



# Our Journey Towards Student Success

## Cree School Board 2016-2021 Strategic Action Plan

Regional General Assembly 2016

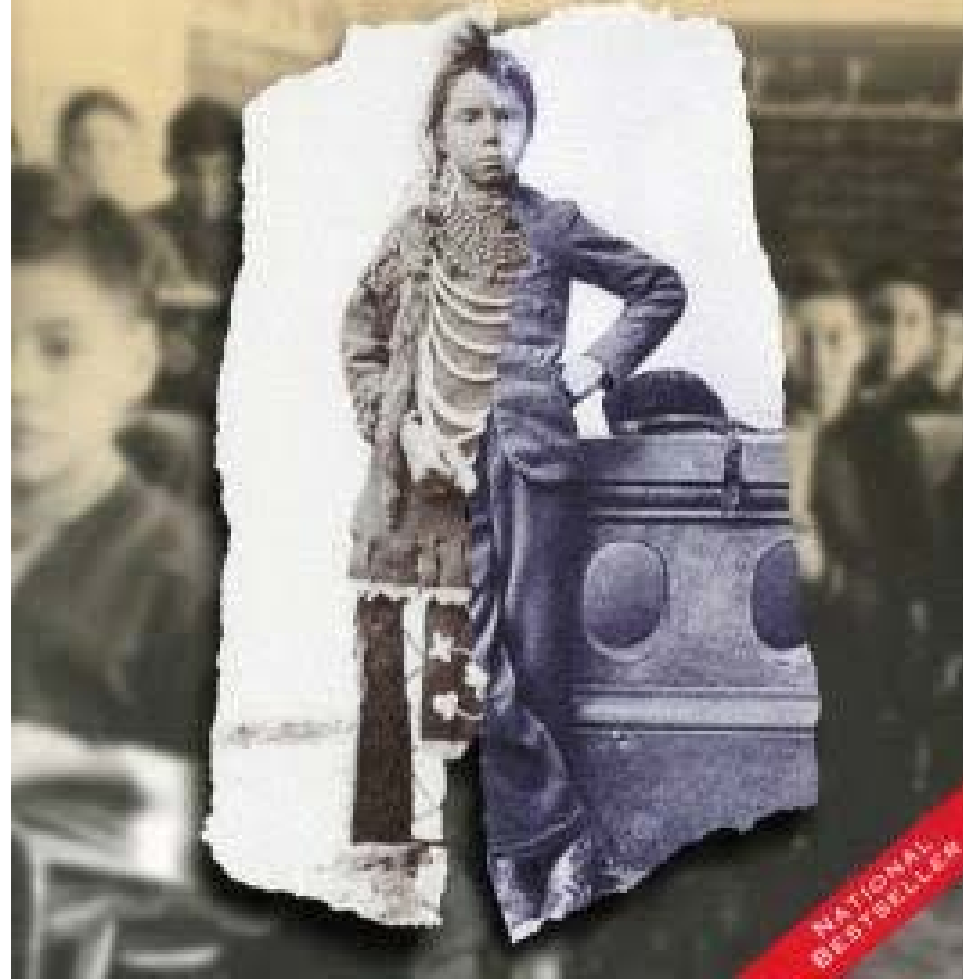


Abraham Jolly  
Director General  
November 8, 2016

JOHN S. MILLOY

# A NATIONAL C · R · I · M · E

THE CANADIAN GOVERNMENT AND THE  
RESIDENTIAL SCHOOL SYSTEM • 1879 TO 1986



NATIONAL  
BESTSELLER



Bishop Horden Memorial School  
Moose Factory Island, Ontario



Arrival of Rupert's House Children  
July 4, 1938



*Tommy Jolly*

Tommy Jolly  
1940



1947



Students Ready for Home  
June 1951



Hockey Champions  
1953-1954



1953



1958



1958



1958



Arthur Bear Chief and Students



# Outline

- The Strategic Planning Context
- Putting the Pieces Together
- SAP Development Timelines
- A Strategic Planning Framework
- Building on our Mission, Vision and Values
- What is a SWOT Analysis?
- SWOT Analysis Summary
- Overall Analysis
- Feedback from 3<sup>rd</sup> Leadership Forum
- Student Success – One Ultimate Goal, 4 Strategic Themes
- Cree Education Model



