



Youth Sector 5-YEAR ACTION PLAN

ΕΥΡΩΠΗ



Office of the Deputy Director General



Produced by the Pedagogical Management Team
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May 2012

Action Area	Guaranteed and Viable Curriculum				
Vision	<i>A math and language curriculum that is supervised, paced, aligned for continuity, standards based, and allows for common assessments. This curriculum is also aligned with the QEP and will be used in every class by teachers who have had the necessary training and professional development.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Develop a plan and seek out a consulting group ➤ Sign a contract with McREL ➤ Establish curriculum writing teams for ELA ,FSL, and Cree ➤ Designate a development coordinator-Sept.2010 ➤ Begin the development and writing of the GVC-Oct. 2010 ➤ Documents ready for teachers of 1st cycle-Aug.2011 ➤ Evaluate progress -June 2011 ➤ Negotiate new contract with McREL and reset targets-June 2011 	<ul style="list-style-type: none"> ➤ Training for cycle 1 teacher implementation-Sept.2011 ➤ Review and reinforce subject area writing teams with schedule for working sessions-Sept.2011 ➤ Implement GVC in K & Cycle 1 on a test basis-Oct. 2011 ➤ Develop timelines for completion milestones for next writing phase-Oct 2011 ➤ Review progress of writing teams -Nov. 2011 ➤ Review progress and evaluate implementation of GVC-Dec.2011 and Mar. & June 2012 ➤ Develop a plan for common assessments-Jan-June 2012 ➤ Plan and implement parent information strategies for GVC-Ongoing ➤ Plan teacher training for next phase of implementation-Spring 2012 ➤ Establish PLC data gathering process-June 2012 ➤ Finished GVC documents to relevant teachers as available-Ongoing ➤ Review contract with McREL-Feb.- March 2012 	<ul style="list-style-type: none"> ➤ Distribute GVC documents and Training sessions for teachers-Aug.-Sept. 2012 ➤ Implement GVC based on available documents-Sept.2012 ➤ Parent sessions-Oct.2012 ➤ Set up an oversight committee for review and revision of GVC-Oct.-Nov ➤ Establish cohort baseline data; i.e.: CAT, end of cycle etc.-Oct. 2012 ➤ Assessment tools and procedure complete-Nov.2012 ➤ Instructional services plan to support GVC implementation-Nov.2012 ➤ GVC math and language curriculum completed-Dec. 2012 ➤ Begin development of remaining subject areas to include (science and social studies)-Jan.2013 ➤ Development and support of PLCs related to subject domain and cycles with 3 meetings per year-Oct.-June. ➤ Review contract with McRel-April 2013 ➤ Teacher training plan for next year is complete with dates and timelines-May 2013 	<ul style="list-style-type: none"> ➤ Full implementation of GVC language and math curriculum to begin the school year-Aug.2013 ➤ Implementation of quarterly program assessment in all schools-Nov. Jan. Mar. June. ➤ Local parent information sessions on the GVC and quarterly assessment process-Oct. 2013 ➤ Each school's annual report is to include its student success data and an overview of their implementation of the GVC-June 2014 ➤ Oversight committee reports on implementation issues and solutions.-Nov. Feb. June. ➤ Quarterly assessment data used to make program and GVC upgrade decisions-May 2014 ➤ PLC support sessions continue-Ongoing 	<ul style="list-style-type: none"> ➤ Oversight committee report reviewed by educational services and support needs are determined and put into place-Oct.2014 ➤ Planning committee established to develop the next steps in action plan-Nov. to June 2015 ➤ Collection and analysis of student success data.- Ongoing ➤ Progress Report and Data shared with entire educational community-June & July 2015 	

