

Saskatchewan Learning:
Pre-K-12 Continuous Improvement Framework Guide
Version One
March 2006

This Guide to the Pre-K-12 Continuous Improvement Framework is designed to assist school divisions in an annual strategic planning process that identifies and aligns system priorities with appropriate strategies, operational supports and learner outcome measures. The ultimate goal of the Continuous Improvement Framework is to strengthen teaching and learning and increase opportunities for improved student learning and outcomes.

The Guide is intended to foster constructive dialogue within divisions and school communities, and between the Department of Learning and school divisions in the pursuit of improved learner outcomes for all students in the Pre-K-12 system. It is also intended to strengthen reporting relationships between the Department and school divisions. The information provided by school divisions through the Continuous Improvement Process will be critical to the Department as it completes its annual strategic plan and public reporting process.

The Framework and Guide will be revised on a regular basis with input from education stakeholders.

For efficiency purposes, the Pre-K-12 Continuous Improvement Framework and Guide will be referred to in the body of this text as the CI Framework and Guide.

If you have questions or comments regarding the Continuous Improvement Framework and Guide, please contact your Regional Director of Learning or the Capacity Building and Accountability Branch at (306) 787-2494.

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1. Introduction

a. Context for the Continuous Improvement Framework

Saskatchewan's Pre-K-12 education system is at a critical crossroads in its history. While there is much to celebrate in the education system – the strong collaborative working relationships among sector partners; a national reputation for excellence in responsiveness to the diverse needs of students; and, the quality of programming and educational supports – we need to aim higher to ensure the success of Saskatchewan students.

Social, economic and demographic changes are having a major impact on the educational needs of children and youth and the expectations society places on schools. At the same time, new knowledge about how students learn, new information technologies and a steadily declining rural population are challenging traditional methods of education delivery and governance. In addition, a growing body of evidence on provincial, national and international assessments illustrates that Saskatchewan students are not achieving the desired learning outcomes. Responding to these issues requires change in the education system at all levels.

The School^{Plus} initiative, introduced in 2002, envisioned an education system that is relevant to the interests and aspirations of today's children and youth, providing a path to successful transitions to post-secondary education and employment; responsive to the changing needs of Saskatchewan's students, families and communities; and results-oriented, focusing on improved outcomes for all students so that Saskatchewan's youth will be competitive in a global marketplace.

Subsequently, Saskatchewan's education system has engaged in a renewal of the delivery and governance of education. The guiding principles for this renewal include enhancing equity, transparency, capacity, responsiveness and a results-orientation. The Education Equity Initiative (www.sasklearning.gov.sk.ca), consisting of three phases, is the most significant change in the governance of education in the province since 1944. The first phase, the restructuring of school divisions, will support improved access to programs and services for all students. The second phase, the review of the Foundation Operating Grant, will improve equity, transparency and accountability in education funding. The third phase will result in long term property tax reduction.

To ensure that these structural changes have a meaningful and lasting impact requires that all stakeholders – students, families, communities, teachers, administrators, school community councils, boards of education and the province-work together in advancing four priorities critical to the province's future:

- Higher levels of literacy and student achievement;
- Equitable opportunities for all students;
- Smooth transitions into and through the system; and,
- Strong system-wide accountability and governance.

These priorities will support a core set of learner outcomes representative of the Goals of Education (Appendix A) and will enable all learners to:

- Attain high levels of literacy and achievement in a broad range of studies commensurate with ability;
- Demonstrate personal and social skills for well being and citizenship;
- Attain high school completion; and,
- Make successful transitions to post-secondary education and/or employment.

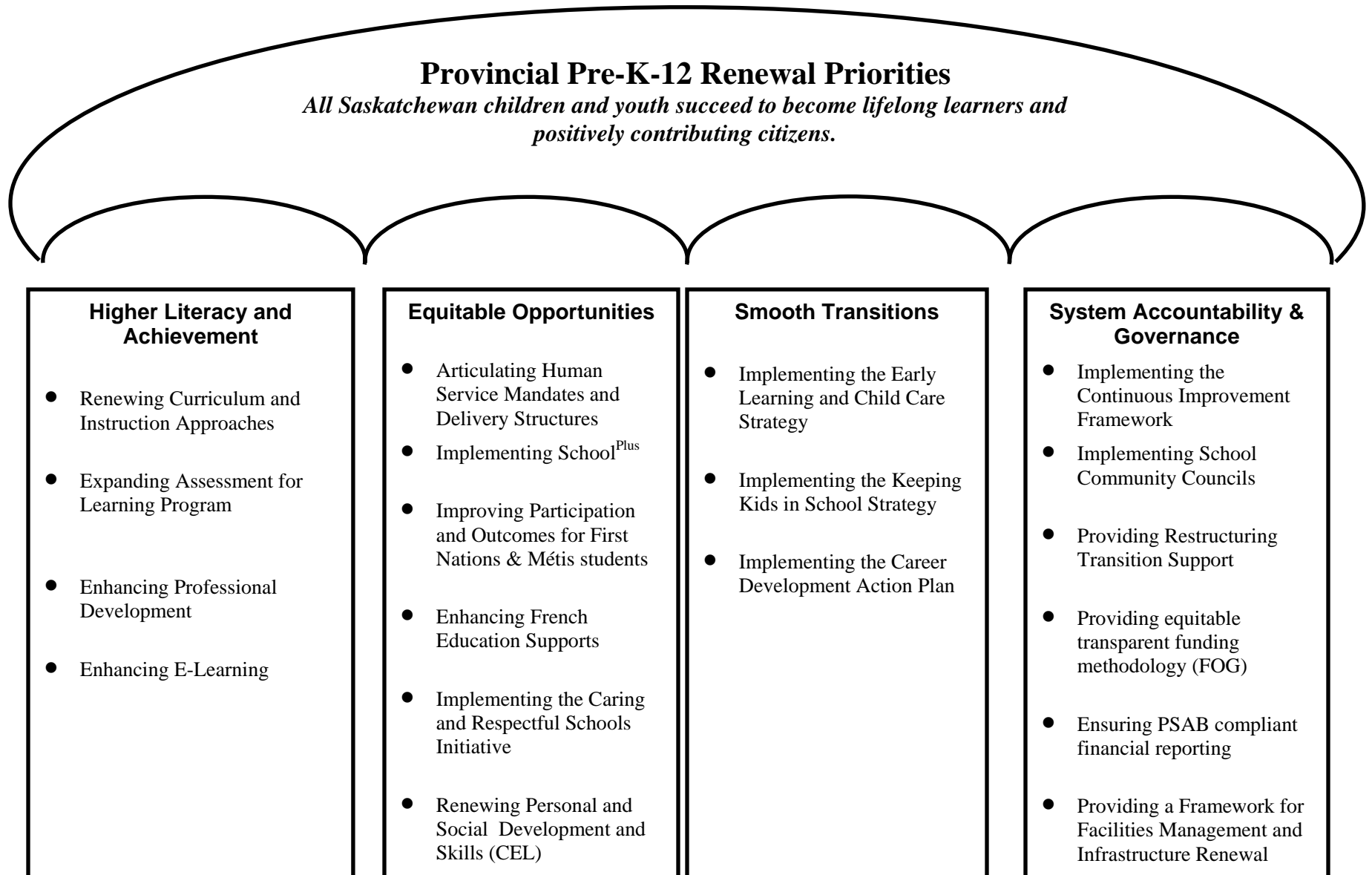
To advance these core learner outcomes; specific targets for 2006-08 include:

- Improved learning outcomes in reading, writing, mathematics and science;
- Improved outcomes for First Nations & Métis students;
- Improved social skills;
- Improved student transitions within Pre-K-12 and to post-secondary education and/or employment.

Saskatchewan Learning is also renewing its internal structure to support the system in implementing these priorities. Diagram 1 summarizes the Department's renewal strategies in advancing each priority. These strategies identify the areas where the Department will be working with school divisions to advance the renewal agenda.

A summary of key departmental supports to assist school divisions in advancing these priorities is provided in Appendix B.

Diagram 1



b. Relationship to Strategic Planning

The CI Framework represents an ongoing evolution in strategic planning for the province's Pre-K-12 system. Saskatchewan school divisions have substantial experience in strategic planning approaches that identify and monitor system priorities and implementation strategies. Many of these approaches evolved through school division participation in the Saskatchewan School Improvement Program (SSIP) in the late 1980's and early 1990's. The program strengthened the capacity of divisions to clarify and prioritize goals, and plan and monitor implementation strategies.

In the last several years, school divisions have begun to shift their strategic planning efforts from an input-process focus to a results-based approach. The Saskatchewan School Boards Association has supported this transition through its policy governance and strategic planning modules. Additional support for this approach was provided by the Department's School and Division Improvement Initiative and the Effective Practices Framework (www.sasklearning.gov.sk.ca) as part of the School^{PLUS} implementation.

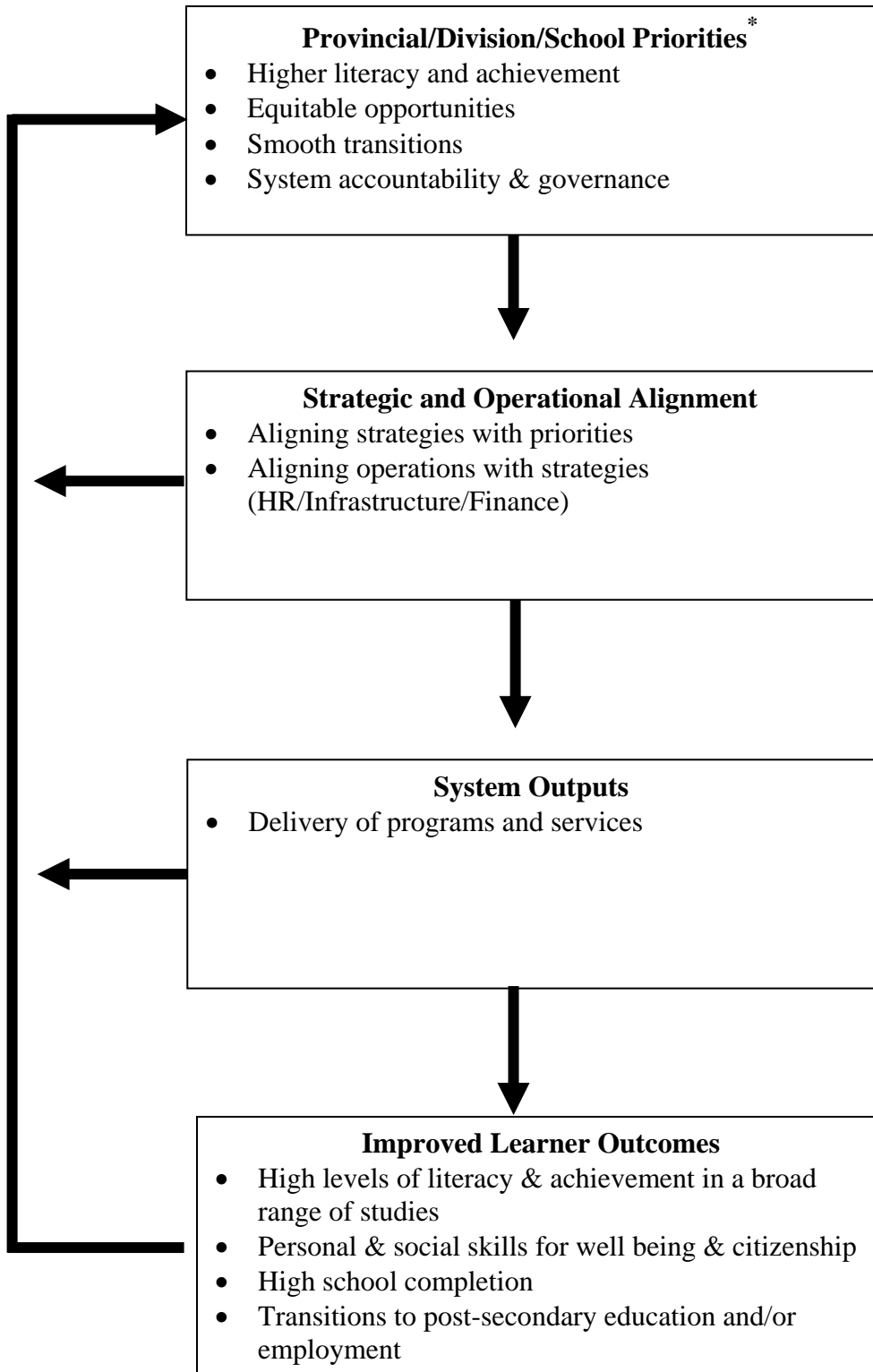
The CI Framework builds on this momentum and supports a system wide results-based strategic planning process (Diagram 2) to advance system priorities. The process is anchored by provincial priorities and provides a structure to align strategies and operations for improved system reporting and enhanced student learning.