# The Strategic Planning Context

**CREE SCHOOL BOARD**  
**Educational Review**  
**2007-2008**

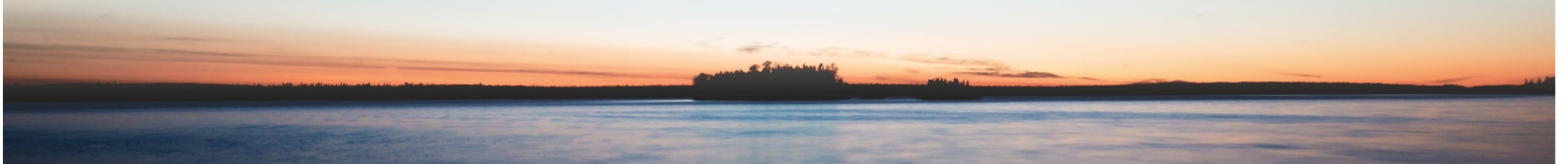


**COMMISSION SCOLAIRE CRIE**  
**Étude sur l'éducation**  
**2007-2008**

**Communication**  
**Accountability &**  
**Follow-Up for**  
**School**  
**Improvement**

**C**  
**A**  
**F**  
**S**  
**I**

**Communication,**  
**reddition de comptes**  
**et suivi pour**  
**l'amélioration**  
**scolaire**





# The Strategic Planning Context (Cont'd)



## *"Effective Change"*

- Clear Purpose / Mission ♦
- Clear Vision for Future ♦
- Clear set of Values / Principles ♦
- Clear set of "5/6" Goals ♦
- Effective governing board ♦
- Effective organization/management ♦
- Effective Schools in the delivery of Education ♦
- Effective Classrooms Teaching and Learning ♦



# The Strategic Planning Context (Cont'd)

## STRATEGIC ACTION PLAN AT A GLANCE 2010-2015

**VISION**  
A well-educated and successful Cree Nation through inspired teaching and valued learning.

### GOALS (Student Outcomes)

Proficiency	Now	Yr 5
Lang. Arts (K-6)	30%	70%
Math (K-11)	30%	60%
Cree Language	?	Base +40
Secondary		
Grad Rate std	9%	25%
Grad Rate +1	25%	40%

**CREE YOUTH (4-18)**

Well-educated and knowledgeable in Core Academics, Literacy, Cree Culture and Language

**OUR STUDENTS**  
and their desired situation

**CREE ADULTS (16+)**

Possessing the tools and knowledge necessary to prosper economically

### GOALS (Student Outcomes)

Post-Secondary	Now	Yr 5
W/Prof. Qual	70%	100%
Grad-std. time +1.5 yrs.	5%	10%
25%	50%	
Adult Education		
Grad Rate - Gen		+20%
Grad Rate - Voc		+20%
Delivery/Approved ratio		100%



The 5 "Strategic Action" and 4 "Strategic Review and Recommendation" Deliverables

Plus 2 Foundational Strategic Deliverables

Strategic Action Deliverable (A6): An effective Board, focussed on student success

Strategic Action Deliverable (A7): Operating Groups supporting students effectively



# The Strategic Planning Context (Cont'd)

Cree School Board  
Educational Review: 2007-08

Étude sur l'éducation : 2007-2008  
Commission scolaire Crie

<b>C</b> Communication	Communication,
<b>A</b> Accountability &	reddition de
<b>F</b> Follow-Up for	comptes
<b>S</b> School	et suivi pour
<b>I</b> Improvement	l'amélioration
	scolaire

