

# Northwest School Division Level 2 Action Plan 2023-2024



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**Team Members:** Division Staff

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## Current Situation

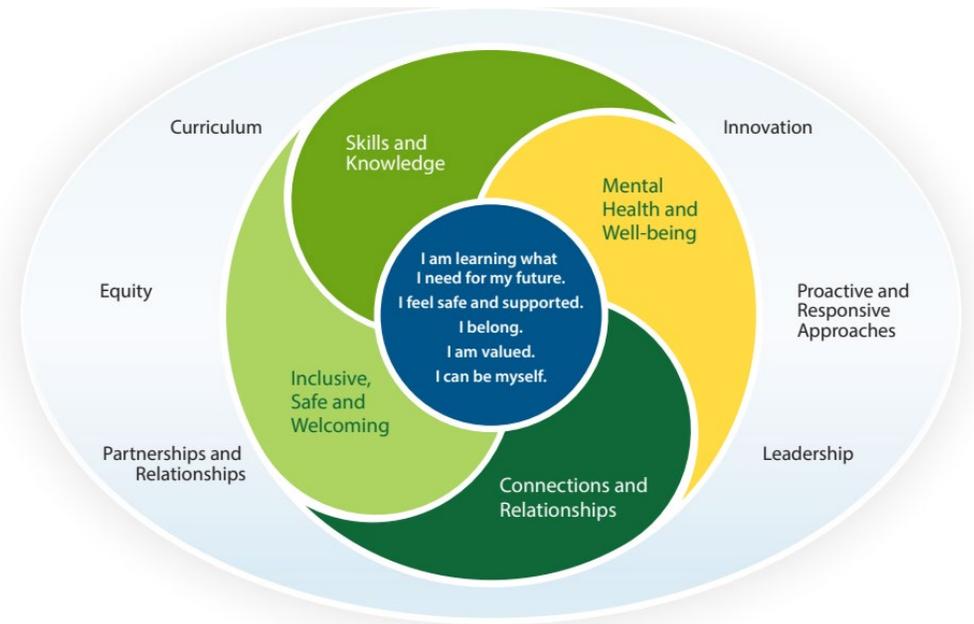
**2023-2024 is the first year of the new [Provincial Education Plan](#).** The plan incorporates new elements for the education sector as well as enduring strategies from previous plans that have successfully improved student outcomes.

### The goals for students are:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

### The four priority actions are framed around the goals. All four actions are of equal importance:

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction
- Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.
- Enrich and enhance mental health and well-being capacity in students.
- Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework*.



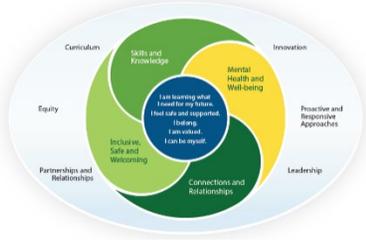
# Division Level Action Plan: Supporting Student Learning and Assessment