Action Area	School Leadership Teams				
Vision	<i>School leadership teams that will collaborate and work with the principal and staff to identify concerns, issues, school needs, current programs, research and pedagogy and then take the initiative to promote and support practices that will address student academic success along with social and individual growth.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Success in Sight consultants work with schools to develop focused school leadership teams-Sept.-June ➤ Teams established with monthly meetings and work on areas of concern-April-June ➤ Review with McREL the status of school leadership teams and make recommendations for following year-May 2011 	<ul style="list-style-type: none"> ➤ Meeting with all McREL Success in Sight consultants to determine goals and plan for 2011-2012-Sept. 2011 ➤ Establish a method for teams to collaborate on the implementation of the curriculum-Nov. 2011 ➤ Establish 3 year milestones for the evolution of the leadership teams initiative-Nov. 2011 ➤ PD plan for principals and teachers on how to support and develop teacher leadership-Nov.-Dec. 2011 ➤ Three SIS School Leadership team module workshops from McREL -Ongoing ➤ McREL consultants & CSB meeting to plan process and SLT support-Feb.– March 2012 ➤ School Leadership teams involved in LISP revisions and evaluation-Jan.-June 2012 ➤ Recognition of participation in school leadership teams.-May 2012 ➤ Develop and implement a PD program for principals and staff to support team growth-Sept.- June ➤ Plan and design a principal orientation to the concept of SLTs-June 2012 	<ul style="list-style-type: none"> ➤ New hire principal orientation to concept of school leadership teams-Sept. 2012 ➤ McREL consultants meeting to plan process and SLT support-Sept. 2012 ➤ Develop and train a team to support and sustain SLTs-Nov. to April 2013 ➤ Documentation and policy developed to imbed S LTs into the fabric of schools-Dec.2012 ➤ Recognition of SLT participation-May 2013 ➤ Review with principals of the evolution of SLTs and brainstorm ways to continue their growth-June 2013 	<ul style="list-style-type: none"> ➤ New hire principal orientation to concept of school leadership teams-Sept. 2013 ➤ Recommendations from the SLT committee on ways and means to facilitate continued PD and support for SLTs. Report by-Nov. 2013 ➤ Continue to support principals and teams in their growth towards shared leadership through PD and site specific workshops.-Sept -June 	<ul style="list-style-type: none"> ➤ New hire principal orientation to concept of school leadership teams-Sept. 2014 	

Action Area	Teacher Professional Learning Communities				
<p>Vision</p>	<p><i>Supported by leadership from the principal ,teachers develop a strong culture of collaboration and continual professional learning . Teachers work in small cycle-based learning teams to achieve shared school and classroom goals. Teacher PLC teams have a commitment to continuous improvement and a strong focus on results. In their teams, teachers turn collective inquiry into best practice, are action oriented and continuously seek to improve their teaching practices through data-driven inquiry so as to enhance student learning.</i></p>				
<p>2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	
<ul style="list-style-type: none"> ➤ A 3 day PLC summit held in Ottawa-November 2010 ➤ Resources and videos purchased and distributed to schools-Sept.-June 2011 ➤ Team guides and assessment rubrics for PLCs developed and shared with schools-Sept.-June 2011 ➤ Time(1 hr) for PLCs to meet and discuss issues and plans designated by schools-Ongoing 	<ul style="list-style-type: none"> ➤ Review the situation in the schools regarding the progress towards establishing and supporting teacher professional learning communities.-Sept. 2011 ➤ Ongoing PD and support for principals and teachers on the value of TPLCs in their schools and how this concept can impact on student learning.-Ongoing ➤ Meeting with the IT dept. to develop a plan to set up technologies that will facilitate and encourage communication between schools-November 2011 ➤ At principals meeting review progress of PLCs in schools and brainstorm issues and solutions with principals-Jan. 2012 ➤ Form a committee to set up a TPLC Conference for next fall-Feb. 2012 ➤ Publish 2 newsletters highlighting the work done by some of our TPLCs-March and May 2012 ➤ Place major emphasis for TPLCs focus on instructional and learning priorities.-Sept. to June 	<ul style="list-style-type: none"> ➤ Ongoing PD and support for principals and teachers on the value of TPLCs in their schools and how this concept can impact on student learning.-Ongoing ➤ TPLC conference in Val d’Or with at least one team from each school, speakers and show & tell.-Nov.2012 ➤ Introduce and develop the concept of interschool TPLCs using various technologies to communicate live.-Feb. 2013 ➤ Publish 2 issues of Real Change: 1 issue reporting on the TPLC Conference and 1 issue showcasing various activities and teacher testimonials.-Dec. and March 2013 ➤ Review with principals the progress and growth of TPLCs in their schools.-May 2013 ➤ Regular meetings of the TPLC committee to identify and support best practices for schools.-Sept. to June 	<ul style="list-style-type: none"> ➤ Ongoing PD and support for principals and teachers on the value of TPLCs in their schools and how this concept can impact on student learning.-Ongoing ➤ Publish 2 articles showcasing TPLCs in schools in the Cree School Board.-Nov. and March ➤ Spring conference in Val D’Or with local presentations and speakers from outside the school board.-April 2014 ➤ Ongoing meetings of the TPLC committee to ensure continued evolution of the practice- Sept. 2013 – June 2014 	<ul style="list-style-type: none"> ➤ Ongoing PD and support for principals and teachers on the value of TPLCs in their schools and how this concept can impact on student learning.-Ongoing 	