Services professionnels  
**Talleyrand**  
Professional Services

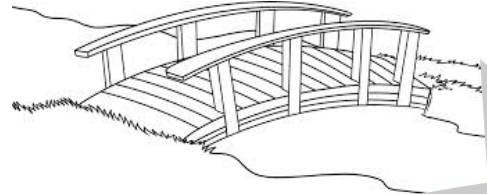
○ 2007-2008  
**CAFSI Report**

CREE SCHOOL BOARD  
STRATEGIC ACTION PLAN  
2011—2015

*Working Together to Build  
A Well Educated and Successful  
Cree Nation through  
Inspired Teaching and Valued Learning*

Authored by:  
The Cree School Board District Council & Management  
June 17, 2010

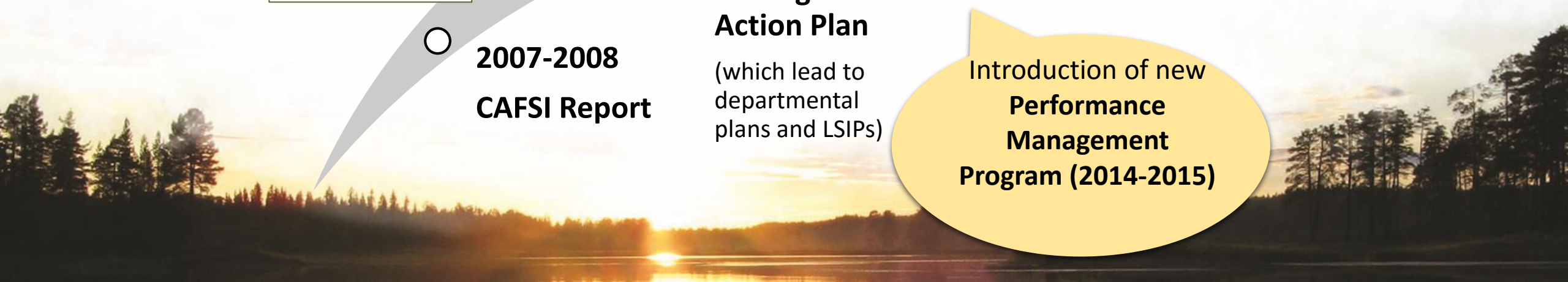
○ 2011-2015  
**Strategic  
Action Plan**  
(which lead to  
departmental  
plans and LSIPs)



○ 2015-2016  
**Transitional  
Year**

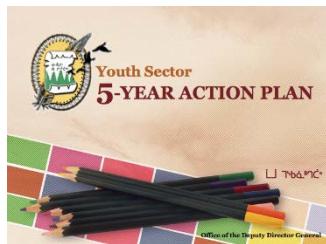
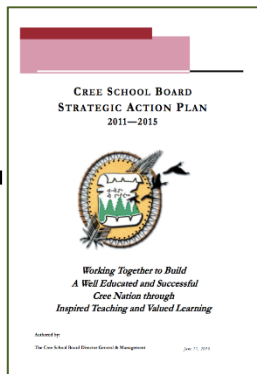
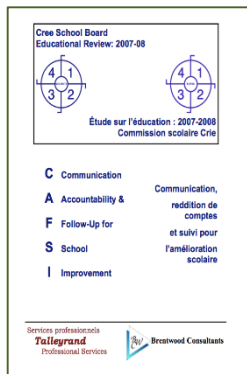
○ Introduction of new  
**Performance  
Management  
Program (2014-2015)**

**Strategic  
Action Plan  
2016-2021**

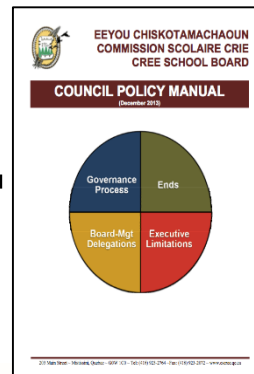




# Putting the Pieces Together



+ Local School Improvement Plans



**Strategic Planning Process /Framework**

2

**Annual Departmental Plans & Individual SMART Objectives**

- Year 1 2016 - 2017
- Year 2 2017 - 2018
- Year 3 2018 - 2019
- Year 4 2019 - 2020
- Year 5 2020 - 2021