	<p><b>Priority Action:</b>          Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.</p>	<p><b>Which PEP Areas of Focus does this action plan support?</b></p> <ul style="list-style-type: none"> <li>○ Skills and Knowledge</li> </ul>		
<p><b>Enduring Strategies</b>          What are the practices that will continue in support of this priority action?</p>		<p><b>Progress Monitoring</b>          What tools will help measure progress?</p>		
<ol style="list-style-type: none"> <li>1. Collect and submit grades 1-3 reading data to the Ministry of Education in June 2024</li> <li>2. Offer Balanced Math Pilot</li> <li>3. Offer Literacy Pilot</li> <li>4. Implement Learning Checks with a focus on Responsive Instruction</li> <li>5. Implement individualized reading support plans for students below who are below reading level, which includes: assessment, targeted intervention, and progress monitoring</li> <li>6. Utilize Ministry developed modules for Assessment-Supporting Sask Students</li> <li>7. Provide Mentorship for new teachers</li> <li>8. Utilize Learning Coaches to support and enhance responsive instruction</li> </ol>		<ul style="list-style-type: none"> <li>• Early Years: EYE-TA and EYE-DA</li> <li>• Reading: Fountas and Pinnell</li> <li>• Math: Math Screens</li> <li>• OurSCHOOL Perceptual Surveys</li> </ul> <p>*New provincial assessments will be implemented as they are developed and released by the Ministry of Education</p> <p><u>Other Measures</u></p> <ul style="list-style-type: none"> <li>• Credit Attainment</li> <li>• Graduation Rates</li> </ul>		
<p><b>Milestones</b>          What milestones are required to complete the outcome?</p>	<p><b>Steps/ Deliverables</b>          What key actions will you take to achieve the priority outcome?</p>	<p><b>Timeframe</b>          For starting and Completing the Action</p>	<p><b>Lead(s)</b>          Who is responsible for the action?</p>	<p><b>Resources Required Human and Financial</b></p>
<p>1. Implement the Provincial Assessment Plan</p>	<p>1.1 Communicate information and share materials as they become available.</p>	<p>Aug 2023-June 2024</p>	<p>Ministry of Education Superintendents of Learning; School Administrators</p>	<p>Ministry Documents/Work <a href="#">Appendix A Teaching and Learning.docx</a></p>
<p>2. Identify and support responsive teaching strategies:</p>	<p>2.1 Update the NWSD teacher supervision document to reflect current practices in assessment and responsive instruction.</p>	<p>Aug 2023-June 2024</p>	<p>Superintendents of Learning; School Administrators</p>	<p><a href="#">Supporting Student Assessment in Saskatchewan</a></p>

<ul style="list-style-type: none"> <li>• Research effective strategies; and,</li> <li>• Develop/recommend resources and professional learning.</li> </ul>				
	2.2 Update current <a href="#">NWSD assessment document</a> to align with “ <a href="#">Supporting Student Assessment in Saskatchewan</a> ”	Aug 2023-Dec 2023	Superintendents of Learning; Learning and Assessment Consultant	<a href="#">AP360</a>  <a href="#">Supporting Student Assessment in Saskatchewan</a>
	2.3 Pilot Balanced Math for final year-aligned with responsive teaching and assessment strategies (Full implementation to begin 2024)	Aug 2023-June 2024	Superintendents of Learning; Learning Coaches; Pilot Teachers	<a href="#">NWSD Math Hub</a>
	2.4 Pilot Literacy Project-aligned with responsive teaching and assessment strategies	Aug 2023-June 2024	Superintendents of Learning; Learning Coaches; Literacy Team; Pilot Teachers	<a href="#">NWSD Literacy Hub</a>
	2.5 Explore Professional Learning Communities with a Working Group	Aug 2023-June 2024	Superintendents of Learning	
	2.6 Implement instructional leadership practices that strengthen responsive instruction and assessment. (ie. Establishing goals and expectations, resourcing strategically, ensuring quality teaching, leading teacher learning and development, ensuring an orderly and safe environment)	June 2023-June 2024	School Administrators	<a href="#">NWSD Responsive Instruction Look Fors</a>  Continued Instructional Leadership PD
	2.7 Develop and implement instructional goals based on teaching strategies listed in the <a href="#">NWSD Responsive Instruction Look Fors</a> document and “ <a href="#">Supporting Student Assessment in Saskatchewan</a> ” Modules	June 2023-June 2024	School Administrators; Teachers	<a href="#">NWSD Responsive Instruction Look Fors</a>  <a href="#">Supporting Student Assessment in Saskatchewan</a>  <a href="#">Responsive Instruction Modules</a>

	2.8 Pilot schools will implement open gradebook to support timely reporting and communication with stakeholders (Edsby).	Aug 2023-Ongoing	Pilot School Administrators and Teachers	EDSBY Professional Learning
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# Division Level Action Plan: Inspiring Success



**Priority Action:**  
 Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework](#)

- Which PEP Areas of Focus does this action plan support?**
- Skills and Knowledge
  - Mental Health and Well-Being
  - Connections and Relationships
  - Inclusive, Safe and Welcoming

## Enduring Strategies

What are the practices that will continue in support of this priority action?

