

**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*

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SECTION 1: INTRODUCTION AND OVERVIEW

Our Students (Our Clients)

- **603 Kindergarten and Pre K Students**
- **1,740 Elementary Students**
- **1,397 Secondary Students**
- **Approximately 800 Adult Students/ year receiving post-secondary support, continuing general education or vocational training**

The Cree School Board (“The Board”) was established in 1978, under the James Bay and Northern Quebec Agreement), with a mandate to provide for the education of Cree youth, grades pre-kindergarten to secondary 5 level, as well as supporting Cree adults in their pursuit of post-secondary education, continuing education and vocational training. The Board has a mission which differs from most other School Boards in one very important aspect. In addition to providing for well-educated Cree youth and adults, it also has a mission to ensure that Cree Youth are proficient in the use of the Quebec Cree dialect, and well-grounded in their Cree culture and history.

Having the courage to understand where we stand, and what we need to do to improve.

Over the past two years, the Board has been pro-active in establishing goals for student success, and objectively assessing and sizing the “strategic gap” that exists between their students “desired situation” and their “current situation” in the areas of both youth and adult education. Several independent assessments have helped determine that this gap is sufficiently large and important enough to warrant a focussed, determined and professionally- managed approach to ensuring the gap is closed significantly over the next 5 years and beyond.

The Board has engaged leading experts in the areas of youth education to establish, in partnership with Cree School Board educators and their leadership, the initiatives and deliverables that will best address the gaps identified for the Cree Youth. The Board has also hired experts in the areas of strategic planning, organizational capacity building and governance, in order to set the Strategic Direction within which the Management Group can establish the Board-wide initiatives and deliverables that are necessary to help attain the desired student outcomes.

Placing our Students' first, in deeds as well as words, and allowing the students' educators to be the "custodians" of their needs, when necessary.

In addition to the educational initiatives and deliverables identified, the Board clearly understands that it's own internal organization and approach to managing has not been consistent with it's desire to position "students and educators first", and that, if this does not change in deeds as well as words, the educational initiatives will not be successful. It is for this reason that the Board has agreed to organize and conduct itself in a role of serving the students and their educators first and foremost, with a clear understanding that the educational groups within the Board, will act as the students' "advocates". In this capacity, they will request and approve operational schedules, deliverables and resourcing.

The Board will achieve this goal through the implementation of a "coalition team" framework, with team leaders tasked with leading and approving strategic deliverable "coalition teams" of staff from both educational and operational departments, working together, side-by-side, towards a common purpose. This realignment will be conducted as an early stage of the strategic action area deliverable (A7)- "Operating Groups that effectively serve the needs of students, first and foremost".

Putting all the pieces together, to help us guide our actions.

The Strategic Plan is the written manifestation of these goals, and what will be done at all levels of the Board, to successfully reach them. It has been designed with the students' success as its primary, overarching goal, and is the Plan which will guide all priorities, resourcing and organizational design of the Board, as well as the Plan by which all staff actions, choices and behaviours will be guided, individually and collectively.

And help us understand how we are doing.

It also includes a "Report Card" that clearly outlines the goals set and the extent to which they have been achieved. The Board has undertaken that it will govern itself with a total focus on these strategic "ends", and the deliverables associated with their success. The Board also undertakes that it is accountable for the performance on all these measures and will take the necessary action to ensure that successful delivery is rewarded and less than satisfactory performance is met with swift and effective change necessary to get back on track. The Management Group is responsible for the "means" to achieve this success.

**A turning point in our history -
Moving ahead with confidence and a shared sense of purpose**

The Cree School Board understands the uniqueness of their dual mission of educating students in both core academics and Cree culture and language, as well as the need to support our Adult Students continuing education. While we are taking immediate and assertive action to improve our core academics for our youth, and our ability to deliver on our key adult programs, we will also begin the work to enable us to embed the Cree language, culture and lifestyle into the fabric of the educational system for all our students.

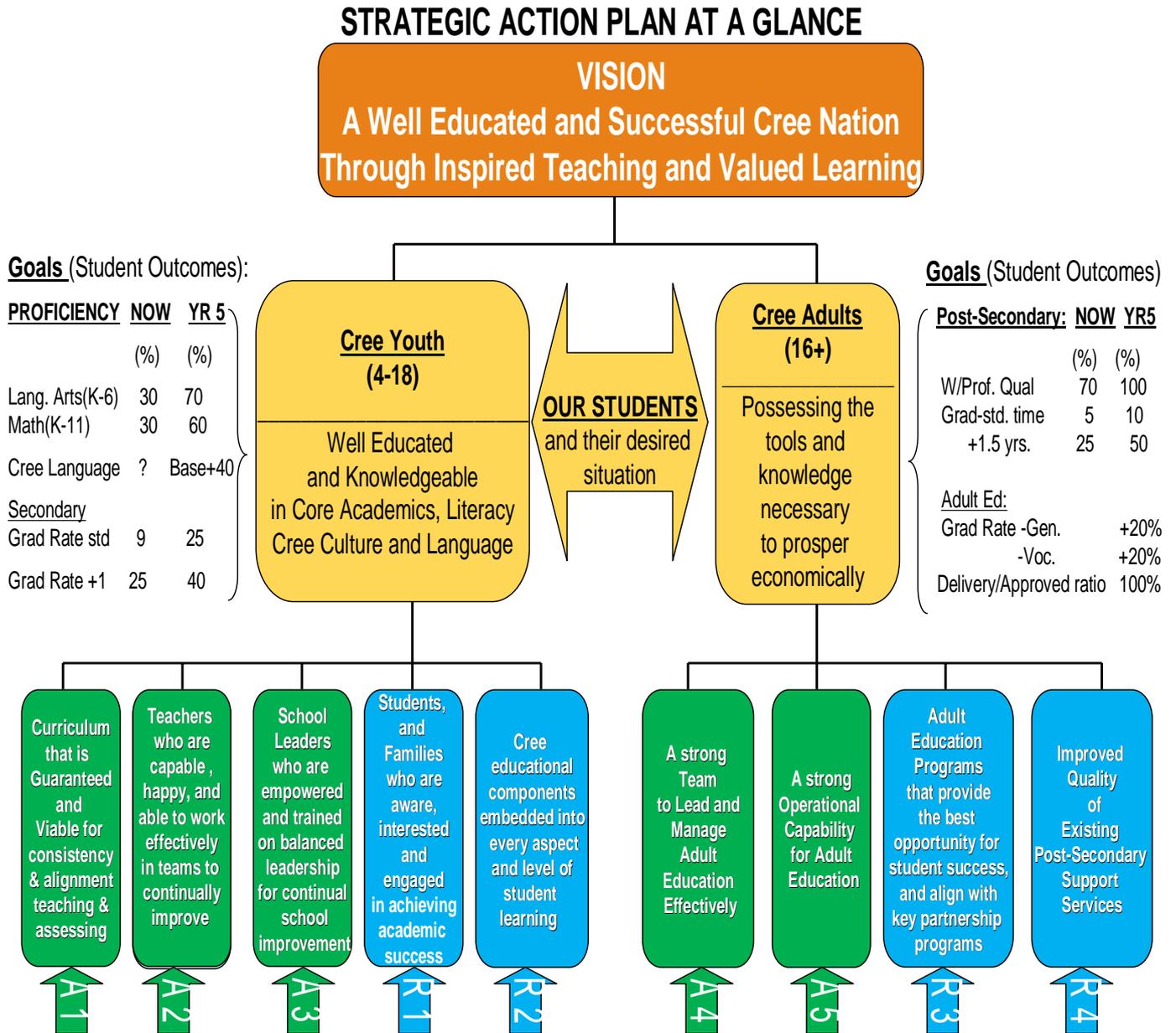
We have shown the courage to look objectively at our past performance, rather than hide from it, and are now prepared to show that same courage in implementing a Strategic Plan that is grounded in academic best-practice, and uniquely crafted to serve our two client groups, the Cree youth and the Cree adult students. By doing so, we will achieve our overriding goal for our students' success- academically, socially and economically.

The Overall Strategic Direction is summarized in the following chart:

Strategic Direction at a Glance: Proposed Future Direction

| | | | | | | | |
|-----------------------------|--|---|---|--|--|---|--|
| Mandate | As defined by Section 16 of The James Bay and Northern Quebec Agreement, the Cree School Board has full jurisdiction and responsibility for education within the Category-I and Category-II lands of all Cree communities | | | | | | |
| Mission | 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 | A well-educated and successful Cree nation through inspired teaching and valued learning | | | | | | |
| Values | Souchayimuwin Courage | Taabwaaoushiwin Honesty | Dibtaiimuwin Humility | Souwaayichiichawin Compassion | Chishtaiimuwin Respect | Naanahwiikaaduwin Sharing | Kaachaataawaayitaamuwin Wisdom |
| Operating Principles | In order to align with, promote and support our mission, vision and goals, we commit to behave in accordance with the following principles: <ol style="list-style-type: none"> To exist first and foremost for the benefit of our students To achieve excellence and innovation in quality, standards and leadership To focus on continuous improvement and life long learning To be results-oriented To hold ourselves accountable to our values and are disciplined and transparent in our assigned responsibilities To effectively and efficiently manage our costs and allocation of time and resources To work collaboratively in the organization and with our communities | | | | | | |
| Goals | 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 provide high quality learning opportunities that are responsive, flexible, & accessible | 6 To prepare students for life long learning and the world of work | 7 To be a high performing school board |
| Performance Measures | Youth Education ✓ % attendance rate of enrolled students ✓ # of students registered ✓ % graduation rate ✓ % of enrolled students that graduate within 5, 6 or 7 years ✓ # of parents engaged in CSB activities ✓ % retention rate of teachers | | Adult Education ✓ % retention rate of enrolled students ✓ Academic testing results ✓ % knowledge of Cree language and culture ✓ % parent satisfaction with schools | | Post Secondary Education ✓ # of applicants (vocational; general upgrade) ✓ % graduation rate (vocational; general upgrade) ✓ % retention rate of instructors | | ✓ # of sponsored students (high school; mature; vocational) ✓ % graduation (completion) rate (university – under graduate and post graduate, college and vocational; per year) ✓ Return on investment (graduation rate vs investment; graduation rate vs retention in community) ✓ % source of applicants (high school; mature; upgrading; vocational; off community) |
| Overall | ✓ Leadership effectiveness (actual measure to be confirmed) | | | ✓ Ratio of actual to budgeted expenditures (surplus/deficit) | | | |

The Overall Strategic Action Plan Framework is summarized in the following chart:



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

SECTION 2 : OUR STRATEGIC GOALS FOR STUDENT SUCCESS, AND YEARLY PROGRESS EXPECTATIONS

The Board understands that successful achievement begins by clearly articulating your desired end-state and, in measurable goals, then assessing your progress towards these goals on a regular basis. In keeping with “placing the student first and foremost”, all of the strategic goals are set in the area of student outcomes. Together these goals will form the vast majority of what the Board will dedicate its time, and resources, to achieving.