3

**Performance Management (including Values & Competencies)**



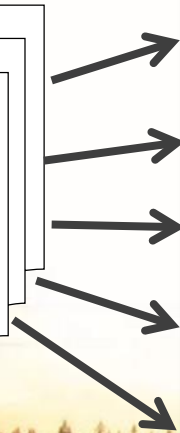
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**Communication Strategy & Plan (Including SAP materials, updates, outcomes, etc.)**



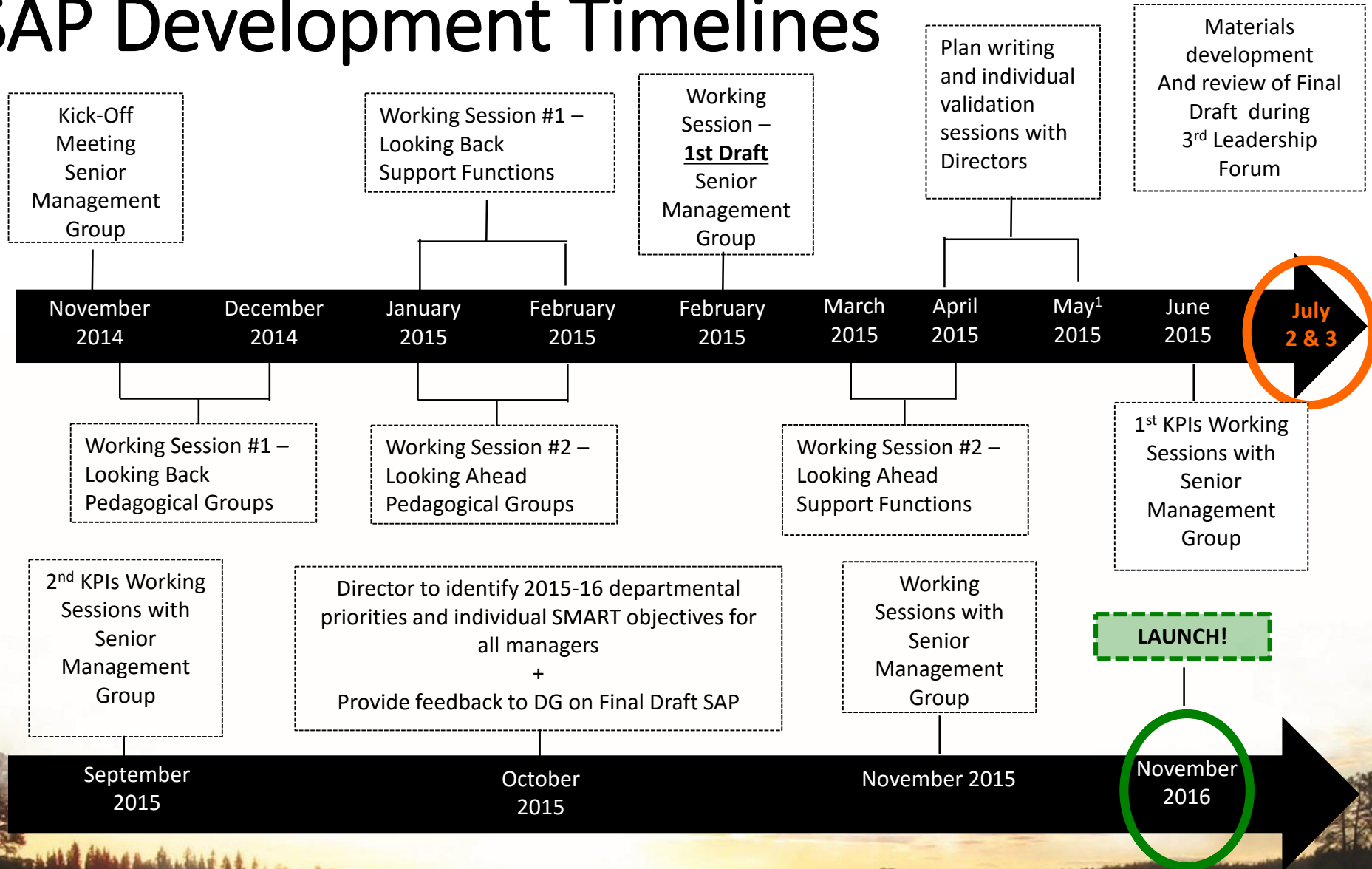
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**Strategic Action Plan 2016 - 2021**