Action Area	Literacy			
Vision	<i>A common understanding throughout the district of the need and the importance of including of literacy skills in instruction in all subject areas. To have teachers involved in learning teams and professional development that supports and moves forward all students abilities to; read, write, speak and understand in Cree, English, and /or French.</i>			
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<ul style="list-style-type: none"> ➤ Establish a full time literacy team to develop and implement professional development activities to teachers that will be offered in Cree /English /& French-April 2010 ➤ Identify, assess ,& analyze the current literacy curriculum in place in each school in Cree/English &French-June 2010 ➤ Develop a literacy action plan to be implemented for the 2010-11 school year-June 2011 ➤ Offer and provide to teachers professional development and training services in the various aspects and components of teaching and learning for grade level literacy competency. - Sept. 2010– June 2011 	<ul style="list-style-type: none"> ➤ Offer and provide to teachers professional development and training services in the various aspects and components of teaching and learning for grade level literacy competency. Sept. 2011– June 2012 	<ul style="list-style-type: none"> ➤ Offer and provide to teachers professional development and training services in the various aspects and components of teaching and learning for grade level literacy competency. Sept. 2012– June 2013 	<ul style="list-style-type: none"> ➤ Offer and provide to teachers professional development and training services in the various aspects and components of teaching and learning for grade level literacy competency. Sept. 2013– June 2014 	

Action Area	Standards for School Leadership				
Vision	<i>Expectations for principals that are based on clear standards to guide them in their practice as school leaders. These standards will form the basis of a principal support and assessment policy. These standards will guide in, ensuring parent collaboration, promoting the development of competent leaders who focus on strengthening and supporting teaching, sharing leadership and ensuring that all our schools are safe learning environments where students experience academic success.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Research and consultation on principal standards and ways to effectively supervise and support school leadership in order to encourage rigor and continuous growth.-Feb. to June 2011 	<ul style="list-style-type: none"> ➤ Create a working group that includes principals to produce a document clearly outlining standards for school leadership.-Dec.2011 ➤ In collaboration with school principals develop a policy for the assessment and support of school administrators.-Jan. 2012 ➤ Consultation on assessment policy and standards.- Feb. to May 2012 ➤ Policy for board approval-May2012 ➤ Produce assessment and review procedures with documentation and an innovation configuration to be shared with Principals-May 2012 ➤ Circulate a timeline for implementation-June 2012 ➤ Ongoing support for Principals in the form of mentoring and coaching-Sept. to June 	<ul style="list-style-type: none"> ➤ Implement assessment and support process using documents and procedures.-Sept.2012 ➤ Establish individual baselines and expectations for assessment and evaluation of school leaders.-Dec.2012 ➤ Principals identify 2 year individual growth plans related to established baselines and expectations-Dec.2012 ➤ Individual Growth Plans approved-Feb.2013 ➤ Report by principals on IGP activities at final principal's meeting for the year.-June 2013 	<ul style="list-style-type: none"> ➤ Review standards and the assessment and support process.-Sept.2013 ➤ Establish timelines and determine schedule for supervision and support for the school year.- Sept. 2013 ➤ All school principals documented and assessed according to procedures, standards and Individual Growth Plan involvement.-June 2014 	<ul style="list-style-type: none"> ➤ Annual supervision process for all school Principals that includes documentation and assessment according to procedures, standards and PD plans-Ongoing 	