Understanding that ultimate student success goals such as graduation rates will take time to achieve, and also understanding that waiting to determine ultimate success is not an option, the Board has included “leading indicators” of success, including academic achievement checkpoint measures such as elementary grade Canadian Achievement Test (CAT) scores, and progress towards strategic deliverables. It has also put in place yearly progress targets in every goal area measured.

The goals were set so as to measure progress at important transition times in the students schooling, as indicated in the diagram below:



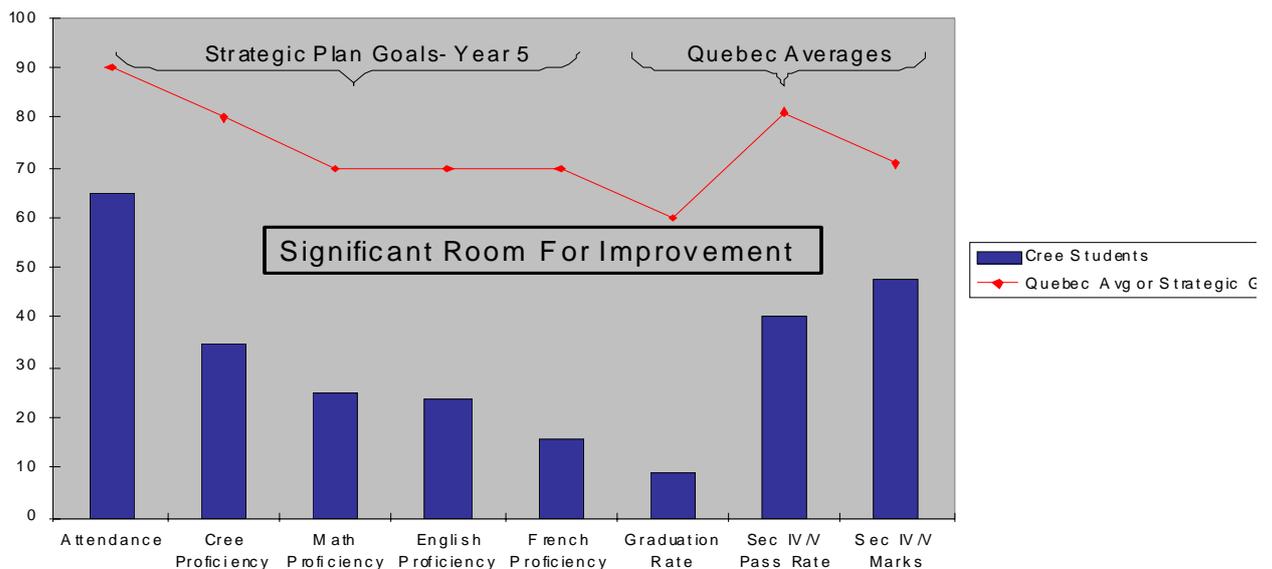
Youth Education Goals for Student Success

While the area of Cree language and culture proficiency is, necessarily, requiring of unique measures; most other areas of student success can and should be very similar to those utilized elsewhere, to provide adequate referencing (benchmarking) and to use information that is most easily obtained.

In pursuing a clear picture of where the Boards’ students currently stand, an educational review was conducted in 2007-8, entitled “Communication, Accountability and Follow-up for School Improvement” (CAFSI), co-authored by Talleyrand Professional Services and Brentwood Consultants, with a primary focus on youth education. The results of this study, combined with benchmark data from the Mid-Continent Research in Education and Learning (McREL), as well as the aggregate student achievement data currently available to the Board, indicate significant gaps between current and desired performance.

The table below depicts these gaps, clearly demonstrating current Cree student achievement vis-à-vis either Quebec student averages or the Board’s Strategic Goals, in the same academic areas. In setting the strategic goals for student success (student outcomes), the Board has used the input received from its educators and school leaders, as well as looking at results achieved in the many schools where the “Success in Sight” program has been fully implemented, as well as those results currently achieved at schools operating under the Quebec Education Plan.

Cree Youth Academic Performance



Goals have been set for year 5 (2015) of the plan, with targets set for each year end from year 1 (2011) through to year 5. Measurement of these targets will begin in year 1 of the Strategic Plan, but will only start to form part of the overall Board performance score starting in the year following implementation of the “Success in Sight” program elements that directly affect them. As an example, Language Arts proficiency results will start to form part of the overall Board performance in 2012, one year after the new Language Arts curriculum is fully implemented. The new Math curriculum will be fully implemented in 2012, with performance on Math proficiency impacting overall Board performance in 2013.

The “cascading” targets for the Youth Education area outlined in the charts on the following page.

A) Student Academic Success Targets

| End of Year | 0 | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|----|------|---------|---------|---------|---------|
| (A1) Youth Education: | | | | | | |
| Cree Language Proficiency | ?? | Base | Base+10 | Base+20 | Base+30 | Base+40 |
| Language Arts Proficiency (CAT) | 31 | 31 | 40 | 50 | 60 | 70 |
| Math Proficiency (CAT) | 31 | 31 | 31 | 40 | 50 | 60 |
| Sec V Graduation - STD Time | 9 | 9 | 9 | 14 | 19 | 25 |
| Sec V Graduation - STD Time + 1 yr. | 25 | 25 | 25 | 30 | 35 | 40 |

“Cascading Target “ Implementation:

As noted by the coloured numbers in each year, while all categories should be measured from the start, Board performance would only start to be measured 1 year after implementation of the strategic deliverable that impact the category (E.g. Lang. Arts Curriculum is implemented in YR1, so performance starts to be measured in YR2, Math Curriculum implemented in YR2, and performance measured starting in YR3 etc.). Graduation Rates and Secondary Exam Pass Rates should only begin to count towards performance in YR 4, as they likely won't be impacted, by the strategic initiatives, in years 1-3.

In addition to these student success goals, several other “leading indicators”, that will directly impact success in Youth education, will be measured and form a part of the overall Board performance score.

These are outlined in the following chart:

B) "Leading Indicator" Targets

| End of Year | 0 | 1 | 2 | 3 | 4 | 5 |
|---|----|----|----|----|----|-----|
| % Curriculum Completed | 15 | 25 | 50 | 75 | 95 | 100 |
| Average Hire Time (days) | 55 | 55 | 50 | 45 | 40 | 35 |
| Teacher Retention | ?? | 70 | 75 | 80 | 80 | 80 |
| % of substitute teachers | 35 | 30 | 25 | 15 | 15 | 10 |
| Principals Scorecard | ?? | 60 | 65 | 70 | 75 | 80 |
| Attendance Rate | 65 | 70 | 75 | 80 | 85 | 90 |
| Stakeholder Satisfaction Targets | | | | | | |
| Teachers | ?? | 55 | 60 | 65 | 70 | 75 |
| Parents | ?? | 55 | 60 | 65 | 70 | 75 |
| Employees | ?? | 70 | 75 | 80 | 85 | 90 |

With the strategic goals set for student success, ongoing measurement of these “leading indicators” will allow the Board to understand whether progress to the ultimate goals is satisfactory and to take action where it is not.

Adult Education Goals for Student Success

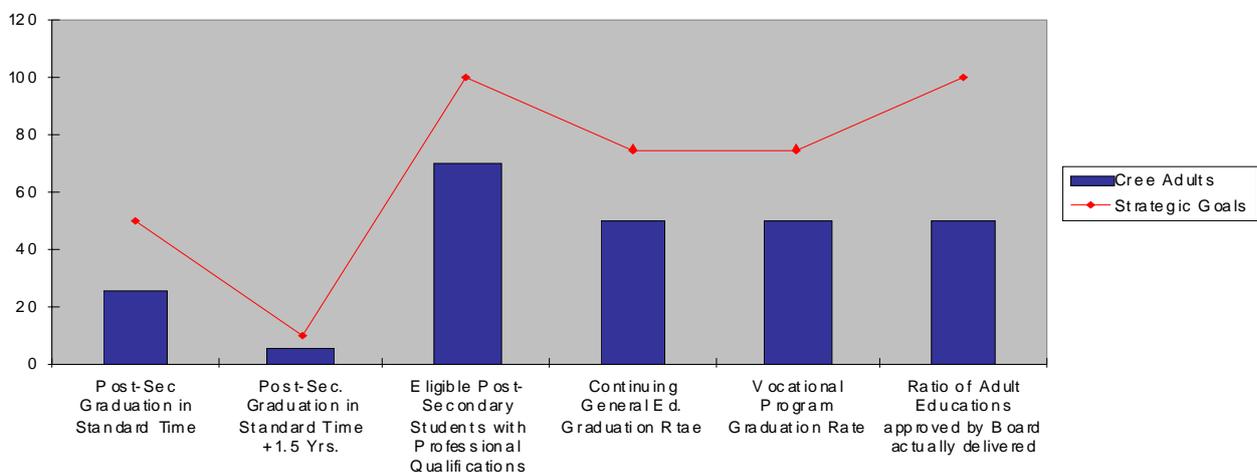
Once past the age (normally 18, but often as early as 16) of Elementary and Secondary Education, the Cree School Board supports the Cree adult in three ways:

- Providing financial and educational support for Post-Secondary studies
- Providing continuing and general education programs
- Providing vocational and career programs

Building on the academic success targeted in the Youth sector, the Adult sector education is of paramount importance in enabling the Cree population every opportunity of attaining economic and social success in their adult lives. Despite this importance, less than 10% of the 7,500 Cree adults currently enrol in Adult Education programs, and even fewer complete them. This “untapped demand” needs to be plugged into.