# SAP Development Timelines





# A Strategic Plan Framework





# Building on our Mission, Vision and Values



**MISSION "our purpose"**  
To provide for life-long learning while instilling the Cree identity in partnership with our communities to allow each student to attain the qualifications and competencies to become a successful contributor to the Cree Nation and society at large.

**VISION "our aspiration"**  
A well-educated and successful Cree Nation through inspired teaching and valued learning.

**VALUES "our standards of behaviour"**



FAB 2013



**respect**  
WE ARE DIFFERENT FROM ONE ANOTHER AND WORK WELL TOGETHER

**excellence**  
WE SET HIGH STANDARDS FOR PERFORMANCE AND ALWAYS SEEK TO IMPROVE

**accountability**  
WE ARE TRUSTWORTHY AND ASSUME RESPONSIBILITY FOR OUR ACTIONS

**integrity**  
WE CONSISTENTLY DO WHAT IS RIGHT FOR THE CREE SCHOOL BOARD BY BEING TRUTHFUL AND HONEST

**teamwork**  
WE WORK TOGETHER TO SUCCEED

**leadership**  
WE HAVE A CLEAR VISION OF THE ORGANIZATION'S DIRECTION AND SUPPORT OTHERS IN THEIR DEVELOPMENT

- 1 To achieve excellence in youth education
- 2 To achieve excellence in post-secondary services
- 3 To achieve excellence in adult education
- 4 To have effective working relationships with communities and education partners
- 5 To be a high-performing school board



# What is a SWOT Analysis?

- A SWOT analysis gives an indication of organizational “health” and identifies **where to begin** the change process.
- It is an opportunity to **create alignment** and build momentum for designing action in order to achieve desired future change.

*Strengths and Weaknesses are typically internal factors – who we are, how effective we are as an organization, etc.*

*Opportunities and Threats are typically external factors - factors coming from the environment in which the CSB operates.*

Protect the <b>Strengths</b>	Address the <b>Weaknesses</b>
Seize the <b>Opportunities</b>	Prepare for the <b>Threats</b>



# SWOT Analysis Summary - Strengths

- There is an **increasing number of Cree** employees
- We have a strong **sense of pride** that it is “our” school board
- The CSB staff have a **desire to work collaboratively** (although there is a perception that it is not always easy)
- There have been **improvements in staffing decisions**: we have more of the right people in the right jobs
- **Progress** has been made on the previous **Strategic Action Plan and CAFSI**, etc.
- Overall, there is a **great desire to make things better**
- The CSB has **financial stability**
- The CSB has **great facilities**



# SWOT Analysis Summary - Weaknesses

- Student **academic performance is lower than desired** (graduation rates, test results, etc.)
- Transitioning to post-secondary or adult education is difficult for too many students due to **insufficient academic preparedness, life skills and commitment to succeed.**
- At all levels, **professional improvement is needed** for our staff (e.g., qualifications and language, people management, general professional skills)
- Our **high employee turnover** (or low rates of employee retention) makes it difficult to attract and retain staff.
- The **vast geography and demanding climate** we operate in impact operational costs and working conditions.



# SWOT Analysis Summary – Weaknesses (cont'd)

- Inefficient **administrative processes and procedures** make it difficult to get routine tasks.
- Our internal environment is not flexible to find solutions; **policies and procedures are valued more than judgment to solve problems.**
- We need to **improve internal communications** at all levels of the organization and across departments.
- Absenteeism and lateness among staff, as well as **travel and meeting schedules** cause issues in getting the job done.
- We need greater understanding and ability to **work inter-culturally.**



# SWOT Analysis Summary - Opportunities

- Increased birth rate! The Cree population is growing rapidly, **creating a demand for services** from all pedagogical sectors of the CSB: Youth, Sabtuan Adult Education Services (SAES) and Post-Secondary Student Services (PSSS).
- The growth in the economic development of our communities will lead to **increased job opportunities** (which in turn, leads to demand for developing and upgrading job skills and education).
- The **funding rules** create favourable conditions for continued education.