Action Area	CSB Success Performance Standards				
Vision	A set of school board success standards that describe what Cree School Board schools need to know, understand and be able to do. These standards are intended to serve as descriptors of effective, high impact practices for school success and sustained, continuous improvement.				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Produce a working document that states the school success performance standards for the CSB.-June 2011 	<ul style="list-style-type: none"> ➤ Produce a document and complete consultation process to validate school success performance standards.-Jan. 2012 ➤ Principals meet with all staff to review standards and make sure the LISP plans reflect expectations.- May 2012 ➤ CSB School Success Standards are presented to the School Board.-June 2012 	<ul style="list-style-type: none"> ➤ CSB School Success Standards are shared with all school staff. - Sept.2012 ➤ Parents and communities are informed about the Standards.- Oct.2013 ➤ Schools engage in a review process to determine their level of progress toward compliance to the CSB School Success Standards.-June 2013 	<ul style="list-style-type: none"> ➤ Standards are firmly embedded and are referred to in LSIP plans and any other documentation related to the School Board’s educational youth services- 2014 	<ul style="list-style-type: none"> ➤ A review process by a committee at the school board level ensures that the standards are viable and relevant - Jan-May 2015 	

Action Area	Principal Professional Learning Communities				
Vision	<i>All principals and vice-principals will become experts in the PLC process and will lead colleagues in analyzing and acting on data based solutions that focus on results and the implementation of new and innovative practices that will ensure student success.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ PD for Principal and Vice-Principals on professional learning communities-June 2011 	<ul style="list-style-type: none"> ➤ PLCs with expectations on the first Principals meeting agenda.-August 2011 ➤ Consultants engaged to support the development of PLCs among administrators.- Sept.- Oct. 2011 ➤ Set up a series of workshops on Professional Learning Communities for school administrators-Nov. 2011 ➤ Reports by school administrators on their use of data to drive a change in school decisions-May 2012 	<ul style="list-style-type: none"> ➤ Principals share data based issues or topics related to the activities of their PLCs-Sept. 2012 ➤ Continued support for school administration by contract leadership consultants-Ongoing ➤ All school Principals and VPs of the board participating in PLCs-Feb.2013 ➤ Reports, recommendations ,initiatives or projects for the future that have come out of PLC activity-April 2013 	<ul style="list-style-type: none"> ➤ Principals share data based issues or topics to be addressed during the year in PLC sessions-Sept.2013 ➤ Principals and vice-principals PD plans reflect their growth through issues that are addressed in professional learning community groups-Sept. 2013- June 2014 ➤ Review of activities of Principal PLCs and progress made- June 2014 	<ul style="list-style-type: none"> ➤ Principals are recognized, supported ,and encouraged in their activities as expert leaders and learners in Professional Learning Communities- Ongoing 	

Action Area	Teacher Satisfaction				
Vision	<i>The Cree School Board is seen by its teaching professionals as an organization that values their efforts, cares about their well being and supports them to do their best to provide services to ensure that all students have a quality education.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
	<ul style="list-style-type: none"> ➤ Establish a working group composed of HR, teacher union reps and educational services to assess the present situation and make recommendations - Nov. 2011 ➤ Develop and administer a survey to all teaching staff aimed at getting feedback on issues related to teacher satisfaction-Jan. 2012 ➤ Develop an action plan that will follow up on the recommendations of the working group for teacher satisfaction-June 2012 	<ul style="list-style-type: none"> ➤ Implement a plan to support an improvement in teacher satisfaction-Sept. 2012— June 2013 ➤ -Administer a follow up teacher satisfaction survey and review the results-May 2013 	<ul style="list-style-type: none"> ➤ Review the plan to support teacher satisfaction-Sept. 2013 	<ul style="list-style-type: none"> ➤ Report on the effects of the measures taken and the survey results of the teacher satisfaction surveys-October 2014 	