While this area has not had the benefit of the more extensive studies previously done in the Youth education area, the internal data that the Board has gathered makes it sufficiently clear that the current situation for Cree adult students is not reflective of their desired situation, as evidenced by low post-secondary graduation rates, low professional qualification rates, and low continuing education and vocational program completion rates as shown in the table below:

Adult Education Success Measures



Notwithstanding this general indication that weaknesses exist in the areas of Adult Education, the information currently available is not sufficiently robust as to allow a clear determination of which gaps are most important to close, and how best to close them. There also exists a vacuum of leadership in the Adult Educational sector, and establishing strong leadership needs to be a first priority of the Board. Much of the early work in the Board’s Strategic Plan will therefore be rooted in establishing a strong leadership team, with strong operational and strategic capabilities, and this will be accomplished through a combination of internal staffing changes and external consulting.

The areas of program development and linkages to partnership opportunities will be a second focus, including proper strategic review, which will allow for the most important performance gaps to be properly identified, prior to establishing the strategic action deliverables required to best close these gaps. The Board also understands that, given the work still to be done, priority must be given in the Strategic Plan to the strengthening of adult education programs currently in existence before expanding the breadth and depth of these programs.

Also, within this overall situation, the Board has determined that the areas of Continuing General Education and Vocational Education should be reviewed and acted upon more urgently than Post-Secondary Support Services, given the need to properly link into the Northern Quebec Development Program's impending expansion of both the importance, and associated resourcing, of the Adult continuing general education and vocational training areas.

Emphasis on, and timing of, the strategic review deliverables in the Plan reflect this prioritization, with the identification of strategic action area deliverable (A4) - Building a Strong Team and Leadership., as well as deliverable (A5)- Developing a Strong Operational Capability. The areas of expanded Adult Education programs, as well as existing post-secondary and expanded post-secondary programs will be dealt with in the Strategic Plan through strategic review deliverables (R3) and (R4) respectively.

While early in the process, year 5 goals for student success, and their associated yearly targets, have been set for the adult educational areas, based on input from the current management groups. These goals and yearly targets are outlined in the following chart:

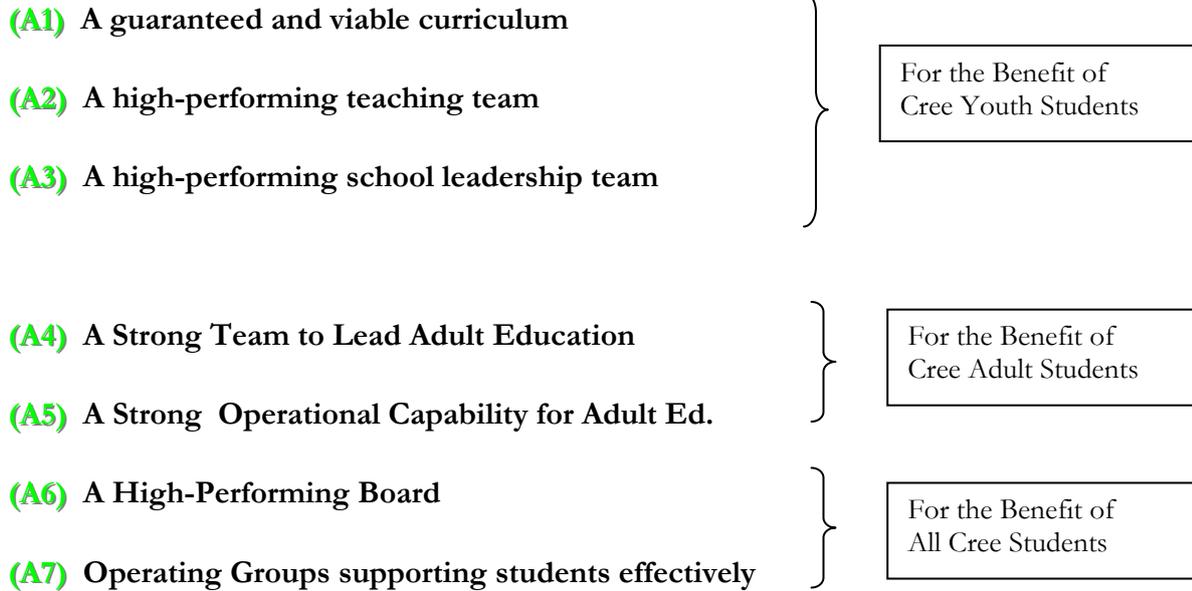
B) Adult Student Academic Success Targets

| End of Year | 0 | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|----------|
| Post-Secondary | | | | | | |
| Stakeholder Satisfaction Targets | | | | | | |
| Academic Qualifications | 60 | 65 | 70 | 75 | 80 | 90 |
| Graduate Rate - STD | 5 | 7 | 9 | 10 | 10 | 10 |
| Graduate Rate - STD +1 | 30 | 35 | 40 | 50 | 50 | 50 |
| Students Sponsored | 350 | 400 | 450 | 500 | 550 | 600 |
| Continuing Education | | | | | | |
| Graduation Rate | | 4% | 8% | 10% | 15% | 20% |
| Students/Year | 300 | 325 | 375 | 425 | 450 | 475 |
| Vocational Training | | | | | | |
| Graduation Rate | | 2% | 5% | 10% | 15% | 20% |
| Students/Year | 150 | 160 | 170 | 190 | 230 | 279 |

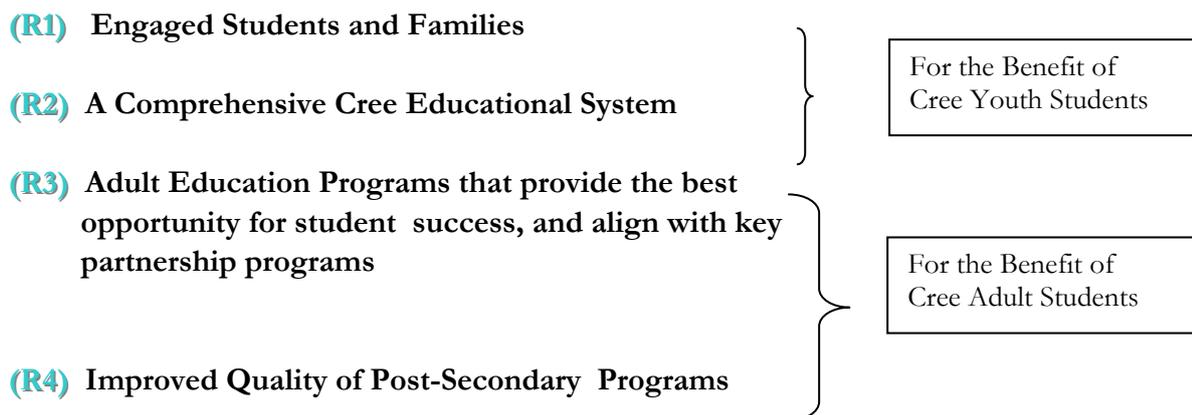
In addition to these goals for student success, the Board will also be measuring a very important “leading indicator” of eventual success, namely the percentage of adult education programs approved by the Board that actually get delivered. Currently, only 40% of approved programs get delivered, and the Board will be expecting that this will improve by 20%/year for the next 3 years, to reach 100%.

SECTION 3.0 STRATEGIC ACTION AREAS AND DELIVERABLES - OVERVIEW

The Board has identified seven strategic action area deliverables that require its utmost attention and resolve to successfully attain the goals set for its Cree Youth and Adult students, as follows:



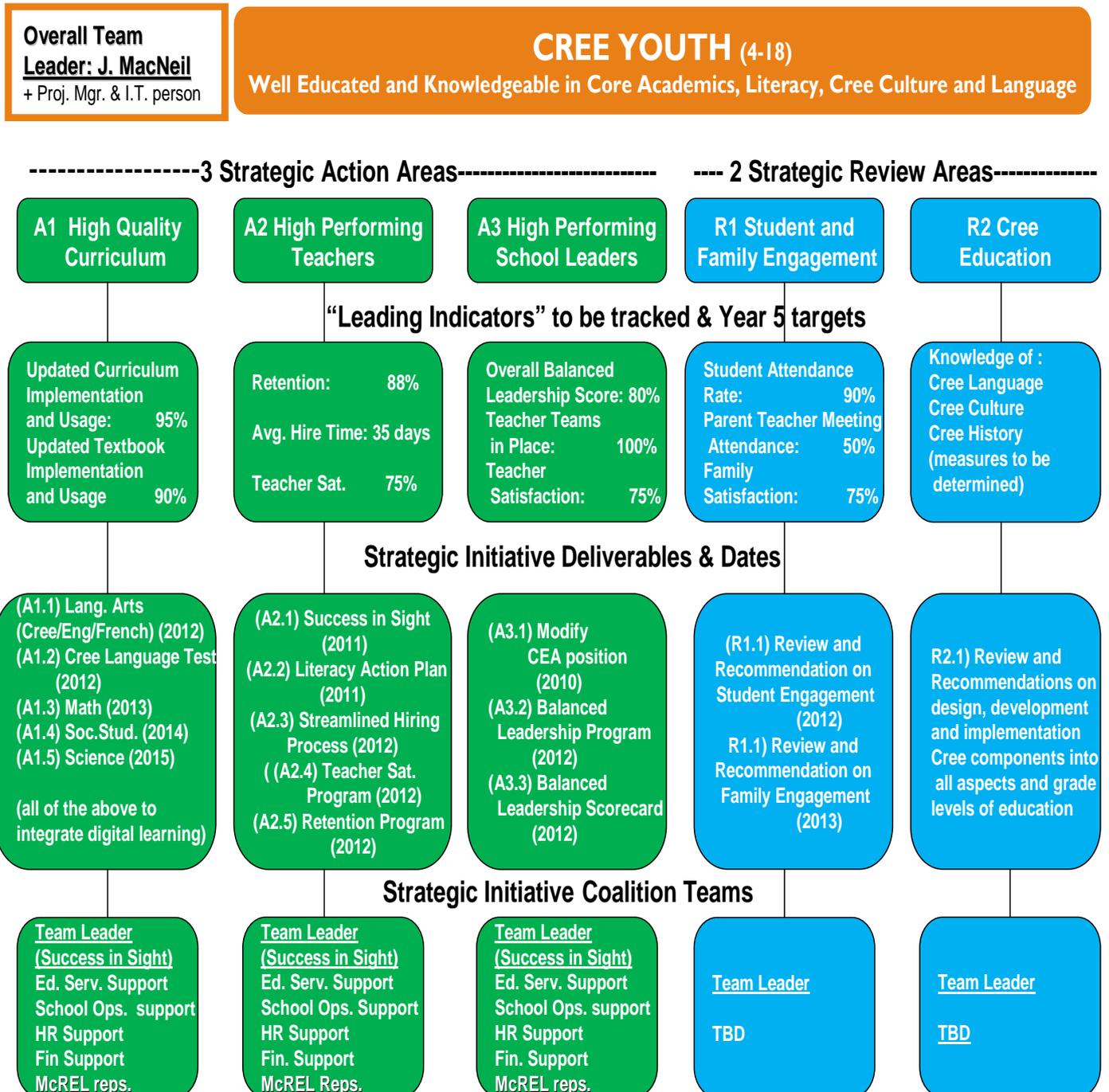
In addition to these, the Board have identified four “review and recommendation” areas that have been deemed to be strategically important to future long-term success, but require a proper, strategic review be done as a first step in order to determine where the gaps are largest and the prioritization of what needs to be to close these gaps in future years of the Plan. These review areas are:



This section of the Plan outlines each of these deliverables in detail, including how they will be delivered, by whom, when and how each will be measured, in and of itself, as a “leading indicator” of eventual student success.

SECTION 3.1 YOUTH EDUCATION—STRATEGIC ACTION AREAS AND DELIVERABLES:

The chart below summarizes the Strategic Plan components as they relate specifically to Youth Education.



Making significant progress towards improvement in the Cree Youth academic success is at the core of the Board's Strategic Plan, as it will build the foundation upon which a successful Cree Nation will exist. It is for this reason that the most significant investments, of the Board, in both people and funding, will be made in the Youth Education sector, with specific emphasis placed on the strategic action and review area deliverables deemed most important to ultimate success, namely:

- (A1) A guaranteed and viable curriculum
- (A2) A high-performing teaching team
- (A3) A high-performing school leadership team, and
- (R1) Engaged and committed students and families
- (R2) Cree Educational Components built into all aspects and levels of education

The first three of these deliverables will be the focus of the School Improvement Program entitled "Success in Sight". This program began in 2010, and will be fully implemented by 2015. It will be the model for continual school improvement from the outset. It is important to understand that this program is successful because of the synergies obtained from working to simultaneously improve the "parts" (curriculum), as well as the "people" and the "schools" (teachers and principals). Research also indicates that the "system" must also change, and this will be dealt with largely by strategic action area deliverable (A7)- "Operating groups that effectively serve the students , first and foremost".

Student and Family Engagement will be another key area of the Board's strategic focus, but best practices in this area are not yet clearly understood, and this area will, therefore, be the subject of study early in the Plan timeline in order to establish the best practices, and how they can best be adapted to the unique needs of the Cree Nation.

It is intended, generally, that both the student voice and those of families will be listened to, as a first step, through focus groups and other research, to determine the best course of action.

The area of Cree Educational components will require a longer time frame than five years, but will start with a thorough review of best practices in Native Education, and build the uniqueness of the Cree language, culture and lifestyle into all aspects of the foundational youth education area.

While there are many other areas that contribute to successful student outcomes, such as facilities, transportation, funding models etc., the Board has chosen to focus its efforts and resources on those areas that are most closely aligned to student success, and that are in most need of improvement at this time in the Board's evolution.

The following pages outline each of these Strategic Action Area Deliverables.

Strategic Action Deliverable: **(A1)- A High-Quality Curriculum**

The Need:

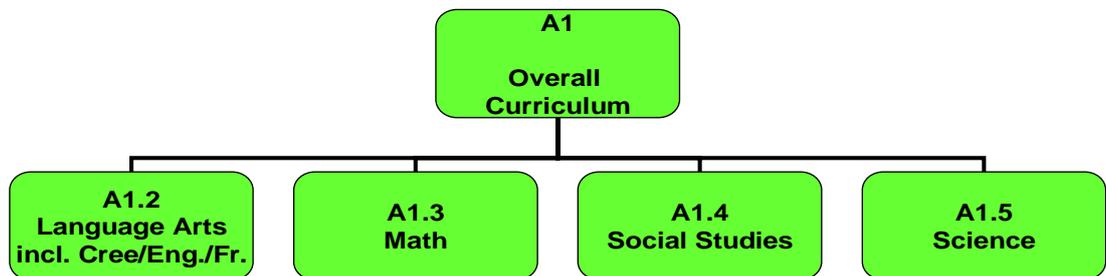
The CAFSI report of 2007-8 indicated that one of the major obstacles standing in the way of providing a high-quality education to Cree Youth was the lack of a “curricular model” that “ensures that all students learn to read at grade level beginning in kindergarten, as well as learning the Cree language and culture”. The review indicated that currently teachers “teach whatever students are able to handle at a second language level, which cannot measure up to the first language expectations of the Quebec Educational Program (QEP).

The Response:

In order to address this strategic gap, the Board has engaged the Mid-Continent Research in Education and Learning (McREL) group to assist in the creation and implementation of a “Guaranteed and Viable” Curriculum, referring to the fact that all students are guaranteed equal opportunity to learn and teachers are allowed adequate time to teach the curriculum.

McREL are acknowledged as leaders in School Improvement, having successfully implemented their curriculum, teaching and leadership programs in countries around the world, and importantly in many diverse socio-economic environments. McREL will work closely with the coalition team members from the Cree School Board Educational and Operational groups, under the overall leadership of the Deputy Director General and Youth Education. The team will deliver the curriculum in manageable components over the next 5 years, as prioritized by the Board in the following schedule:

**Strategic Action Area A1- High Quality Curriculum
Strategic Initiatives' specific delivery dates**



| | 2010 | 2011 | 2012 | 2013 |
|--------------------------------|------|------|------|------|
| Content & Textbooks | | | | |
| Instructional Units | 2011 | 2012 | 2013 | 2014 |
| Full Implementation | 2012 | 2013 | 2014 | 2015 |

All Curriculum elements will be implemented by 2016

While the Cree students currently enrolled will not have the full benefit of a new guaranteed and viable curriculum for the next few years, it is the expectation of the Board that the components they do receive, combined with the “Success in Sight” and Literacy training to be provided to teachers in the first 2 years of the Strategic Plan, will ensure that none of them are “left behind” in their pursuit of academic success.

Strategic Action Deliverable : (A2)- High-Quality Teaching Teams

The Need:

The CAFSI report of 2007-8 also indicated that “service delivery is often compromised by inadequately trained teachers, especially substitutes, who account for a high percentage of teachers”.

One of the key factors behind this overall weakness seems to have been an ineffective and time-consuming hiring process for teachers, which has frustrated attempts to build, and keep, momentum on the development of high-performing educational instruction. Another important factor certainly has been the lack of a curriculum and associated instructional deliverables, so that common expectations could not be set, let alone attained, amongst the teaching faculty.

The Response:

While the curriculum work to be done in strategic action area deliverable (A1) will, without a doubt, have a significant impact on teaching performance, it is only a pre-requisite, not a solution in and of itself.

