subject areas where applicable. Make available to teachers the resources developed through “Revealing Christ in All We Teach” as they come available.
Encourage and increase staff involvement in personal faith development opportunities.	Provide information about upcoming retreats, workshops and conferences. Give funding to help cover costs involved.	Advent and Lent are highlighted through prayers, symbols and celebrations in classrooms and schools. Staff members are provided with reflection resources to help with own faith development.
Educate new staff members in our faith and help them deepen their spirituality.	New staff members meet with faith mentors from their school staff to share faith and reflect on how God is present in their lives.	Increased knowledge and understanding of our faith tradition and opportunities to reflect on and share faith.
Highlight importance and value of Catholic Education.	Participate in World Catholic Education Day and week. Organize and coordinate time of common prayer celebration. Distribute prayer and resource material for school and classroom use. Sent Prayers of Faithful to churches.	Staff and students prayed together a common prayer on World Catholic Education Day highlighting our common faith and the importance of Catholic Education. Parishes prayed for Catholic education, and for teachers and students involved in Catholic Education.

Evaluation:

- Two professional development days dedicated to faith development provided by the Board of Education
- Participation in the “Faith Permeation Project” sponsored by the SCSBA
- Funding for individual staff faith development through the Faith Development Committee
- Faith Mentorship Program for all new teaching staff
- Various activities planned for the week of World Catholic Education day, and specific system-wide activities for World Catholic Education Day