1. Continue to build background knowledge and application of *Inspiring Success*
2. Continue to provide 4 Seasons of Reconciliation professional learning modules
3. Continue to utilize the expertise of the Indigenous Learning Coach
4. Continue to identify and provide professional learning for Lead Learners in each school
5. Continue to utilize Truth and Reconciliation kits
6. Cultural Camp
7. FTV in 7 schools
8. Offer the Northern Lifestyles course (virtual)
9. [Indigenous Education Responsibility Framework](#)
10. Continue to offer Indigenous Languages-Michif Kindergarten
11. Providing support to teachers and administrators in continued work with Elders and Knowledge Keepers

## Progress Monitoring

What tools will help measure progress?

- OurSCHOOL Perceptual Surveys
- [Indigenous Education Responsibility Framework](#)
- Culturally Responsive Teacher Survey (adapted from p. 126 of Supporting Student Assessment in Saskatchewan)

### Other Measures

- 3-year graduation rates, disaggregated for Indigenous, non-Indigenous and all students;
- 5-year graduation rates disaggregated for Indigenous, non-Indigenous and all students

Milestones What milestones are required to complete the outcome?	Steps/ Deliverables Key actions taken to achieve the priority outcome	Timeframe For starting and Completing the Action	Lead(s) Who is responsible for the action?	Resources Required Human and Financial
1. Assess and ensure that the policy goals of <a href="#"><u>Inspiring Success</u></a> are being implemented:	1.1 Analyze the 2022-2023 IERF data to inform decision making and planning.	August 2023 – June 2024	Superintendents of Learning; Indigenous Learning Coach; School Administrators; Teachers	<a href="#"><u>Indigenous Education Responsibility Framework (IERF)</u></a>

<p><b>Policy goals of Inspiring Success:</b></p> <p>1. First Nations and Métis languages and cultures are valued and supported.</p> <p>2. Equitable opportunities and outcomes for First Nations and Métis learners.</p> <p>3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples' authentic assessment measures that foster improved educational opportunities and outcomes.</p> <p>4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.</p> <p>5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.</p>	<p>1.2 Continue to use the <a href="#">Indigenous Education Responsibility Framework (IERF)</a> to determine measures to track progress on the goals of <a href="#">Inspiring Success</a> and assess local actions.</p>	<p>August 2023 - Ongoing</p>	<p>Superintendents of Learning; Indigenous Learning Coach; School Administrators</p>	<p><a href="#">Indigenous Education Responsibility Framework (IERF)</a></p>
	<p>1.3 Provide continuous professional development for teachers and administrators in response to identified areas of improvement based on the IERF: Cultural Camp, FNMI Lead Learners.</p>	<p>August 2023-June 2023</p>	<p>Superintendents of Learning; Indigenous Learning Coach</p>	
	<p>1.4 Schools involved with Following Their Voices initiatives will implement Lilac plans.</p>	<p>Ongoing</p>	<p>FTV School Administrators; FTV Leads; Teachers</p>	<p>FTV Resources Elders/Knowledge Keepers</p>
	<p>1.5 Schools will utilize expertise of Indigenous Learning Coach to promote and enhance goals of <a href="#">Inspiring Success</a>.</p>	<p>Ongoing</p>	<p>Indigenous Learning Coach; School Administrators</p>	
	<p>1.6 Continue to infuse Treaty Outcomes and Indigenous ways of knowing in learning.</p>	<p>Ongoing</p>	<p>School Administrators; Teachers</p>	<p>Elders/Knowledge Keepers  Indigenous Learning Coach  Reconciliation kits</p>
	<p>1.7 Utilize Indigenous Cultural Teacher in partnership with Flying Dust as per ISSI Grant (Meadow Lake Schools).</p>	<p>August 2023- June 2024</p>	<p>Superintendents of Learning; Indigenous Learning Coach</p>	<p>Invitational Shared Services Initiative (ISSI) Grant</p>
	<p>1.8 Expand Michif Language Early Learning program</p>	<p>August 2023- June 2024</p>	<p>Lakeview School</p>	<p>Michif Grant from Métis Nation</p>