In addition to the curriculum deliverable (A1) , the Board will be implementing 6 key deliverables in the strategic action area (A2)- High-Quality Teaching Teams :

- (A2.1) “Success in Sight” - teacher effectiveness component
- (A2.2) A “Literacy Action” program
- (A2.3) A revamped teacher hiring program
- (A2.4) An effective teacher retention program
- (A2.5) A Teacher Satisfaction rating program

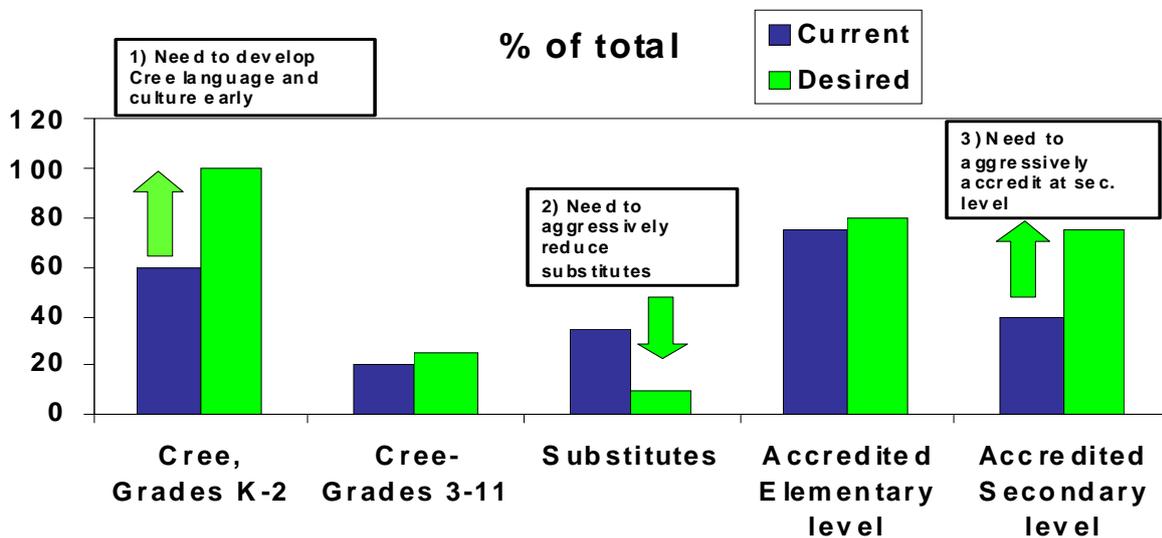
(A2.1) The “Success in Sight Program”, to be implemented with the assistance of McREL in the first year of the Strategic Plan (2011), will look at engaging high-performing teaching teams through the adherence to curriculum as well as a continual assessment and improvement cycle that teachers will be trained on and work in teams to implement.

A2.2) The “Literacy Action” Program is, essentially, basic professional development for teachers in the areas of teaching reading. The program will be implemented in the first 18 months of the Strategic Plan, by the same team of external professionals who studied the Cree Language of Instruction Program, working in conjunction with the educational staff of the Board. While the early focus will be on Cree reading, and the resources needed to teach Cree reading, the program will quickly expand to encompass reading at all grade levels. While the implementation will be closely aligned with that of the Curriculum work under “Success in Sight”, it will move more quickly to touch all grade level teachers, ensuring that no students get “left behind” while waiting for complete and comprehensive curriculums.

Hiring, Professional Development and Retention

In addition to these two initiatives, which are aimed at improving the performance of the teachers in place at any given time, the hiring, professional development, and retention initiatives are aimed at improving the composition and qualifications of the teaching group as a whole. The gaps between the current composition and qualifications and the desired situation is depicted in the chart below:

Teaching Team Composition- 3 areas of change required



(A2.3) The first two areas of change required above will be addressed largely by the revamped hiring process and will be complimented by the retention program. Specifically, the hiring process will be targeting a reduction in overall time to hire of 60 days, from the current 105 day average hiring timeframe to 45 days. This will have a major impact on reducing the need for substitute teachers, as a high percentage of these substitutes are filling in for teachers waiting to be hired.

The hiring process will also be revamped to target Cree teachers for grades K-2, and a combination of Cree and non-Cree for grades 3-11, as well as targeting more teachers with qualifications to teach at the secondary level grades.

The “Success in Sight” program will be featured prominently in the hiring process, as an effective way of attracting candidates, as well as clearly laying out expectations.

The early focus of the Professional Development program will be on the very practical aspects of on-the-job teaching of the daily routines and remedies prescribed by the Success in Sight and Literacy Action Programs.. Once this training has effectively taken hold, the Board will look in later years to expand Professional Development to deal with any weaknesses in Secondary level accreditation, as well as to target desired categories of teachers and more closely tie the program to tenure, as away of increasing loyalty from those the Board wishes to retain.

Success in this area will ultimately be measured by the percentage of targeted teachers receiving development, as well as the targeted average investment/year in these teachers.

(A2.4) The Teacher Retention Program will have a delivery target of increasing the average tenure of teachers in key categories, as indicated in the following chart:

| | <u>Now</u> | <u>Year 5</u> |
|--|----------------|-----------------|
| Cree teachers in grades K-2 | 7 years | 10 years |
| Qualified, Secondary-level teachers | 2 years | 5 years |
| All full-time teachers | 5 years | 7 years |

While the “Success in Sight” program is designed to, and expected to, have a positive effect on teacher retention rates, it will not likely be sufficient to have the full impact desired, and the Retention program initiative is designed to ensure the goals are met through a targeted approach to the key teaching groups identified previously. It will include monetary and non-monetary inducements to stay, and will be communicated aggressively, starting during the hiring process and continuing through the full tenure ship period.

(A2.5) Finally, the Teacher Satisfaction program to be put in place by the end of 2012 will be an anonymous, Board-wide survey, completed by an objective and independent survey firm, and will allow the Board and the school leaders to identify overall satisfaction, as well as key areas contributing to, or detracting from, this satisfaction.

The year five goal for Teacher satisfaction will target a 5% per year increase over the first year’s study score, once this is determined.

Strategic Action Deliverable: **(A3)- A High-Performing School Leadership Team**

The Need:

Another key finding of the CAFSI Report of 2007-8 was that “ teacher supervision is almost non-existent, as principals have learned that meeting administrative deadlines is more important to the Board than what goes on in the classrooms”. While the misguided priorities issue will need to be dealt with under the strategic action plan (A7)- Operating groups that efficiently serve the needs of students and their educators, first and foremost- it is also clear that principals will require more guidance and training on effective leadership behaviours and priorities.

The study also indicated that the empowerment of principals is compromised by the splitting of authority over schools between themselves and the CEA position. The latter is essentially responsible for all administrative oversight of the schools, including the very important funding decisions. It is evident that this situation is not reflective of the Board’s desire that operational and administrative groups serve the need of students and educators.

The Response:

Under the “Success in Sight” program, school principals will learn, in the first year of the Strategic Plan, the 13 key responsibilities of an effective school leader, as well as the 35 associated practices that are critical to be in evidence every day. These will form not only the focus of their training, but also the basis for a “balanced leadership performance score” that will be applied consistently throughout the Board, and reviewed regularly , at the school, district and Board levels.

These Responsibility areas are listed below:

The Board will also, early in the Strategic Plan timeline, take the necessary steps to remove the

- | | |
|-----|---|
| 1. | Ideals/ Beliefs |
| 2. | Input |
| 3. | Intellectual Stimulation |
| 4. | Involvement in curriculum, instruction and assessment |
| 5. | Knowledge of curriculum, instruction and assessment |
| 6. | Monitor/Evaluate |
| 7. | Optimize |
| 8. | Order |
| 9. | Outreach |
| 10. | Relationships |
| 11. | Resources |
| 12. | Situational Awareness |
| 13. | Visibility |

confusion of authority currently surrounding school leadership, ensuring that the principals are empowered to fully use the new leadership learning they will acquire, without any unnecessary obstacles in the way.

Strategic Review Deliverable: (R1)- Engaged Students and Families

The Need:

The large base of anecdotal evidence that students are not interested in school is supported by the hard data indicating poor, and deteriorating, attendance rates. While the academic success through improved tools and teaching will improve student engagement, it is incumbent on the Board to explore other less traditional forms of engagement that will reflect the voice of the Cree students themselves, and therefore, their unique circumstances.

The CAFSI report of 2007-8 also indicated that “in most cases, home and community support for learning is very poor”. This general observation is supported by the factual data that shows attendance rates a good base indicator of family support, to be significantly lower than that seen in other School Boards.

The Response:

Given the need to prioritize strategically, the Board have chosen to concentrate their early efforts on review and study to determine best practices to pursue in the areas of both student and family engagement and commitment.

This review will focus on, amongst other things,:

1. Student questionnaires and focus groups
2. The role, if any, for more practical education that reflects the Cree Nation environment
3. Family Advisory and Communication vehicles that connect the schools and the Parents
4. A Parental Satisfaction rating program

The “Student Voice” has been somewhat elusive in the past, due to the young age of many students and the reluctance to openly discuss educational needs of the older students. The base improvements sought to curriculum, teaching and school leadership, in the Youth Education Strategy will resolve much, if not all of the gap in early years education. Accelerating levels of disinterest, and drop out rates, in later years will need to be tackled more comprehensively, and the voice of these older students must be heard to do this well.

The establishment of the Family Advisory groups will be an essential first step towards determining the nature of the consultation and communication processes to follow. It is intended that this advisory group will be comprised of parents and other family members who are already engaged in, and committed to, their children’s education, and are also influential in the community at large. It is also intended that one central advisory group will lead the early review to establish best-practices, in conjunction with leading experts in the field.

Strategic Review Deliverable: **(R2)- Cree Educational Components**

The Need:

Notwithstanding the urgent need to improve on the core academic education of our Cree Youth, and the delivery of key adult education programs, there also exists a fundamental need to ensure that all of our students will, in future, obtain an education that embodies, and embraces, the Cree language, culture and lifestyle, at all levels and through all ages.

The Response:

The Board understands that the design, development and implementation of this Cree Educational System will be an undertaking that, done properly, will span many years, and probably more than one decade. The early work on this deliverable, within this strategic action plan, will involve research with experts in Native education, both within and outside the Board. The findings from this research will form the basis on which action plans will be developed for phased implementation starting in the later years of the Strategic Plan, and this phased implementation will continue through the ensuing years.

The work in establishing an Educational System that embodies the Cree reality will need to build on the solid foundation that will be delivered through the efforts on the Youth School Improvement deliverables, and also address the key recommendations coming out of the student and family engagement reviews. The ultimate goal of this strategic area will be an educational system that the entire Cree nation will be proud of, recognize as their own, and one that will help to continue to define the Cree nation and keep it vibrant.