In a similar fashion, the Department of Learning participates in an annual strategic planning process mandated by the Government of Saskatchewan as part of a government wide accountability framework. The framework provides a basis for annual planning and public reporting regarding the success of the provincial government and individual departments in meeting key objectives. Information provided by individual school divisions through the CI Framework is a key source of information that will allow the Department of Learning to report on system progress toward key objectives.

This means that the CI Framework will be a critical initiative both for school divisions and the Department in developing and reporting on their strategic plans.

Diagram 2

System Wide Strategic Planning Process



* Priorities may change over time

2. The Continuous Improvement Framework

a. The Principles of Continuous Improvement

The implementation of the CI Framework is based on principles that acknowledge that improved student outcomes are best approached through an environment of mutual respect and cooperation involving all key stakeholders. Students, teachers, parents, school board and school community council members, school and division level administrators and Department officials all have a critical need for involvement through consultation and collaboration to ensure that improved outcomes are attainable and sustainable. The principles also acknowledge that significant improvement, at both the provincial and local level, requires a long term commitment and appropriate resources to system operations and the teaching-learning environment.

The principles that must guide this process of discovery, renewal and improvement are based on commonly held beliefs and practices that have guided the Pre-K-12 system through many initiatives in the past. We strongly believe that this culture, based on the following principles will serve us well as we move forward in a shared journey of continuous improvement and progress.

These principles are consistent with those outlined in the *Good Practices and Dispute Resolution Report*. This document is available on the Saskatchewan Learning website (see www.sasklearning.gov.sk.ca).

1. **Because we believe in quality and excellence** we are committed to the identification, gathering, analysis and communication of information to enable growth of quality and excellence in our education system.
2. **Because we believe in shared responsibility** we are committed to collaborating in the planning, monitoring and reporting process and sharing responsibility for student learning.
3. **Because we believe in openness and honesty** we are committed to open and transparent practices that honestly portray strengths and weaknesses in the system.
4. **Because we believe in equity and fairness** we are committed to being sensitive and respectful to socio-demographic differences such as culture, gender, economic status and geographic location.
5. **Because we believe in comprehensiveness** we are committed to a holistic and balanced picture of system planning and performance.

6. **Because we believe in informed decision making** we are committed to research-based approaches to guide practice.
7. **Because we believe in authenticity and validity** we are committed to the gathering of qualitative and quantitative data to support decisions to enhance learning.
8. **Because we believe in teacher professionalism** we are committed to recognizing and encouraging self evaluation, reflective practice and innovation as critical components of professional practice and accountability.
9. **Because we believe in appropriate resources and staff development** we are committed to providing appropriate human and material resources and timely staff development to ensure that improvement activities can positively affect student learning.
10. **Because we believe in long-term planning for improved learner outcomes** we are committed to improvement initiatives that are part of long term plans based on system needs to improve student learning.
11. **Because we believe in parental and community engagement** we are committed to supporting the involvement of parents and community as partners in educational decision making.

b. Components of Continuous Improvement

The purposes of the CI Framework are:

1. To support school division and school improvement in system operations and enhanced student learning;
2. To facilitate school division public reporting; and,
3. To assist Saskatchewan Learning in obtaining important information for its strategic planning and public reporting responsibilities.

The CI Framework is designed to bring clarity to the roles and responsibilities of all stakeholders (Appendix C) in improving learner outcomes by assisting:

- Directors, trustees, school community council members and school staffs in establishing, coordinating and monitoring system and school priorities;
- Teachers and school administrators in guiding improvements in instructional practice, staff development and school operations;
- Parents, students and community in better understanding school and division operations and in participating in the improvement process;
- Department officials in providing focused policy direction and support; and,
- All stakeholders in developing stronger partnerships with First Nations and Métis communities.

The CI Framework introduces an annual system-wide planning, monitoring and reporting cycle (Diagram 3) to advance system priorities and learner outcomes. The cycle is designed to support the alignment of provincial, school division and school operations with identified priorities. The cycle will also support relevant, consistent and timely reporting of operational and financial information for school division and government decision-making.

School divisions will produce an annual CI Plan in May of each year that establishes divisional priorities for the ensuing academic year. The plan will be based on the provincial renewal priorities and indicate the strategies that the division will be undertaking to advance the priorities. Each October school divisions will produce a CI Report that describes the extent to which strategies were implemented and identifies learner outcomes.

An important component of the CI Cycle will include the provision of information by school divisions to Saskatchewan Learning. In March of each year, as part of the annual budget package distributed to school divisions, the Department will include an annual information collection template. The template will request information the Department requires in the areas of finance, facilities, governance and programs and services such as First Nations and Métis education, School^{Plus}, core curriculum, career development, etc. (Appendix D). This process will build upon the current data collection undertaken by the Department and assist in its annual strategic planning process.

A bi-annual joint monitoring conference between the Department and the school division will complement the annual planning and reporting process and enable an extensive discussion of the division's improvement plan in relation to provincial policy direction, local application and learner outcomes. The conference will be collaborative and solution-oriented and enable both parties to identify areas for discussion.

Continuous Improvement Cycle	
March:	Annual Department information collection template distributed as part of the Department budget package.
May:	School Division Continuous Improvement Plan published for next school year. (Note: For 2006, plan will be published in October)
August:	School Division annual information submitted to Department.
October:	School Division Continuous Improvement Report published for previous school year.
November:	Bi-annual School Division-Saskatchewan Learning Joint Monitoring conducted. (Note: 2006-all divisions to review the CI Framework cycle; 2007-divisions pre-existing Jan. 1/06; 2008 – divisions amalgamated as of Jan. 1/06)

The CI Framework will continue to evolve through an iterative process of development, reflection and revision. The Guide will reflect these changes and be revised on a regular basis with input from education stakeholders.

c. Implementation Timeline

The initial cycle of CI Framework will be implemented over a three year time period from March 2006 to November 2008. The following dates have been identified to advance the framework, but will remain flexible to respond to stakeholder needs and changing conditions. Diagram 4 provides a visual representation of the timeline.