# SWOT Analysis Summary - Threats

- **Weaknesses in the CSB's reputation and credibility** affect the ability to attract and retain students, staff and other external partners.
- The perception of lack of teachers / qualified teachers **creates a negative reputation as a capable instructor.**
- There is **increased "competition" for students** from outside the CSB as other schools are building new capacity to attract Cree students.
- The CSB and available programs and courses are not well known and understood by the communities and other entities, resulting in **missed opportunities and conflicting or duplication of efforts.**
- Quebec professional **qualifications and working conditions** make attraction difficult.



# Overall Analysis Summary

The CSB operates in a complex environment: it includes Cree and non-Cree entities, has many diverse stakeholders, an increasing number of competitors, and an important yet very challenging mandate, given our unique history and social state, all in a demanding geographical environment.

The need for the CSB services will continue to grow due to the rapid population growth and favourable economic conditions in Eeyou Istchee. However, the expectations for the CSB are also increasing and the Cree people have an ever-expanding range of educational and employment choices.

In order to succeed, the CSB must ensure that all that it does is clearly defined, established, communicated and meets the needs of our primary stakeholders: students, parents and the communities.

This must be supported by sound governance and effective processes that will allow committed, qualified staff to get the job done.



# Feedback from 3<sup>rd</sup> Leadership Forum Results

The draft 2016-2021 Strategic Action Plan was introduced during Day 2 of the 3<sup>rd</sup> Leadership Forum in July of 2015. Through the “World-Café” activity, the draft Plan received feedback ratings of:

- “I understand” with an average of **96%** and,
- “I support” with an average of **87%**

for all of the four strategic themes and their respective key initiatives (as supported by Key Initiative Overview documents)

## Rating scales:

**Understanding:** To what degree do you understand the concepts and ideas being presented?

- 1 - Strongly disagree:** I don't understand it at all
- 2 – Disagree:** I understand very little
- 3 – Agree:** I understand most but not all of it
- 4 – Strongly Agree:** I understand it all

**Support:** To what degree do you agree that the concepts and ideas being presented are appropriate and will enable the CSB to achieve its mission and vision?

- 1- Disagree:** I don't believe we should pursue this
- 2 – Neutral:** I neither agree nor disagree with doing this
- 3 – Agree:** I believe this is important to do



# Feedback from 3<sup>rd</sup> Leadership Forum

## Key Themes

- The impact of **Residential Schools** must be acknowledged and addressed
- The CSB must recognize and counter **difficult home / social situations** that impact students' ability to study
- The CSB must recognize and address impact of **staff burnout**
- **Meetings** (volume, pace, travel) are negatively impacting productivity
- The CSB needs to **listen to teachers and students more** – go to the source!
- **Work from the bottom up** (of the organization), not the top down
- **Cree culture and language programs** must be reinforced and expanded
- The **teacher training program** for Crees should be reinstated
- **Special needs students** require additional support and programs



# STUDENT SUCCESS

**1** EDUCATIONAL SUCCESS

**2** STUDENT, PARENT AND  
COMMUNITY ENGAGEMENT

**3** QUALIFIED, COMPETENT,  
AND ENGAGED STAFF

**4** ORGANIZATIONAL BEHAVIOUR  
AND EFFECTIVENESS

**One Ultimate Goal,  
Four Strategic Themes**



# 1 EDUCATIONAL SUCCESS

*We offer quality instruction and culturally relevant learning experiences in an environment that fosters student achievement and well-being.*

## COMMITMENTS

- ◆ We create learning environments and opportunities where students are well-grounded in our Cree heritage and traditions.
- ◆ We offer compelling and supportive academic pathways to meet the needs of all students and nurture their desire to achieve.
- ◆ We work in collaborative teams, using research-based instructional practices and data to make decisions, then regularly monitor outcomes and adapt for continuous improvement.