There is only one key deliverable from this area at this time, and that is a set of recommendations as to how best design and develop a comprehensive Cree Educational System. The recommendations will be expected to be delivered by no later than the end of 2013, thus allowing the other youth academic, Adult program and Operational effectiveness work to be largely in place, and to allow for the feedback obtained from students, families and the communities at large to be fully understood and taken into account.

SECTION 3.2 ADULT EDUCATION – STRATEGIC ACTION AREAS AND DELIVERABLES

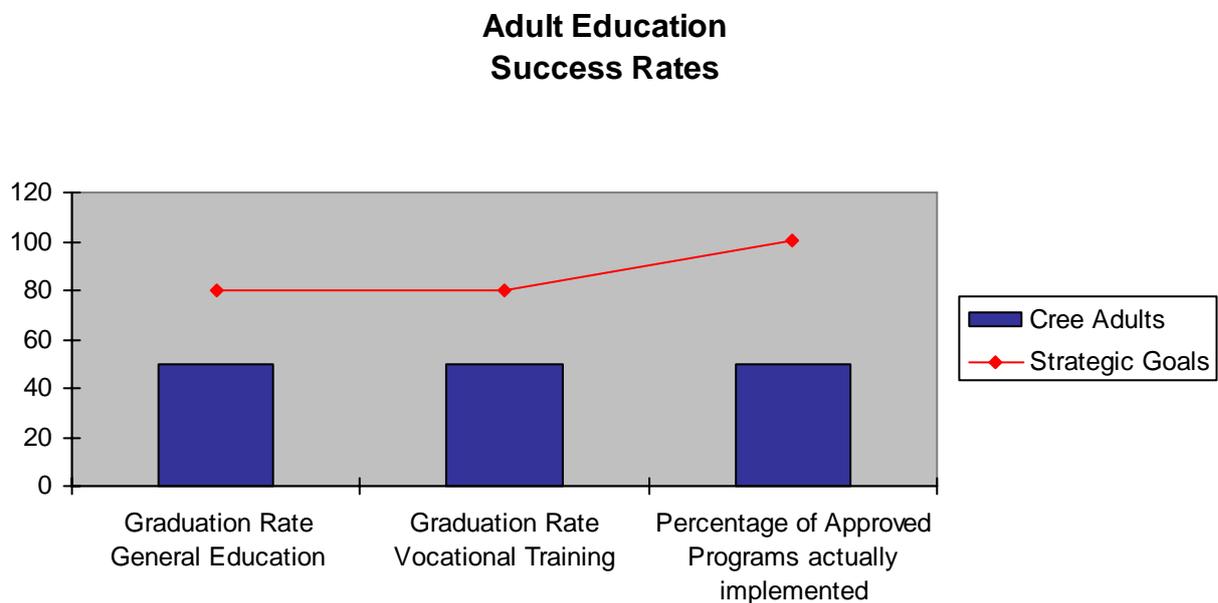
The Need:

While the CAFSI report of 2007-8 on the Adult Education area was not nearly as in depth as that of the Youth area, it makes a few key, high-level observations which are important to address, especially in view of the priority that is required in the General Continuing Education and Vocational Training areas.

Generally, the study found that “delivery in the nine continuing education centres and the Regional Vocational Training Centre is problematic”.

More specifically, in the Continuing Education area, there was a “serious lack of facilities and support for students”. In the Vocational Training area, it was observed that the Regional centre has a “weak learning culture” and “does not assume a leadership role”.

Strategic Gaps in Adult Student Success for the area overall are depicted in the chart below:



The Response:

Two Strategic Action Areas (A4 and A5), and two Strategic Review Areas (R3 and R4) have been developed to address the Adult Education strategic needs. These are outlined on the following page.

Strategic Action Area: (A4): A strong team to effectively lead and manage the Adult Education Department

The Need:

The Board understands that the Adult Education area does not currently have a leader in place. None of the short-term improvements, nor the strategic action required, under the 5 year Plan, will be possible until an effective leader is put into place and empowered to act decisively and with the Board's full backing.

The Response:

While several options exist in this regard, the immediate need for attention dictates that an internal candidate who has an in-depth understanding of the sector needs to be installed. This person also needs to be supported to both improve operations and ensure important program development with key partners, such as the Cree Employers, CHRD and Quebec programs like SARCA and Plan Nord.

Once this leader is in place, a select number of staffing moves will need to be made to remove any obstacles to the changes needed, and to inject the staff required to effect the changes. This will not be without challenge, and the leader will require the full backing of the Board to take the necessary action.

A Long-term organizational structure will only be finalized in the second year of the Strategic Plan, once the new term has had sufficient time to implement the short-term initiatives required to stabilize operations, and to identify resource requirements coming out of the key program development with strategic partners.

Strategic Action Area: (A5): A strong operational capability for Adult Education

The Need:

Much of the delivery problem identified in the CAFSI report, exists as a direct result of both internal problems with operational processes, as well as the need for the Adult Education area to rely on the Board's operational policies and processes for important deliverables in the education of their adult students and educators. Making the situation even more problematic is the fact that the Adult Education area is not even accorded the status of "schools", so that their requests receive a minimal priority within the overall Board operating context.

The Response:

The Board intends to allow the operational improvement process to occur by first revising policies surrounding the ordering of important educational materials and resources process by removing intermediate steps that do not add value. The intent will be to give the Adult Education Services Area the same authority in these matters as the Youth Education Area, allowing the Management group to accelerate important overall ordering needs and to allow the individual Centres to do the same for their specific needs. All operating policies and processes will also need to be reviewed and streamlined, with more of a priority given to allowing the Adult Education Sector to take the steps necessary to get their programs delivered.

The Adult Education operations management must, once empowered with increased authority, deal aggressively with three priority areas:

1. The out-of-date student files
2. The significant inaccuracies in MELS reporting
3. The large percentage of Board approved programs that do not get implemented

Targets have been set in these three areas, and the new leader of the Adult Education will be aided by key staff members and by external consultants, in the pursuit of these targets.

Strategic Review Deliverable: **(R3)- Adult Education Programs that provide the best opportunity for student success, and align with key partnership programs**

The Need:

There is no doubt in the Board's mind that it is critically important to the Cree nation and its Adult students that high-quality vocational and continuing education programs are delivered, but even more critical that these programs are in the areas deemed to be most important by Cree employers and the community at large, as well as the Quebec Ministries, and other groups, involved in Adult education and employment. Two very strategic programs currently impacting the area are SARCA (Reception, Referral, Counselling and Support Services) and Plan Nord. In addition, there exists a short "window of opportunity" available for potential investments in new facilities that is presented by the Cree Human Resource and Development group (CHRD).

The Response:

The Board understands that there is an urgent need to get the structure, staffing capabilities and operational issues resolved first and foremost, but that stopping work on key program development initiatives will likely mean missing out on developmental funding, as well as ongoing operational funding. It is for this reason that the senior level staffing changes that will be made will identify key positions for both Operational Improvement and Program Development, separate and apart from one another.

The staff dedicated to Program Development will have three key deliverables within the first two years of the Strategic Action Plan:

1. A recommendation for New Facility build-out, in conjunction with CHRD
2. Implementation of SARCA
3. A recommendation on action required to effectively tie into Plan Nord

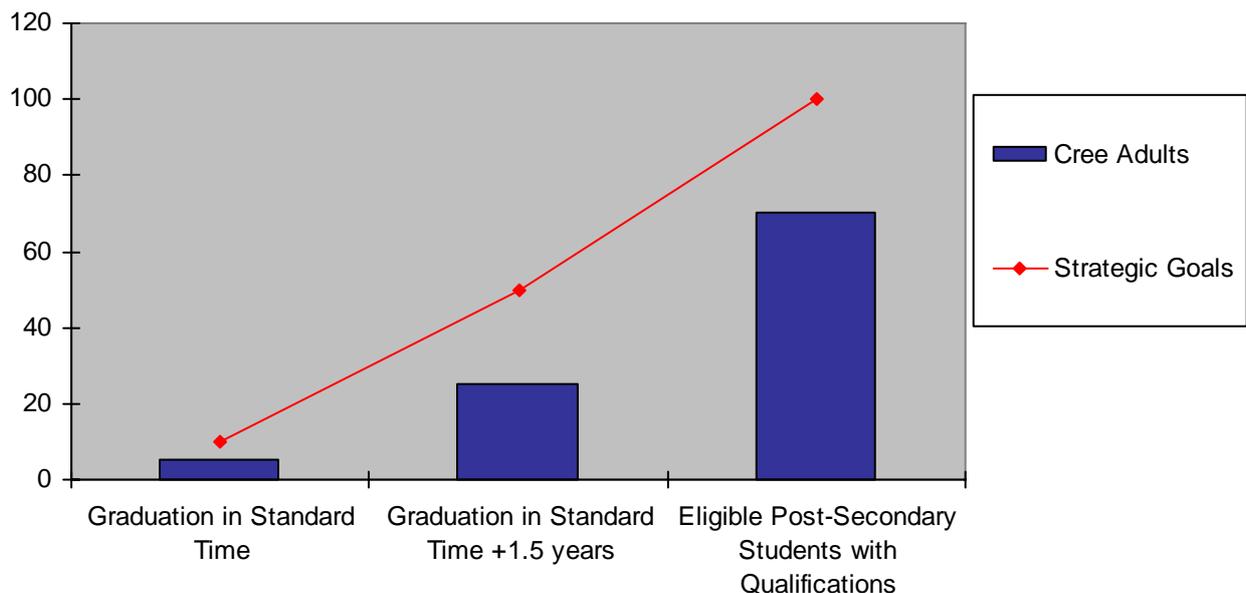
In addition, there will need to be a strong overall study done on the key economic and demographic shifts occurring in the Cree Nation and its surroundings to clearly determine the most important areas for future adult education and training to occur, and set a long-term plan of action. This study will require internal and external resourcing, at a strategic level, and is not intended to be undertaken until year three of the Plan.