Action Area	Substitute Teacher Training Program				
Vision	<p>The vision is to have a paid, ongoing, training program in each community to certify substitute teachers. This will ensure that, when required, students in every school will have the advantage of school board certified substitute teachers.</p>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Identify the need for a consistent substitute teacher training program and begin to examine the scope of such a program.- June 2010 	<ul style="list-style-type: none"> ➤ Establish a working group from Human Resources and Educational Services to develop a training program for potential substitute teachers.-Oct.2011 ➤ Training program developed and ready for implementation.-Jan.2012 ➤ A policy, procedures ,role and responsibilities document prepared for schools-Feb. 2012 ➤ All schools schedule training workshops and designate participants.-March. 2012 ➤ Workshops completed for all schools-May 2012 ➤ Successful candidates certified to be substitute teachers in Cree School Board schools-June 2012 	<ul style="list-style-type: none"> ➤ A streamlined payroll setup to ensure substitute teachers are paid within 5 working days-Oct.2012 ➤ Substitute training workshop in each school community as required.-Sept. & Oct. 2012 ➤ Review of the substitute teacher issue by HR & Ed. Services working group-Nov. 2012 ➤ Support to schools to develop banks of lesson plans, discipline procedures and protocols for use by substitute teachers.-Nov.2012 ➤ Periodic meetings with substitute teachers as a group in the school-Ongoing 	<ul style="list-style-type: none"> ➤ Substitute teacher training workshop given by school staff in each school community, (as required).-Sept. & Oct.2013 	<ul style="list-style-type: none"> ➤ Substitute teacher training workshop given by school staff In each school community, (as required).-Sept. & Oct.2014 (this becomes an annual program) ➤ Schools are using only certified substitute teachers-Sept.2014—June 2015 	

Action Area	Instructional Framework Standards				
Vision	<i>School Board approved standards for instruction are in place and are being monitored by both teachers and principals. Expectations for best teaching practices are being reflected in the classrooms of the Cree School Board.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ The need for instructional standards and consistency in instructional practices are put forth during the School Board's community tours-March- June 2011 	<ul style="list-style-type: none"> ➤ Research to be carried out on Instructional standards that will apply to the reality and culture of the Cree School Board- Sept. 2011- Dec. 2011 ➤ A working document developed by teachers, consultants and administrators stating instructional standards for the CSB will be circulated for consultation and feedback-Jan.-Feb. 2012 ➤ A final document on Instructional Standards will be prepared and presented to the School Board-April 2012 ➤ Document shared with all instructional staff- June 2012 	<ul style="list-style-type: none"> ➤ All orientation sessions for teachers will include a review of the Instructional Standards of the CSB.-Sept 2012 ➤ School level PD will ensure that there is a common understanding of Instructional Standards and that there will be accountability for consistency-Oct.2012 ➤ A process and rubric for supervision of instruction along with a protocol is available for Principals-Jan. 2013 ➤ Assessment and supervision policy with procedures is developed and approved-February 2013 ➤ PD for Principals on the supervision of instruction is completed- June 2013 	<ul style="list-style-type: none"> ➤ A minimum of 30% of the teachers in any given school will be documented on instructional practices and adherence to instructional standards- Sept. 2013-June 2014 ➤ Principals are documenting their classroom visits and individual teacher instructional review meetings. Summaries can be shared with the competent authority upon request- Sept. 2013-June 2014 ➤ Annual summary reports on instructional supervision are received from each principal and are reviewed to ensure compliance-June 2014 	<ul style="list-style-type: none"> ➤ Instructional standards are reviewed by a board committee-Sept.- Dec. 2014 	