	<p>1.9 Develop and implement instructional goals including culturally affirming assessment practices and culturally responsive pedagogies from <a href="#">Module 3: Using Culturally Inclusive and Affirming Assessment Practices</a> (pp. 95-133)</p>	<p>August 2023-June 2024</p>	<p>School Administrators; Teachers</p>	<p><a href="#">Module 3: Using Culturally Inclusive and Affirming Assessment Practices</a> (pp. 95-133)</p> <p>NWSD Land-based Learning/Cultural Events funding grant</p>
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## Division Level Action Plan: **Mental Health and Well-Being**

	<p><b>Priority Action:</b> Enrich and enhance mental health and well-being capacity in students.</p>	<p><b>Which PEP Areas of Focus does this action plan support?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Mental Health and Well-Being</li> <li><input type="radio"/> Connections and Relationships</li> <li><input type="radio"/> Inclusive, Safe and Welcoming</li> </ul>		
<b>Enduring Strategies</b>		<b>Progress Monitoring</b>		
What are the practices that will continue in support of this priority action?		What tools will help measure progress?		
<ol style="list-style-type: none"> <li>1. Counselling Supports</li> <li>2. Mental Health First Aid</li> <li>3. Mental Health Plans</li> <li>4. SafeTALK</li> <li>5. ASIST</li> <li>6. VTRA</li> <li>7. Live Well</li> </ol>		<ul style="list-style-type: none"> <li>• OurSCHOOL Perceptual Surveys</li> <li>• Early Years (EYE) data</li> </ul> <p>*New provincial assessments will be implemented as they are developed and released by the Ministry of Education</p>		
<b>Milestones</b>	<b>Steps/ Deliverables</b>	<b>Timeframe</b>	<b>Lead(s)</b>	<b>Resources Required</b>
What milestones are required to complete the outcome?	Key actions taken to achieve the priority outcome	For starting and Completing the Action	Who is responsible for the action?	Human and Financial
<ol style="list-style-type: none"> <li>1. Create shared understanding for students, families, parents, teachers, administrators, and others by:                             <ul style="list-style-type: none"> <li>• developing common definitions of key terms and concepts; and,</li> <li>• providing professional development to teachers and administrators.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1.1 Develop common mental health terminology and identify key concepts and processes. This includes:                             <ul style="list-style-type: none"> <li>• connecting with partners</li> <li>• identifying stakeholders</li> <li>• continuing with NWSD mental health and well-being team to attend provincial PD opportunities and provide guidance on the implementation of mental health supports in schools</li> <li>• Utilizing social media</li> </ul> </li> </ol>	Sept. 2023-Jan 2024	Ministry of Education Deputy Director School Administrators	

	<p><b>1.2</b> Share and review the summary of common social and emotional learning resources and exemplars provided by the Ministry.</p>	Sept. 2023-June 2024	Ministry of Education Deputy Director Student Services School Administrators	
	<p><b>1.3</b> Create a shared space for resources, professional development opportunities and collaboration regarding mental health and well-being.</p> <ul style="list-style-type: none"> <li>• Share exemplars developed by the Ministry for professional development and classroom actualization of curricular outcomes regarding mental health and well-being.</li> <li>• Continue to add and edit Community Resources document and to share with schools</li> <li>• Continue to utilize Not Myself Today for staff</li> </ul>	ASAP-Sept. 2023	Deputy Director Student Services School Administrators	
	<p><b>1.4</b> Share effective, promising practices and research:</p> <ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Monthly newsletters</li> <li>• Mental health and well-being symposium.</li> <li>• Ministry of Education resources</li> <li>• Bi-Weekly bulletins</li> <li>• Monday e-newsletters</li> </ul>	Sept. 2023-June 2024	Deputy Director Student Services School Administrators	
<p><b>2.</b> Explore an inter-agency mechanism, locally and</p>	<p><b>2.1</b> Share our mental health and well-being priority action plan:</p> <ul style="list-style-type: none"> <li>• Key local partners</li> </ul>	June Early July 2023	Deputy Director Student Services School Administrators	