Strategic Review Deliverable: **(R4)- Improved Quality of the Existing Post-Secondary Support Programs**

The Need:

There has been relatively little study of the Post-Secondary support services offered by the Board, and certainly not sufficient to allow a clear setting of strategic action. Nevertheless, current information that does exist indicates a clear deficiency in the current vs. desired situation for Cree Post-Secondary students, as indicated in the chart below:

**Post-Secondary Education,
Student Success Rates**



The Response:

While several targets have been set, and several key deliverables identified, for the area of Post-Secondary Services, leadership in the overall Adult Education area will be seeking a preliminary study that identifies a clearer prioritization of these deliverables. In view of the sizeable demands on the Board's resources, both time and funding, in order to deliver the strategic action areas identified in the Strategic Plan, investment of time and money in the Post-Secondary initiatives will, necessarily, need to be carefully measured and time spaced.

Generally speaking, priority will be given to ensuring necessary improvements to the existing services, before "awareness" and other marketing or promotional initiatives are undertaken. There will also be an overall mandate for the new leadership of the Adult Education area to connect programs in all areas of Adult Education, including Post-Secondary Support, together for better cohesion, efficiency and a clearer understanding by Cree adults of the support available to them.

**SECTION 3.3: OVERALL BOARD AND OPERATIONAL SUPPORT GROUPS
STRATEGIC ACTION AREA AND DELIVERABLES**

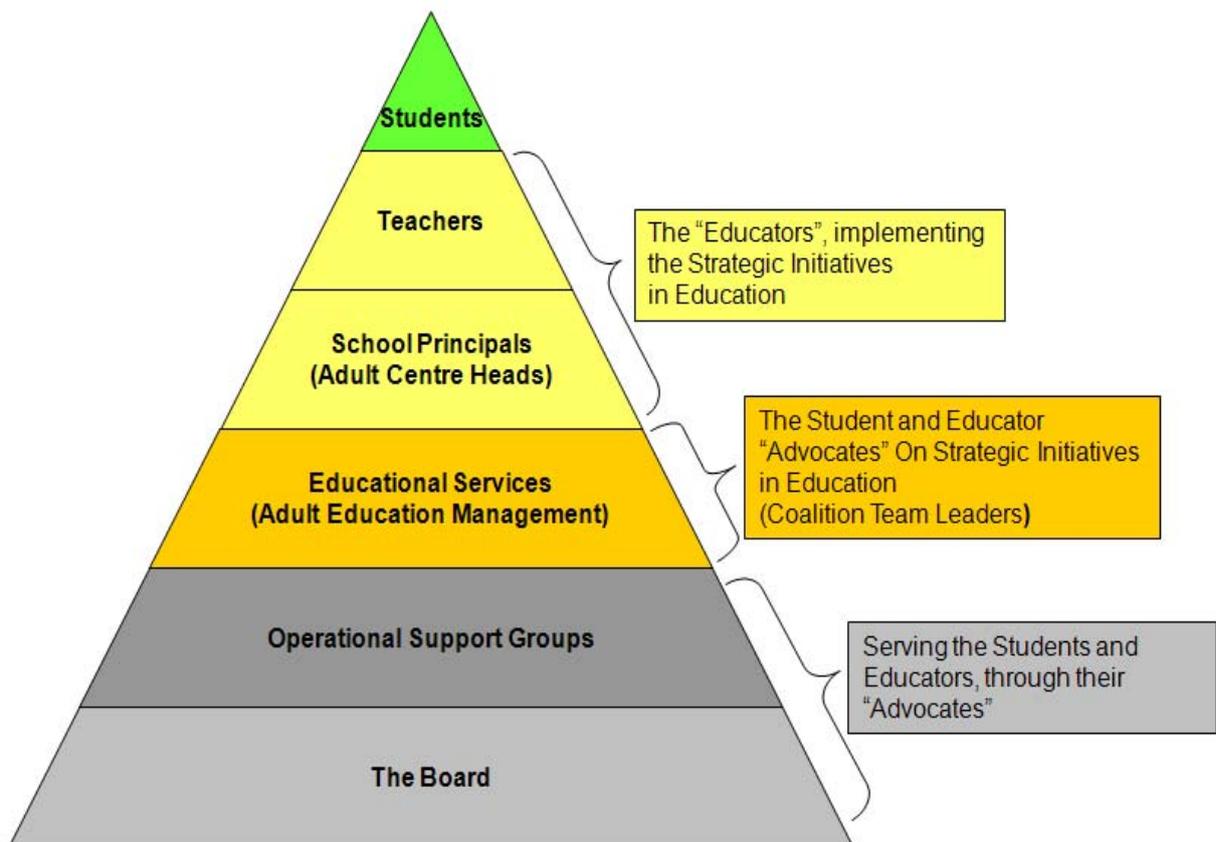
Strategic Action Deliverable: **(A6)- A High-Performing School Board**

The Need:

The Board understands that there has to be a significant shift in the manner with which it governs its own priorities and actions, as well as the priorities and actions of the operational groups of the Board. Specifically there has to be a clear shift wherein the Board is focussed on setting the strategic direction required to achieve the student success, and the Operating groups align their efforts to the strategic action plan developed to deliver this success. While there is no doubt that the Operating groups also have a mandate to be efficient in utilization of their resources, this efficiency mandate comes second to the primary reason for their existence - helping in achieving success for the Cree students.

The CAFSI report of 2007-8 referred to the need to shift from “a bureaucratic hierarchy with students at the bottom, to a pyramid of support for schools with students at the top”.

Turning the Pyramid of "Service to Students" the Right Way Up



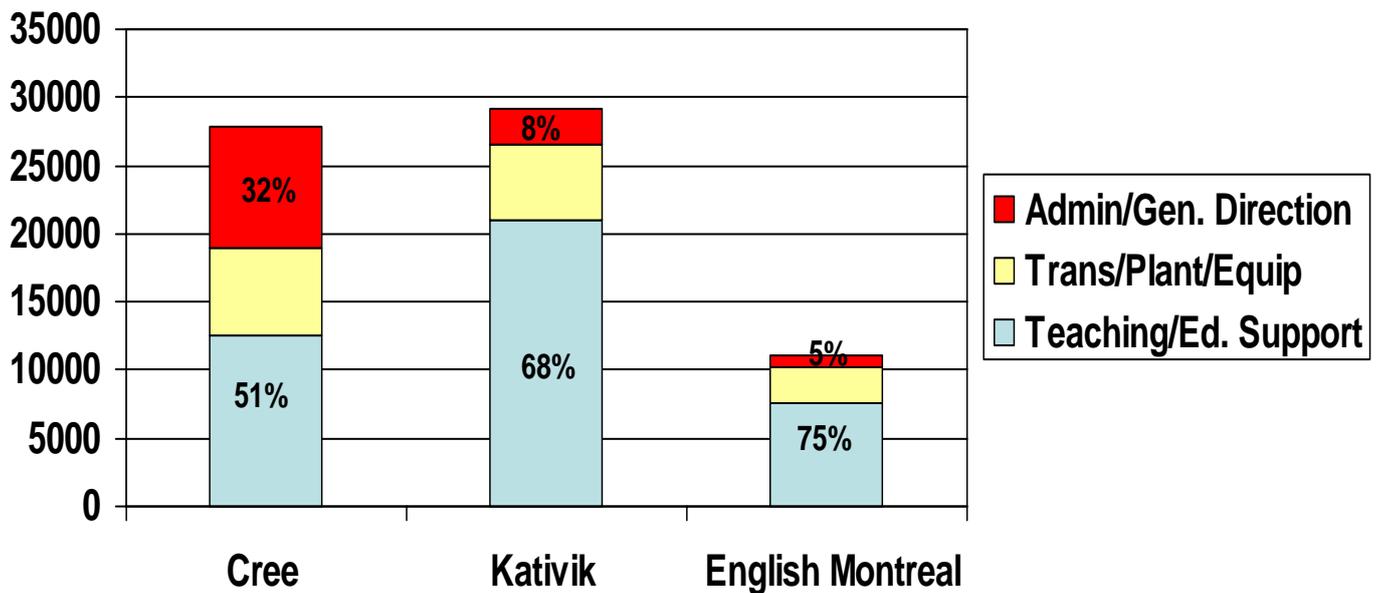
This situation is evident subjectively, through observation, but it is also evident when comparing the degree of funding which has historically been allocated to front-line education vs. general administration by the Cree School Board vs. other School Boards. This is illustrated in the chart below:



Current Situation: Resource Allocation

Overview Financial data indicates possibility of Overspending on Administration, at expense of Education