Action Area	Student Engagement				
Vision	<i>Students come to school with a desire to learn that has been cultivated by the school staff and high quality instruction that has been adjusted to the students' ability. Students are experiencing academic success and positive relationships with teachers and staff. School is a safe place where expectations are clearly defined and reinforced by all staff in a consistent and caring manner.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Student engagement is identified during the school board tours as a major issue affecting student success- March to June 2011 	<ul style="list-style-type: none"> ➤ Establish a working committee to research best practices, implement relevant surveys ,analyze available data and make recommendations as to the next appropriate steps-June 2012 	<ul style="list-style-type: none"> ➤ A school board supported regional plan for student engagement is developed- August - September 2012 ➤ Schools develop and implement student engagement plans in alignment with the CSB's regional plan.-November 2012 ➤ Schools administer a student survey at the end of the year to gauge student engagement and make appropriate adjustments- May 2012 	<ul style="list-style-type: none"> ➤ Student success , attendance and discipline incidences and survey results are reviewed to determine priorities for coming year-August-September 2013 ➤ Student survey is administered- May 2013 ➤ Recognition of student engagement at year end assemblies and in newsletters to families-June 2014 	<ul style="list-style-type: none"> ➤ Student success , attendance and discipline incidences and survey results are reviewed to determine priorities for coming year-August-September 2014 ➤ Student survey is administered-May 2013 ➤ Recognition of student engagement at year end assemblies and in newsletters to families-June 2015 	


Action Area	Family Engagement				
Vision	<i>Parents and family become partners and take ownership the academic success of their children by encouraging school attendance, attending school and teacher meetings and helping where possible with homework and projects. School success is a family goal.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ The importance of the family and the need for greater involvement is identified in all communities during the school board tours-March –June 2011 	<ul style="list-style-type: none"> ➤ Establish a working committee to research best practices, implement relevant surveys, analyze available data and make recommendations as to the next appropriate steps-June 2012 	<ul style="list-style-type: none"> ➤ A school board supported regional plan for family engagement is developed-August - September 2012 ➤ Schools develop and implement family engagement plans in alignment with the CSB’s regional plan.-November 2012 ➤ Schools administer a monitoring survey at the end of the year to all stakeholders in order to gauge family engagement and satisfaction-May 2013 	<ul style="list-style-type: none"> ➤ Family engagement plan is reviewed and expectations and priorities established for the coming year-Sept. 2013 ➤ CSB support as required for parent training programs-Sept.- June 2014 ➤ Schools administer a monitoring ➤ Survey at the end of the year to all stakeholders in order to gauge family engagement and satisfaction- May 2014 ➤ Regular newsletters invite parents to the school- Ongoing 	<ul style="list-style-type: none"> ➤ Family engagement plan is reviewed and expectations and priorities established for the coming year-Sept. 2014 ➤ Continued CSB support as required for parent training programs-Sept.- June 2015 ➤ Schools administer a monitoring survey at the end of the year to all stakeholders in order to gauge family engagement and satisfaction-May 2015 ➤ Regular newsletters invite parents to the school- Ongoing 	

Action Area	Strategic Planning Cycle				
Vision	<i>Each year there is a review of the CSB' Youth Action Plan and engages in a process to analyze data related to each action area in order to adjust expectations based on the realities of the successes and challenges being faced in this new transformation journey. This ongoing review cycle demonstrates the Youth's Sectors commitment to continuous growth and reflection by all educational partners</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ The need for a plan to clearly put forward the actions to be taken and the timelines to be followed was put fort during the School Board tours.-March-June 2011 	<ul style="list-style-type: none"> ➤ A strategic youth action plan draft will be developed and shared.- Sept. 2011 ➤ A recommendation for a Youth Action Planning Cycle is adopted -Dec. 2011 ➤ The executive summary of progress made on actions stated in the YAP is reviewed and reported to the school board as an information item-Feb. 2012 ➤ The YAP is reviewed and revised based on new realities, experiences and successes-May 2011 	<ul style="list-style-type: none"> ➤ Youth Action Plan is followed monitored and reviewed on a regular basis ➤ The executive summary of progress made on actions stated in the YAP is reviewed and reported to the school board as an information item-Feb. 2013 	<ul style="list-style-type: none"> ➤ Youth Action Plan is followed monitored and reviewed on a regular basis ➤ The executive summary of progress made on actions stated in the YAP is reviewed and reported to the school board as an information item-Feb.2014 	<ul style="list-style-type: none"> ➤ Youth Action Plan is followed monitored and reviewed on a regular basis ➤ The executive summary of progress made on actions stated in the YAP is reviewed and reported to the school board as an information item-Feb.2015 	