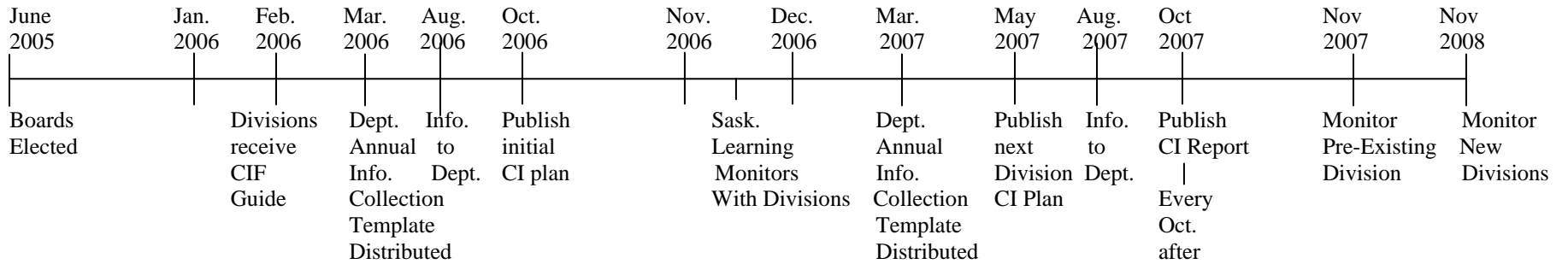
March 2006	Continuous Improvement Framework Guide distributed to directors of education and board chairs. Regional Directors review Guide with all directors of education and board chairs. Saskatchewan Learning personnel provide ongoing support as requested.
Mar-Apr 2006	School divisions utilize Guide in overall strategic planning and 2006 budget preparation.
March 2006	Annual information collection template distributed as part of the budget document.
August 2006	School division annual information provided to Saskatchewan Learning.

October 2006	School divisions publish initial Continuous Improvement Plan for the 2006-07 school year demonstrating alignment between provincial priorities and divisional responses. A copy of the plan is also filed with Saskatchewan Learning. Plans are reviewed and adjusted annually to reflect changing conditions and needs. Future plans will be published in May of each year for implementation in the following school year.
Nov-Dec 2006	School Division - Saskatchewan Learning monitoring process initiated with all school divisions. This initial meeting will focus on the implementation of the Continuous Improvement Framework and clarify the context and expectations for future joint monitoring conferences.
February 2007	Continuous Improvement Process and Guide reviewed with partner organizations to reflect changing conditions and needs (repeated on an annual basis or as required).
March 2007	Annual information collection template distributed as part of the budget document.
May 2007	School divisions publish the next Continuous Improvement Plan for the 2007-08 school year.
August 2007	School division annual information provided to Saskatchewan Learning.
Sept. 2007	School community councils jointly and in cooperation with the principal and staff of the school, establish initial Learning Improvement Plans aligned with the 2007 divisional Continuous Improvement Plan and submit for approval to the board of education. Following approval at the board level, Learning Improvement Plans are communicated to the school community. Plans are to be annually monitored, revised as required and communicated to the school community in September for the current school year.
October 2007	School divisions publish initial Continuous Improvement Report for the 2006-07 school year including the reporting of student divisional results available to date. A copy of the report is also filed with Saskatchewan Learning. Publication of Continuous Improvement Reports continues on annual basis in October.
November 2007	School Division - Saskatchewan Learning monitoring process continues with school divisions pre-existing as of January 1, 2006. Joint monitoring will continue to occur on a bi-annual cycle (2009, 2011, etc.) for these school divisions.
November 2008	School Division - Saskatchewan Learning monitoring process continues with restructured school divisions as of January 1, 2006. Joint monitoring will continue to occur on a bi-annual cycle (2010, 2012, etc.) for these school divisions.

Diagram 4

CI Framework Implementation Timeline

Division Level



School Level



School Community Councils In-Service
 Provided by Saskatchewan School Boards Association

3. Planning, Monitoring and Reporting Guidelines

a. The Continuous Improvement Plan

The public is the primary audience of the annual CI Plan. The CI Plan will also be provided to Saskatchewan Learning on an annual basis. Attention is required to ensure the plan is accessible and appropriate for the public. At the same time, this must be balanced with the need to provide sufficient detail and breadth to properly inform the public about the complexity of the teaching and learning environment and to minimize the likelihood of inappropriate or simplistic conclusions. The public should be expected to approach the information in appropriate and constructive ways, and the system should work to develop these interpretation skills with the public.

In a similar fashion, the annual strategic plan prepared by Saskatchewan Learning is also provided to the public on an annual basis. This process parallels the annual CI Plan that school divisions will provide. Much of the information contained within individual school division plans will be used by Saskatchewan Learning in its annual planning and reporting process. Some additional information may be requested from school divisions to assist the Department to more effectively report on key educational priorities. School divisions may choose to include this information in their CI Plan; however, there will be no requirement to do so.

CI Plans may take a variety of formats (Appendix E) that must include the following:

1. *Context of the School Division:*
Contextual reporting enables school divisions to provide an overview of the context in which the plan is being implemented. This can include elements such as the division's governance structure, mission, vision and goals, boundaries and schools, demographics and the programs and services provided.
2. *Divisional Priorities and Strategies:*
Provincial Pre-K-12 renewal priorities serve as the organizer for this section of this CI Plan. School divisions are to identify strategies to advance all renewal priorities.

Provincial Pre-K-12 Renewal Priorities

- *Higher Literacy and Achievement*
- *Equitable Opportunities*
- *Smooth Transitions*
- *System Accountability and Governance*

Strategies for Higher Literacy & Achievement, Equitable Opportunities, and Smooth Transitions must address the targeted provincial learner outcomes for 2006-08 and include the provincial measures to assess

progress (Table 1). Provincial measures will be provided on a division-specific basis. Divisions may also include local measures for learner outcomes.

System Accountability and Governance priorities will address operational strategies in finance, facilities, transportation, information technology and board and school level governance.