## KEY PERFORMANCE INDICATORS

- ◆ An increase in the number of students valuing the importance of learning Cree language, culture and traditions.
- ◆ Graduation rates (All sectors).
- ◆ Student retention rates (All sectors).
- ◆ Percentage of students on Grade Level in core subjects (Youth Sector).
- ◆ Number, variety and success of pathways for “at risk” students (Youth Sector).
- ◆ Number and success rates for other initiatives (e.g., a specific pathway, a course, a tailored program, etc.) (All sectors).

## KEY INITIATIVES

- 1.1 Determine the student population, profiles, and needs for 2016-2021.
- 1.2 Actively motivate and engage students in their learning.
- 1.3 Effectively communicate with and receive feedback from students.
- 1.4 Develop pathways, programs and partnerships that reflect the needs of all students.
- 1.5 Become an effective, learning-centered organization.
- 1.6 Ensure healthy, safe, and sustainable facilities.



*We encourage and welcome the involvement of our students, parents, and communities.*

## COMMITMENTS

- ◆ We offer a safe, welcoming, and culturally relevant environment that fosters student success.
- ◆ We create a supportive environment where the contribution of parents is a valued and important part of their child's success and school life.
- ◆ We partner with the community and stakeholders to align school and community, working together to achieve the greater good.

## KEY PERFORMANCE INDICATORS

- ◆ Student attendance rates.
- ◆ Percentage of student enrollment vs. potential student population.
- ◆ Parent attendance at parent-teacher night.
- ◆ An increase in the satisfaction rate of students, parents, community and stakeholders.
- ◆ Number of graduates hired and number of graduates hired in their field of study.

## KEY INITIATIVES

- 2.1 Define the value of the student learning experience at the CSB.
- 2.2 Actively engage family members in the promotion of student achievement and well-being.
- 2.3 Create opportunities for meaningful dialogue and involvement with the community.
- 2.4 Foster an environment of life-long learning.
- 2.5 Enhance visibility and awareness of Sabtuan Adult Education Services and Post-Secondary Student Services, and access to their programs and partnerships.
- 2.6 Establish and nurture mutually beneficial relationships with employers, industry and community groups.
- 2.7 Clarify and align mandates between the CSB and external education providers to avoid overlap and duplication.



# 3 QUALIFIED, COMPETENT, AND ENGAGED STAFF

*We have the competencies to succeed and the motivation to use our talents and resources in the best interest of our students.*

## COMMITMENTS

- ◆ We uphold our Cree culture and work with passion and motivation.
- ◆ We have the professional qualifications and personal competencies to help our students succeed.
- ◆ We are focused on learning and work for the benefit of our students.
- ◆ We continuously strive to improve through professional development.

## KEY PERFORMANCE INDICATORS

- ◆ Percentage of qualified teaching staff.
- ◆ Staff attendance rates.
- ◆ Staff engagement rating.
- ◆ Staff retention rates.
- ◆ Performance Management Program for all staff, rolled out as planned.
- ◆ Number of staff with a Professional Development Plan.

## KEY INITIATIVES

- 3.1 Determine 2016-2021 staffing requirements to align with organizational priorities.
- 3.2 Define the value of the employee work experience at the CSB.
- 3.3 Effectively attract and hire qualified, competent and engaged candidates in all areas of the organization.
- 3.4 Provide new employees with a supportive and practical welcome to their working and living environment.
- 3.5 Enhance and promote employee engagement to increase motivation and pride to work for the CSB.
- 3.6 Recognize and reward meaningful employee contributions.
- 3.7 Ensure all employees have access to the Performance Management Program.
- 3.8 Ensure all employees have access to professional development resources to further their professional skills.
- 3.9 Assure operational continuity by preparing successors for key positions.