Action Area	Teach for Eeyou Istchee				
Vision	<i>The vision is to have a collaboration with the MELS that facilitates a teacher qualification and certification program on the Cree Territory that supports quality instruction in the Schools of the Cree School Board. There would be a pool of expertise that would greatly decrease the CSB's dependence on resources of the territory. Graduates would have both a moral and legal commitment to remain on the territory to teach and contribute for a determinate period of time in order to be licensed.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ A minimum qualification level of a first cycle university degree is established as the basic criteria to be involved in this Program-June 2011 	<ul style="list-style-type: none"> ➤ Meet with the MELS to explore the feasibility of establishing a teacher qualification and certification program to be given on the Cree Territory - Feb. March 2012 ➤ Follow up on the results of the MELS meeting-June 2012 	<ul style="list-style-type: none"> ➤ Recruit candidates for the Eeyou Istchee program-March April 2013 	<ul style="list-style-type: none"> ➤ Implement the Teach for Eeyou Istchee program on the territory-Sept 2013 		

Action Area	Data Management and Accountability System				
Vision	<i>There is a supported process in place to gather, organize, analyze, and share data which can then be used to understand the realities of the youth sector. This data is used as schools report on progress and is a vital component in the schools data driven decision making process toward continuous school improvement.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ CAT tests and MELS exams are administered to students at designated levels throughout the school district-April– June 2011 	<ul style="list-style-type: none"> ➤ Establish a committee to investigate and select the types of data that require gathering and file a report with recommendations -January 2012 ➤ Action completed on the recommendations from the committee with systems in place for implementation-June 2012 	<ul style="list-style-type: none"> ➤ Provide training for support staff and administrators on any new systems being implemented in the data management and statistical analysis area-August-September 2012 ➤ Begin the implementation of the recommendations of the committee-September 2012 ➤ Review practices and ensure that all schools and departments are capable to provide and use data in their decision making processes-December 2012 ➤ Review with school leaders how they are using data in the decision making process in their school-February-March 2013 	<ul style="list-style-type: none"> ➤ Publish an analysis of student progress to the community for the 2011-12 school year - November 2013 	<ul style="list-style-type: none"> ➤ Publish an analysis of student progress to the community for the 2012-13 school year - November 2014 	

Action Area	Distance Education and Online Learning			
Vision	<i>Students are able to access and follow online courses and homework and tutorial sessions through a digital network that is effective and timely</i>			
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<ul style="list-style-type: none"> ➤ Identification of the need for students to be able to access courses and support through the internet- 2011 	<ul style="list-style-type: none"> ➤ Establish a working group to determine the needs for distant education and online learning as well as make recommendations regarding the capacity and system capabilities to adequately deliver such a service- November 2011 ➤ Act on recommendations of the working group and set goals for a trial program in the new year- December 2011 ➤ Implement a trial program using online learning and distance education resources- Jan. 2012 ➤ Review and evaluate the trial program and plan for the coming school year-April 2012 			