Divisions may identify additional priority areas and corresponding strategies

Table 1 – Targeted Provincial Learner Outcomes and Measures

Targeted Provincial Learner Outcomes 2006-08	Provincial Measures (Available and <i>Under Development</i>)
<ul style="list-style-type: none"> • Improved learner outcomes in reading, writing, math and science 	<ul style="list-style-type: none"> • Assessment for Learning: <ul style="list-style-type: none"> ○ Mathematics and Reading Comprehension ○ <i>Science and Writing (2008)</i> ○ Special Education Assessment for Learning Program
<ul style="list-style-type: none"> • Improved outcomes for First Nations and Métis Students 	<ul style="list-style-type: none"> • First Nations and Métis Student Results: <ul style="list-style-type: none"> ○ Assessment for Learning ○ Provincial Student Tracking System ○ High School Graduation Rates ○ <i>High School Graduates Enrolled in Saskatchewan Post-Secondary Education & Training (pending)</i> ○ <i>High School Graduates Transitioning to Employment (pending)</i>
<ul style="list-style-type: none"> • Improved social skills 	<ul style="list-style-type: none"> • <i>Provincial Social Skills Measures (2008)</i> • Special Education Assessment for Learning Program
<ul style="list-style-type: none"> • Improved student transitions within Pre-K -12 and to post-secondary education and/or employment 	<ul style="list-style-type: none"> • Provincial Student Tracking System • High School Graduation Rates • Special Education Assessment for Learning Program • <i>High School Graduates Enrolled in Saskatchewan Post-Secondary Education & Training (2008)</i> • <i>High School Graduates Transitioning to Employment (pending)</i>

3. *Division Financial Planning:*

The school division will prepare a summary of the financial plan for the school year supporting the CI Plan. It will include:

- a. Description of budgeted revenues and expenditures for current year and actuals from the previous year. This will include the standard expenditure categories of governance & administration, instruction, tuition & other related fees, supplementary services & programs, interest & bank charges. Average operating cost per student will also be reported by expenditure category. Key cost drivers should be identified and their impact on the budget described.*
- b. Explanation for any predicted and/or actual surplus or deficit. If a deficit is projected, an explanation is needed regarding the management of the deficit.*
- c. Board office address and website address where a full set of financial statements, public accounts and detailed information can be accessed.*

4. *Division Facility and Capital Planning:*

The school division will provide a summary of its facility and capital plan including:

- a. budgeted expenditures for plant operation & maintenance and student transportation; and,*
- b. a summary of capital projects, purchases and leases relevant to the plan.*

5. *Educational Programs and Services Information (Optional)*

School divisions may choose to incorporate into their CI Plan the information requested by Saskatchewan Learning for use in its annual strategic planning and reporting process. This will include specific aspects of educational programs and services and more detailed financial and capital information. It will also include feedback regarding educational programs that Saskatchewan Learning has identified as provincial priorities. Examples include School^{PLUS}, core curriculum actualization, career development or First Nations and Métis education initiatives.

b. Monitoring the CI Plan

The CI Framework has both internal and external monitoring provisions. Both processes are guided by the principles for the CI Framework.

Divisional Monitoring (Internal)

The divisional monitoring process requires that school divisions regularly examine strategies to advance priorities and adjust implementation plans dependent on progress. This monitoring is most effective when designed as an ongoing component of implementation.

Internal monitoring will enable school divisions to adjust the implementation schedule and make necessary changes in operations to accommodate the needs of students, personnel and community.

The monitoring process should enable all stakeholder groups to provide input into the progress of the improvement plan. The process should be open and transparent and support meaningful and timely input. School divisions will need to identify appropriate mechanisms to enable students, parents, teachers, administrators, school community council members and board members to participate in the monitoring process.

Department Monitoring (External)

i. Annual Request for Information

Saskatchewan Learning will request annual operational and financial information from school divisions to assist in its annual strategic planning process.

Information requests will be included as part of the annual Department budget package distributed to school divisions. In March of each year information will be requested that the Department requires in the areas of finance, facilities, First Nations and Métis education, School^{Plus}, core curriculum, career development, etc.(Appendix D). Reporting this information to the Department in August of each year will facilitate this process.

ii. Bi-annual Process

Joint-monitoring conferences between the Department and school divisions will occur bi-annually. The joint monitoring process will initially involve school division and Department personnel, but may include other stakeholders groups in subsequent cycles.

Conferences will review the division's improvement plan in relation to provincial and divisional priorities and targeted learner outcomes. School divisions will also identify topics for discussion that they feel will advance the improvement agenda, provincially and locally. Department foundational programs and services (Appendix F) will also be monitored. Saskatchewan Learning will produce joint monitoring guidelines to assist school divisions in preparing for the process. New provincial programming initiatives or those undergoing significant revision may be monitored on an annual basis as required.

c. The Continuous Improvement Report

The division CI Report is based on the CI Plan and enables the division to report on the implementation of strategies, relevant student outcome data and financial accounts.

CI Reports may take a variety of formats (Appendix E) that must include the following:

1. *Context:*

This section will update any changes to the contextual section utilized in the CI Plan. This will include elements such as the division’s governance structure, mission, vision and goals, boundaries and schools, demographics and the Pre-K – 12 programs and services available.

2. *Divisional Accomplishments*

For each priority area identified in the CI Plan, provide a summary of the extent to which strategies were implemented.

School divisions will report on operational priorities in areas including finance, facilities, transportation, information technology, etc.

For priorities focusing on targeted learner outcomes divisions must use available provincial measures. Outcomes are to be reported only at the school division level. Reference must be made to provincial level means (averages)/expectations and a rationale given for current levels of performance. Locally developed measures may be used to supplement provincial measures.*

***Targeted Learner Outcomes – 2006-08:**

- Improved learner outcomes in reading, writing, mathematics and science
- Improved outcomes for First Nations and Métis students
- Improved social skills
- Improved student transitions within Pre-K–12 and to post-secondary education and/or

3. *Division Financial Summary:*

a. *Description of revenues and expenditures for the reporting year compared to the budget and previous year, highlighting investments in divisional priorities and providing explanation for any significant variances from budget projections. This will include the expenditure categories of governance & administration, instruction, tuition & other related fees, supplementary services & programs, interest & bank charges.*

Average operating cost per student will also be reported by expenditure category with an explanation for any significant change from the previous year. Also identify key cost drivers and how they have impacted the actual results.