***We work with integrity, honour our commitments, and are responsible stewards of the resources entrusted to us.***

## **COMMITMENTS**

- ◆ Our organizational values set our standards of behaviour.
- ◆ We plan our work and use our strategies to guide our decision-making and measure our performance.
- ◆ We use effective, data-driven processes and tools that help us achieve our goals, and enable us to demonstrate our compliance with our governing structures.

## **KEY PERFORMANCE INDICATORS**

- ◆ Progress and measurement of Strategic Action Plan initiatives.
- ◆ An increase in staff, student, and parent perception of CSB effectiveness and demonstration of organizational values.
- ◆ A decrease in findings on audits.
- ◆ An increase in compliance on Monitoring Reports.
- ◆ An increase in budget accuracy at mid- and year-end (planned vs. actual expenditure).

## **KEY INITIATIVES**

- 4.1 Design a framework to effectively support the student experience through the CSB.
- 4.2 Optimize data management and recordkeeping.
- 4.3 Determine and commit to the types of services and turnaround times offered internally by departments.
- 4.4 Effectively communicate with internal and external audiences.
- 4.5 Enhance the effectiveness of meetings.
- 4.6 Leverage technology effectively to support student outcomes and improve CSB-wide efficiency.
- 4.7 Ensure governance frameworks (including operational policies, procedures and tools) meet current and emerging organizational needs.

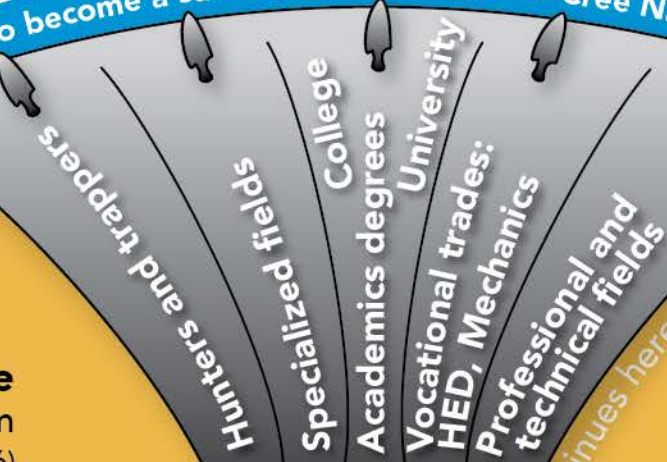


# CREE SOCIETY

**CREE NATION WORKFORCE IN EYYOU ESTCHEE**  
 "To become a successful contributor to Cree Nation..."

**Cree nation influence**  
 in our education system  
 (JBNQA, Section 16)

**Quebec influence**  
 MELS education plan /  
 system in our Cree schools



1 or 2 years  
 prep-program

Continues here...

## Cree Education System

- Cree Language
- Cree Traditional Knowledge, Skills and Practices (Cree Culture Land-base)
- Cree Values and Principles
- Cree History
- Cree Citizenship

"Instilling Cree identity"

## English

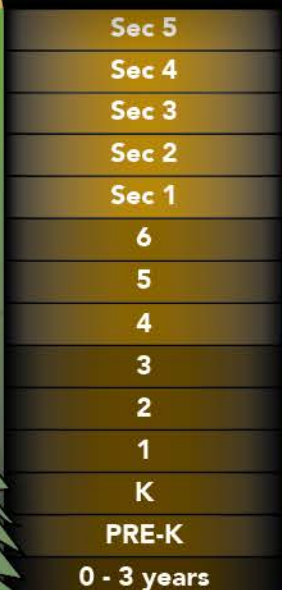
- English Language
- Math 436, 536
- Science
- Geography
- Visual Arts
- Physical Education
- History

## French

- French Language
- Math 436, 536
- Science
- Geography
- Visual Arts
- Physical Education
- History

Begins here

To allow each student to attain the qualifications and competencies...



Colonization (1620-1763)

Confederation (1867)

Indian Act (1876)

Residential Schooling Era (1876 - 1996)

James Bay Northern Quebec Agreement Section 16 (1978)

The Apologies (2008)

Truth & Reconciliations (2015)



Meegwetch. Thank you. Merci.