Action Area	Cree Education System Reform (Director General)					
<p>Vision</p>	<p><i>A truly authentic Cree educational system that goes far beyond what was expected of Cree language and academics in the past. Secondary programming where students will learn how to function and flourish in Cree society and in the larger Quebec and Canadian society. New secondary courses taught in Cree where students will develop the capacity to converse, discuss, and debate as mature and competent Cree speakers. The kinds of courses being considered will bring Cree society, Cree language, Cree history, Cree values and Cree knowledge into the secondary classrooms in ways that inspire students to love learning and become fully engaged in their own learning journey.</i></p>					
<p>2012</p>					<p>2015</p>	
<ul style="list-style-type: none"> ➤ Re-design Elementary Cree Language Curriculum ➤ Form a team to re-design Secondary Cree Language Curriculum 	<ul style="list-style-type: none"> ➤ Implement new elementary Cree Language Curriculum ➤ Work on Secondary Cree Language Curriculum ➤ Development of formative and summative assessments for Elementary Cree Language ➤ Establish an Advisory Council on Cree Education with the mandate of advising the Director General on matters relating to the development of a Cree Educational system respecting the history, traditions, culture, values, identity, language, knowledge and government of the Cree people ➤ Advisory Council tours communities to get input on Cree Culture & Identity then reports their findings to the Director General 	<ul style="list-style-type: none"> ➤ Work on Secondary Cree Language Curriculum ➤ Assessment of Cree Culture camp facilities in each community ➤ Advisory Council recommends strategy for teaching Cree Culture & Identity at each grade level in the schools ➤ Identify culture and identity competency standards that specify what students should know, understand, and be able to do by the end of each cycle of school based on recommendations from the Advisory Council 	<ul style="list-style-type: none"> ➤ Implement Secondary Cree Language Curriculum ➤ Development of formative and summative assessments for Secondary Cree Language ➤ Advisory Council recommends existing and new subjects to be taught in Cree at the Secondary levels ➤ Development of an Elementary Cree Culture & Identity program with clear learning expectations based on recommendations from the Advisory Council ➤ Cree Culture Camp improvements to meet curriculum standards (may include new constructions) 	<ul style="list-style-type: none"> ➤ Development of a Secondary Cree Culture & Identity program based on recommendations from the Advisory Council ➤ Education Services begins work on curriculum for subjects to be taught in Cree based on recommendations of Advisory Committee ➤ Planning for integration of student-elder interaction within the entire school curriculum 		

FIRST DRAFT

Action Area	Special Education Services				
Vision	<p><i>A collaborative support system for schools that enables them to meet the special needs of all students. This process involves identifying needs and recommending intervention measures with the participation of the Principal, department heads, resource teachers, parents, consultants, and community support agencies. Qualifying students will have a current, functioning Individual Educational Plan. (IEP)</i></p>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
<ul style="list-style-type: none"> ➤ Hire and develop a multi-disciplinary team with competencies and capabilities in special education 	<ul style="list-style-type: none"> ➤ Identify and analyze the issues schools face in their efforts to provide quality services for students identified with special needs ➤ Complete a review and analysis of the strengths, challenges, and capacity of special education services to meet the identified needs of CSB schools and students ➤ Develop a long term professional development plan that will enhance the ability of school and board personal to provide coordinated and quality services to students and parents ➤ Initiate a review and consultation process for the CSB Special Education Policy 	<ul style="list-style-type: none"> ➤ Develop a draft CSB and CHB protocol for consultation and implementation ➤ Develop a supervision and support plan on the role, responsibilities, training, and supervision of the special education educators ➤ Develop an IEP monitoring process for students with modified and adapted programs ➤ Initiate with instructional services, tier 1 RTI-EL training for resource teachers 	<ul style="list-style-type: none"> ➤ Establish PLCs with Dept. Heads and resource teachers ➤ Develop resource teacher competency in assessing and monitoring identified English learning students ➤ Monitor and review SES objectives and actions 		

Action Area	After School Programs and Activities				
Vision	<i>All students will have access to after-school and extracurricular activities and programs that include academic and remedial assistance, sports, special interest clubs and arts and cultural programs supported by the school and where possible, in collaboration with community organizations.</i>				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
	<ul style="list-style-type: none"> ➤ Undertake a research and analysis of the after-school programs and activities that are presently being offered and how these initiatives are being supported ➤ Using focus groups and surveys, determine local interests and potential levels of involvement ➤ Submit a report to the Deputy Director General and share with schools outlining various paths and implementation strategies for after-school programs throughout the Cree territory. 				