- b. Explanation for any surplus or deficit. If a deficit occurs, explain the primary reason and how the deficit was managed.*
- c. Board office address and website address where a full set of financial statements, public accounts and detailed information can be accessed.*

4. *Division Facilities and Capital Summary:*

The school division will report on facility and capital developments including expenditures in:

- a. plant operations & maintenance and student transportation; and,*
- b. capital projects, purchases and leases.*

5. *Educational Programs and Services Information (Optional):*

School divisions may choose to incorporate in their public reporting the information collected on an annual basis for Saskatchewan Learning. This information will pertain to programs and services and will vary by year. Examples include finance, facilities, governance, First Nations and Métis education, School^{Plus}, core curriculum, career development, etc.

d. School Level Planning, Monitoring and Communicating Accomplishments

School community councils will collaborate with the principal and school staff in the development of a local Learning Improvement Plan (Appendix E). The Learning Improvement Plan will align with the divisional CI Plan and address divisional priorities while enabling local flexibility. The plan will be submitted for approval at the board level in September of each year as outlined in *Policy Directions for School Community Councils*.

The plan and resulting accomplishments are to be communicated in appropriate ways on an annual basis to the local school community. This may involve a range of approaches including newsletters and sharing information at parent nights or regular council meetings. School community councils do not produce formal Learning Improvement Reports.

It is important for school community councils to involve local stakeholders in developing, monitoring and communicating the Learning Improvement Plan.

Additional information pertaining to the roles and functions of school community councils can be found in *Policy Directions for School Community Councils* on the Saskatchewan Learning website (see www.sasklearning.gov.sk.ca).

APPENDICES

- A. Relationship Among the CIF Core Learner Outcomes and the Goals of Education**
- B. Provincial Renewal Priorities and Key Supports for School Divisions**
- C. Roles and Responsibilities of Educational Stakeholders**
- D. Annual Department Information Collection Template**
- E. Continuous Improvement Working Templates**
 - 1. Division Level -Working Template for Continuous Improvement Plan**
 - 2. School Level - Learning Improvement Plan Working Template**
 - 3. Division Level - Working Template for Continuous Improvement Report**
- F. Monitoring Foundational Programs and Services**

Appendix A

Relationship Among the CIF Core Learner Outcomes and the Goals of Education

Relationship Among the Continuous Improvement Framework Core Learner Outcomes and the Goals of Education

Students attain high levels of achievement in a broad range of studies commensurate with ability.

Goal 1: Basic Skills

Goal 2: Life-Long Learning

Students demonstrate personal and social skills for well being and citizenship.

Goal 3: Understanding and Relating to Others

Goal 6: Membership in Society

Goal 7: Self-Concept Development

Goal 8: Positive Lifestyle

Goal 9: Spiritual Development

Students attain high school completion.

Goal 2: Life-Long Learning

Goal 4: Career and Consumer Decisions

Students make successful transitions to post-secondary education and/or employment

Goal 2: Life-Long Learning

Goal 4: Career and Consumer Decisions

Goal 5: Growing with Change

Appendix B

Provincial Renewal Priorities and Key Supports for School Divisions

Renewal Priorities	Key Supports:
Higher Literacy & Achievement	<ul style="list-style-type: none"> • Core Curriculum Guides: ELA, Math, Science • Curriculum Renewal Inservices • Aboriginal Education Plan • Learning Resource Lists • Learning Technology Consortium • Provincial Software Licensing Agreements • Assessment for Learning • Classroom Curriculum Connections Handbook • Wide World On line staff development pilot Professional Learning Communities Initiative • Public Library System and School Division Partnerships • Policy and Guidelines for School Libraries
Equitable Opportunities	<ul style="list-style-type: none"> • Aboriginal Education Policy • Aboriginal Education Professional Development • IMED/Aboriginal Elders FOG Factor • Community Schools Policy & FOG Factor • Shared Service FOG Factor • School^{PLUS}: Child and Youth Service Areas • Caring and Respectful Schools Handbook • Anti-bullying Model Policy Framework • Partner programming with Canadian Mental Health Association • Objectives for Personal & Social Development CEL • Children’s Services Policy and FOG recognition • Provincially developed on-line courses
Smooth Transitions	<ul style="list-style-type: none"> • Early Learning and Child Care Policy • Career Development Action Plan <ul style="list-style-type: none"> ○ Blueprint for Life and related PD supports ○ Industry Education Council ○ Futures for Kids Pilot • Student Tracking System • Ready for Work • Sask. Youth Apprenticeship Pilot
System Accountability & Governance	<ul style="list-style-type: none"> • School Community Councils • Pre-K-12 Education Management Structure: <ul style="list-style-type: none"> ○ Minister’s Board Chairs Council ○ Minister’s Education Partner Forum ○ Deputy Minister’s Council ○ North/South Regional Meeting ○ Learning Community Roundtable • Continuous Improvement Framework

Appendix C

Roles and Responsibilities of Educational Stakeholders

Each stakeholder in this CI Framework plays a key role and has key responsibilities. The roles and responsibilities outlined in this document apply to Public, Minority Faith, and Francophone schools. Saskatchewan Learning will continue to collaborate with First Nation Educational Authorities on continuous improvement for learner outcomes in federally funded schools; however, this framework will apply only on a voluntary basis.

	Strategic Policy	Financial	Implementation	Evaluation & Monitoring
Department	<ol style="list-style-type: none"> 1. Establish provincial level outcomes for Pre-K-12 students. 2. Establish a broad governance and funding framework for entire pre-K-12 system. 3. Establish policy direction and determine priorities for Pre-K to 12 education using evidence-based decision making process. 4. Establish a continuous improvement framework using a planning, monitoring and reporting cycle that provides direction to school divisions. 5. Establish standards for teacher certification and accreditation and work with provincial universities to ensure pre-service teacher education meets provincial requirements. 6. Establish linkages across the learning sector to enhance learner outcomes. 	<ol style="list-style-type: none"> 1. Implement a funding allocation model that is equitable, transparent and results-oriented. 2. Establish a framework for facilities management and infrastructure renewal. 3. Establish taxation authority for school divisions. 4. Establish financial reporting standards. 5. Be accountable to the public through the legislative assembly for provincial funds allocated to the Pre - K-12 system. 6. Joint provincial/SSBA negotiation of teachers' contract with the STF. 	<ol style="list-style-type: none"> 1. Establish province-wide expectations for the implementation of policy, curriculum, programs and services. 2. Align provincial resources and systems to support implementation, operations and infrastructure. 3. Provide strategic support to school divisions in implementing provincial priorities with regard to governance, policy and programs. 	<ol style="list-style-type: none"> 1. Evaluate performance in relation to outcomes and use results to inform continuous improvement of policy/priorities to achieve required outcomes. 2. Lead systematic program and financial reviews with school divisions. 3. Report publicly on provincial priorities and outcomes. 4. Coordinate participation in provincial/national/international large-scale assessments and act on results. 5. Oversee certification of Grade 12 completion.