provincially to support access to mental health supports for our school system.	<ul style="list-style-type: none"> <li>NWSD website</li> <li>Blackboard</li> </ul>			
	<b>2.2</b> Continue to train staff members in VTRA through collaboration with the Centre for Trauma Informed Practices (CTIP).	Sept. 2023-Ongoing	Deputy Director Student Services School Administrators Teachers	
	<b>2.3</b> Partner with other agencies to offer MHFA training.	Sept, 2023- Ongoing	Deputy Director Student Services School Administrators Teachers	
	<b>2.4</b> Apply for the Mental Health grant to support targeted actions for our school division	Sept 2023	Deputy Director Student Services School Administrators	
<b>3.</b> Identify and extend high-quality and culturally responsive programs and practices.	<b>3.1</b> Explore relevant, equitable and recent trauma-informed mental health and well-being practices.	Sept. 2023-June 2024	School Administrators Teachers	
<b>4.</b> Utilize the self-reflection tool for school systems that can help to assess plans and progress.	<b>4.1</b> Utilize the wholistic assessment tool designed by the provincial mental health and well-being subcommittee to review our mental health and well-being plan and identify where there is room for improvement.	Sept. 2024-Midway through year 2		

# Division Level Action Plan: Student Transitions



## Priority Action:

Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.

## Which PEP Areas of Focus does this action plan support?

- Skills and Knowledge
- Connections and Relationships
- Inclusive, Safe and Welcoming

## Enduring Strategies

What are the practices that will continue in support of this priority action?

1. Family Engagement with SCC involvement
2. My Blueprint
3. Partnerships with outside agencies – including Flying Dust, ECIP, Family Resource Centre, KidsFirst, Hub and VTRA partners
4. Copes, Caps, Cops

## Progress Monitoring

What tools will help measure progress?

- Early Years: EYE-TA and EYE-DA
- Reading: Fountas and Pinnell
- OurSCHOOL Perceptual Surveys

### Other Measures

- Credit Attainment
- Graduation Rates

## Milestones

What milestones are required to complete the outcome?

## Steps/ Deliverables

Key actions taken to achieve the priority outcome

## Timeframe

For starting and Completing the Action

## Lead(s)

Who is responsible for the action?

## Resources

Required Human and Financial

1. Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 Education:
  - Develop a common understanding of terminology.
  - Provide professional development to teachers and administrators.
  - Determine benchmarks; and,

- 1.1 Communicate information and share materials as they become available from the Ministry of Education.
- 1.2 Compile research-based engagement approaches and practices and share with schools.

August 2023-Ongoing

Superintendents of Learning Administrators

Ministry

<ul style="list-style-type: none"> <li>Develop additional tools for measurement.</li> </ul>				
<p>2. Partner with families and providers of early learning, childcare and intervention programming (e.g. Headstart, ECIP, Prekindergarten) to identify and provide supports to young children and their families as they enter schools.</p>	<p>2.1 Continue to develop and utilize current and future partnerships to support students and families with the transition to school.</p>	<p>August 2023-Ongoing</p>	<p>Superintendents of Learning Administrators</p>	
<p>3. Identify and support student engagement at key transition points as students progress through school.</p>	<p>3.1 Continue to use OurSCHOOL perceptual survey results (grade 4-12), Student Voice data, and FTV tools to support and respond to adolescent engagement by understanding areas of strength and challenges associated with student attitudes towards school and learning.</p> <p>3.2 Implement consistent communication tool across the school division (EDSBY).</p> <p>3.3 Schools will implement transition plans for students at key transition points.</p>	<p>August 2023-Ongoing</p>	<p>Deputy Director Administrators Teachers</p>	<p>Family Advocate Wellness Coordinators EdPsych Counsellors</p>
<p>4. Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business, and industry.</p>	<p>4.1 Full utilization of myBlueprint (Grades 7-12).</p> <p>4.2 Create partnerships between K-12 postsecondary and industry stakeholders to identify and advertise various lifepaths for students.</p> <p>4.3 Promote and optimize dual credit options, apprenticeship, and other educational opportunities that might arise.</p>	<p>August 2023-June 2024</p>	<p>Administrators; Teachers; Learning Coach (Career Counselling)</p>	