	Strategic Policy	Financial	Implementation	Evaluation & Monitoring
School Divisions	<ol style="list-style-type: none"> 1. Establish a divisional strategic plan to achieve provincial and locally-determined learner outcomes that aligns priorities with appropriate supports. 2. Establish research-based policies and approaches to support achievement of strategic plan. 3. Establish a culture of innovation and achievement. 4. Advise the Department on provincial strategic direction and priorities and emerging issues and opportunities. 	<ol style="list-style-type: none"> 1. Establish annual budget to support strategic plan. 2. Negotiate Local Initiatives Negotiating Committee (LINC) agreements. 3. Ensure public financial reporting is in compliance with Public Sector Accounting Board (PSAB) requirements for public sector organizations. 4. Be accountable to the public. 	<ol style="list-style-type: none"> 1. Implement plan to ensure an appropriate level of education for all students and to address provincial priorities and local needs. 2. Deliver learning program and support services. 3. Align human resource plan with strategic direction. 4. Ensure effective instructional practice and strategic professional development opportunities. 5. Develop and ensure effectiveness of School community councils. 	<ol style="list-style-type: none"> 1. Monitor progress towards achievement of priorities and outcomes related to continuous improvement framework. 2. Participate in systematic reviews to monitor progress. 3. Report annually on plan, attainment of priorities and student outcomes to their public and the Minister.

	Strategic Policy	Financial	Implementation	Evaluation & Monitoring
Schools/ School Community Councils	<ol style="list-style-type: none"> 1. Establish a learning improvement plan in cooperation with principal and school staff that aligns with the board’s strategic direction. 2. Provide input into school division’s strategic direction. 3. Establish school policy to address provincial and school division policies. 	<ol style="list-style-type: none"> 1. Manage school budget allocations and expenditures and allocate resources to improve student learning. 	<ol style="list-style-type: none"> 1. Conduct school operations consistent with school division policies to achieve improved learner outcomes. 2. Build instructional leadership to improve student learning. 3. Ensure the teaching and learning environment addresses individual students’ learning needs in order to achieve curriculum objectives. 4. Work with local school community councils to implement the Continuous Improvement Plan. 5. Engage families and community members in school activities and their child’s learning. 	<ol style="list-style-type: none"> 1. Participate in implementation of continuous improvement framework. 2. Monitor the learning improvement plan and take action on results. 3. Monitor student progress and use results to improve outcomes. 4. Use provincial assessment tools to inform teaching and learning and improve student outcomes. 5. Inform students and parents of individual student performance and ways to improve.

	Strategic Policy	Financial	Implementation	Evaluation & Monitoring
Parents/ Families	<ol style="list-style-type: none"> 1. Provide input into the school plan and the board's strategic direction. 2. Participate/support local school initiatives. 3. Provide social, emotional and developmental supports for children. 		<ol style="list-style-type: none"> 1. Support child/youth in their learning program and school activities. 	<ol style="list-style-type: none"> 1. Be aware of child/youth's progress and support them in improving outcomes.
Students	<ol style="list-style-type: none"> 1. Provide input into school plan. 		<ol style="list-style-type: none"> 1. Participate in learning programs and school activities. 2. Communicate with parents about learning and school activities. 3. Contribute to positive school environment. 	<ol style="list-style-type: none"> 1. Participate in the assessment process and use results to improve individual outcomes.

Appendix D

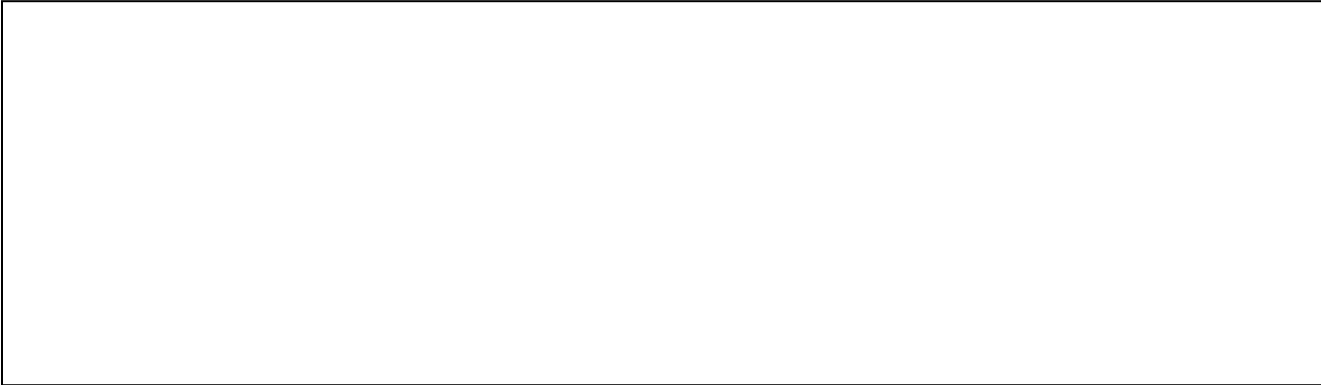
Annual Department Information Collection Template

Saskatchewan Learning is developing a template which will require school divisions to report information annually to assist the Department in advancing renewal priorities. This information will be primarily quantitative and will enable the Department to establish benchmarks in development and to monitor progress over time. Areas of reporting include:

- Finance;
- Facilities and Capital;
- Governance; and,
- Education programs and services such as core curriculum, First Nations and Métis education, career development, and School^{PLUS}.

The template will collect information in the most efficient way possible (scannable format or web application) and will be reviewed annually with school divisions to ensure a functional format.

School and Grade Configurations



Section Two: Division Priorities & Strategies

Priority: Higher Literacy and Achievement

Key Strategies for Improvement

Note: Strategies must address the targeted provincial learner outcomes (See page 15)

Priority: Equitable Opportunities

Key Strategies for Improvement

Note: Strategies must address the targeted provincial learner outcomes (See page 15)

Priority: Smooth Transitions

Key Strategies for Improvement

Note: Strategies must address the targeted provincial learner outcomes (See page 15)

Priority: System Accountability & Governance

Key Strategies for Operational Improvements

- **This includes finance, facilities, transportation, information technology, board and school level governance.**

Priority: Other System Priorities

Key Strategies for Improvement

Section Three: Financial

Revenues & Expenditures

- **Budget**
- **Previous Actuals**
- **Highlight investments that advance priorities**

Explanation for surplus or deficit

Section Four: Divisional Facilities and Capital Plan

- **Summary of facility and capital plan**
- **Include budgeted allocations for plant operations & maintenance, student transportation, capital projects, purchases and leases**

Section Five: Divisional Communication Plan

Communication Plan

Addresses to obtain full financial statements

2. School Level - Learning Improvement Plan Working Template

Section One: Context

School Mission/Vision Statement

School Community Council Structure

Student Demographics

School Programs and Services

Section Two: School Priorities and Strategies

Division Priorities

School Priorities and Strategies

Section Three: Plan to Communicate Accomplishments

Communication Plan

3. Division Level - Working Template for Continuous Improvement Report

Section One: Context

Division Mission, Vision and Goals

Division Mission Statement

Division Vision Statement

Division Goals

Governance Structure

Organizational Overview

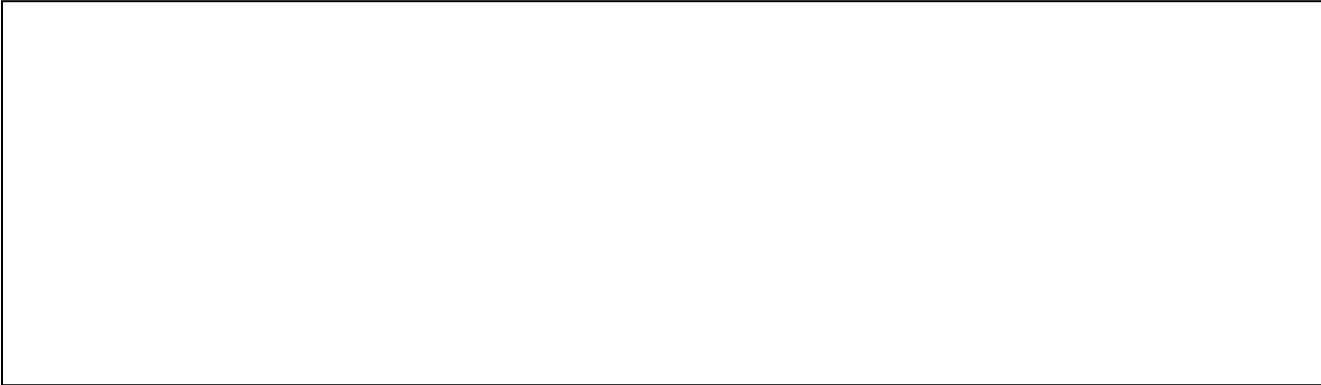
Student Demographics

Enrolment

General Program Overview

Pre-K-12 programs and services

Schools and Grade Configurations



Section Two: Division Accomplishments

Priority: Higher Literacy and Achievement

- **Summary of strategies implemented from CI Plan**
- **Report all targeted learner outcomes using available provincial measures and supplementary local measures**
- **Learner outcomes are to be reported at the division level only**
- **Include comparisons to provincial results and rationale for outcomes**

Priority: Equitable Opportunities

- **Summary of strategies implemented from CI Plan**
- **Report all targeted learner outcomes using available provincial measures and supplementary local measures**
- **Learner outcomes are to be reported at the division level only**
- **Include comparisons to provincial results and rationale for outcomes**

Priority: Smooth Transitions

- **Summary of strategies implemented from CI Plan**
- **Report all targeted learner outcomes using available provincial measures and supplementary local measures**
- **Learner outcomes are to be reported at the division level only**
- **Include comparisons to provincial results and rationale for outcomes**

Priority: System Wide Accountability and Governance

- **Summary of strategies implemented from CI Plan**
- **This includes finance, facilities, transportation, information technology, board and school level governance.**

Priority: Other System Priorities

- **Summary of strategies implemented from CI Plan**

Section Three: Division Financial Summary

Revenue and Expenditures

- **Reporting year compared to budget and previous year**
- **Highlight investments in priorities**
- **Explain variances from budget projections**

Explanation for any Surplus or Deficit

Section Four: Divisional Facilities and Capital Report

- **Report on facility and capital developments**
- **Report on expenditures for plant operations & maintenance, student transportation, and capital projects, purchases and leases.**

Section Five: Board Office Address

Board Office Address & Website for Full Financial Statements

Appendix F

Bi-annual monitoring may include the following Department foundational programs and services:

1. Core Curriculum
 - a. Curriculum Renewal Initiatives
 - b. Time Allocations and Program Offerings
 - c. Professional Practices
 - d. Career Transition Supports
2. Assessment for Learning
 - a. Leadership Team Structures
 - b. School Level Applications
3. School^{PLUS} and Children's Services
 - a. School^{PLUS} Services – local and regional
 - b. Early Learning
 - c. Community Education
 - d. Special Education
4. Aboriginal Education
 - a. Aboriginal Education Plan
 - b. Aboriginal Partnerships
 - c. IMED Projects
5. Technology Enhanced Learning and Administration
 - a. Technology assisted Instruction and Distance Learning
 - b. Community Net and Local Infrastructure
 - c. Student Information Systems
 - d. Financial Management Systems
6. Governance Structures
 - a. School Community Councils and processes
7. Transportation
 - a. Basic Education
 - b. Special Education
8. Facilities
 - a. School operations and maintenance (including emergency planning and response)
 - b. School planning, design and construction (fixed capital assets)
 - c. Unfixed capital asset planning, management and budgeting
9. Funding and System Information
 - a. FOG Factors
 - b. Financial/Operational Planning and Reporting