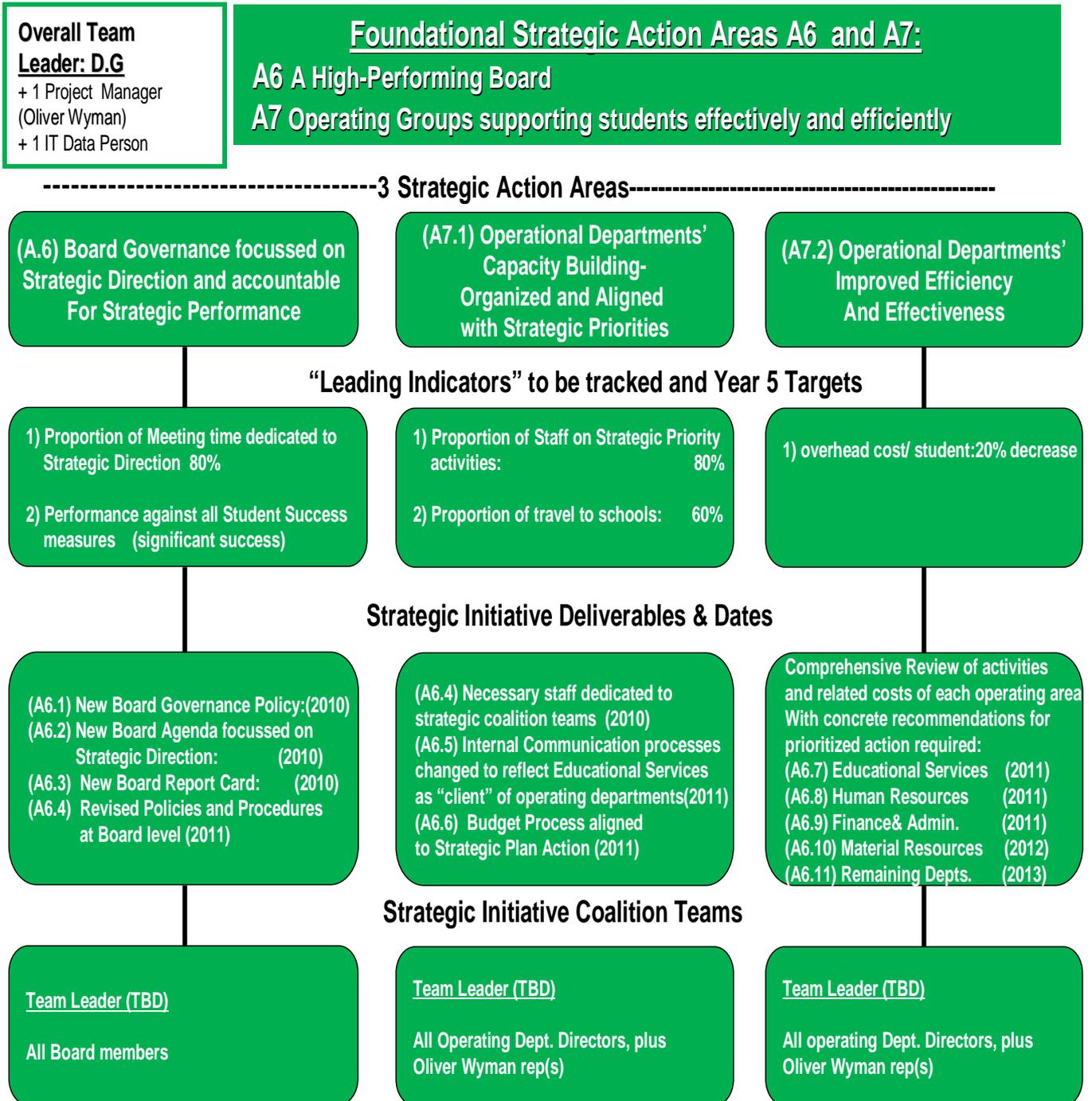
Overall Cost per Student and Breakdown by Category



- **Approx. 30% of Cree Board costs appear to be Admin. And General Direction vs. less than 10% at other Quebec Boards (big and small)**
- **Action is required to ensure the accuracy of comparisons and determine reasons for the differences**

The Response:

To aggressively, and appropriately address this situation, the Board have included two foundational strategic action areas (A6) and (A7), with several key targets and deliverables, properly prioritized, as shown in the summary chart below:



(A6) A High Performing Board.

The first of the three areas of focus underneath the overall strategic area deals with improving the way the Council of Commissioners (Governing Board) performs. The key focus of this strategy is to ensure the Board is accountable for setting overall direction for the overall success of its students. This is primarily achieved by constructing and adhering to a “Board Governance Policy” and an accompanying “Strategic Direction” for achieving student success. The setting of strategic direction, and the accompanying Report Card, will form the bulk of the time and effort expended at the Board’s regular council and management meetings, and the performance on the Report Card will be communicated regularly to all stakeholders of the Board, in a way that all can understand.

In addition to the delivery of this Strategic Direction and related Report Card, the Board will also deliver, under this strategic area, a new Board Governance Policy and a New “Standing” Council Meeting Agenda, both designed with the objective of focusing the Board’s actions on the five year strategic action plan, and away from operational detail. The Board will focus on the “ends” to be achieved, while the Management group will focus on the “means” to achieve these “ends”. The Board’s target will be to devote the vast majority of their collective time to the Strategic Direction, and to achieve success on the vast majority of the elements listed in the “Board Report Card”, as defined by the measures and targets set therein.

(A7.1) Operational Departments’ Alignment with Strategic Action Plan.

The second strategic area will be the aligning of the operating departments staffing and other resources with the strategic action areas of the plan identified for Youth Education and Adult Education.

Specifically, this will be accomplished through an annual resourcing allocation process, whereby Coalition Team leaders on these educational initiatives will identify the number and nature of staff required from each of the operating departments to successfully deliver on the strategic initiatives. Each operating department will undertake a process of reviewing their existing staffing compliments, and changes required, to satisfy the requests of the coalition teams. It is intended that this process be done in conjunction with the annual budgeting process of the Board, and will build on the work already done in the areas of Organizational and Capacity building by Oliver Wyman.

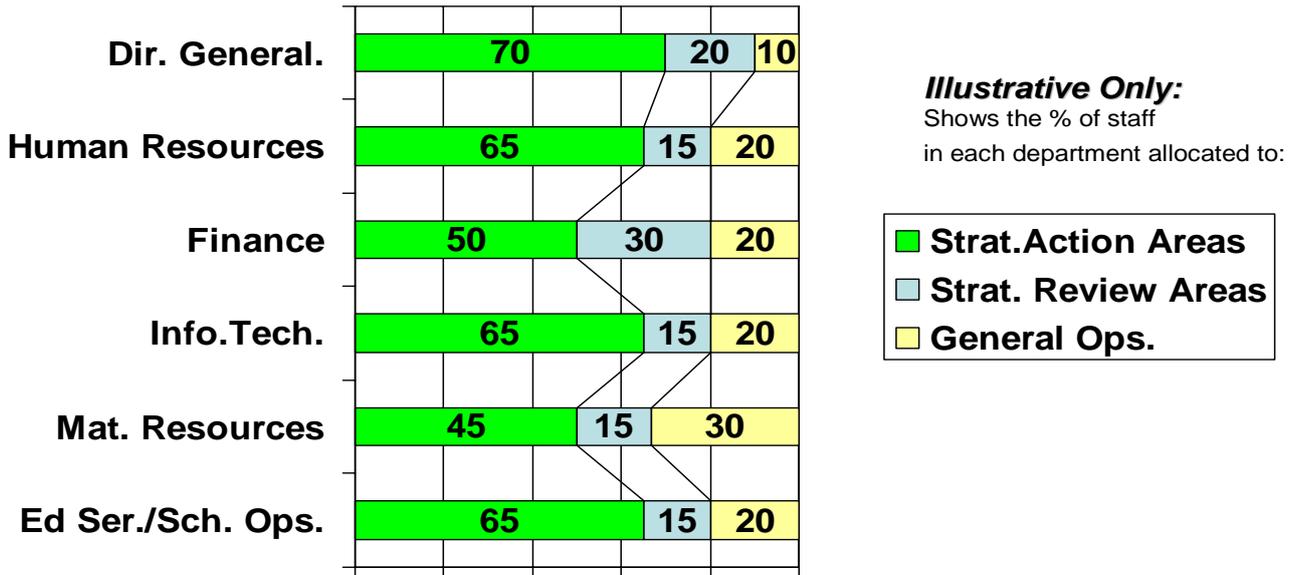
In addition to these specific allocations of staff, there will be an ongoing allocation of one Information Technology person to each of the Youth and Adult Education areas, to assist the each of the overall Project Leader of these two areas with obtaining the critical data required to adequately measure progress towards the strategic goals and leading indicators set.

A large contributor to the overall performance assessment of each of the operating departments will be the extent to which they have effectively staffed the strategic educational initiatives. Input on this dimension will come directly from the team leaders for whom their staff are working.

Targets will be set for each operating department with respect to the proportion of their overall staff dedicated to the strategic education initiatives, with an overall target of 80% by year 5. Travel effectiveness will also be reviewed, with a target that 60% of the travel of operating group staff will be for the direct benefit of the educational initiatives (either to schools directly or to educational initiative meetings).

The chart below depicts the type of realignment of Operational Department staff time to be targeted in this strategic area

Aligning Staffing to Strategic Initiatives
 THE MAJORITY OF HEAD OFFICE DEPARTMENT RESOURCES (People and \$'s)
 SHOULD ALSO BE ALLOCATED TO STRATEGIC INITIATIVES



Realignment work to be done as part of strategic initiative A6. I will review the current situation and changes required properly support the educational initiatives.

(A7.2) Operational Departments Efficiency

The third and last area of strategic focus will be that of the efficiency of the operating departments. This initiative will also build directly on the work already done by Oliver Wyman above, and will target a reduction in overall operating costs per student of 20% by year 5, and a more specific reduction in travel and meeting costs of 30% by year 5 of the Plan.

At the outset, each department will be asked to complete their own departmental plans with the realignment of resources to the strategic action areas in mind. They will also set efficiency targets to meet in their individual area plans.

Based on the relative state of each of the operational areas as assessed in previous studies, department-specific operational reviews will be conducted on the Educational Services and Human Resource departments in year 1 of the Plan, followed by the other departments in subsequent years. It is intended that the departments will be assisted, in both the planning above, as well as the reviews, by the same external process and organizational consultants that have been working with the Board in capacity building in the past, and they will be immediately followed up with process and organizational improvement initiatives.

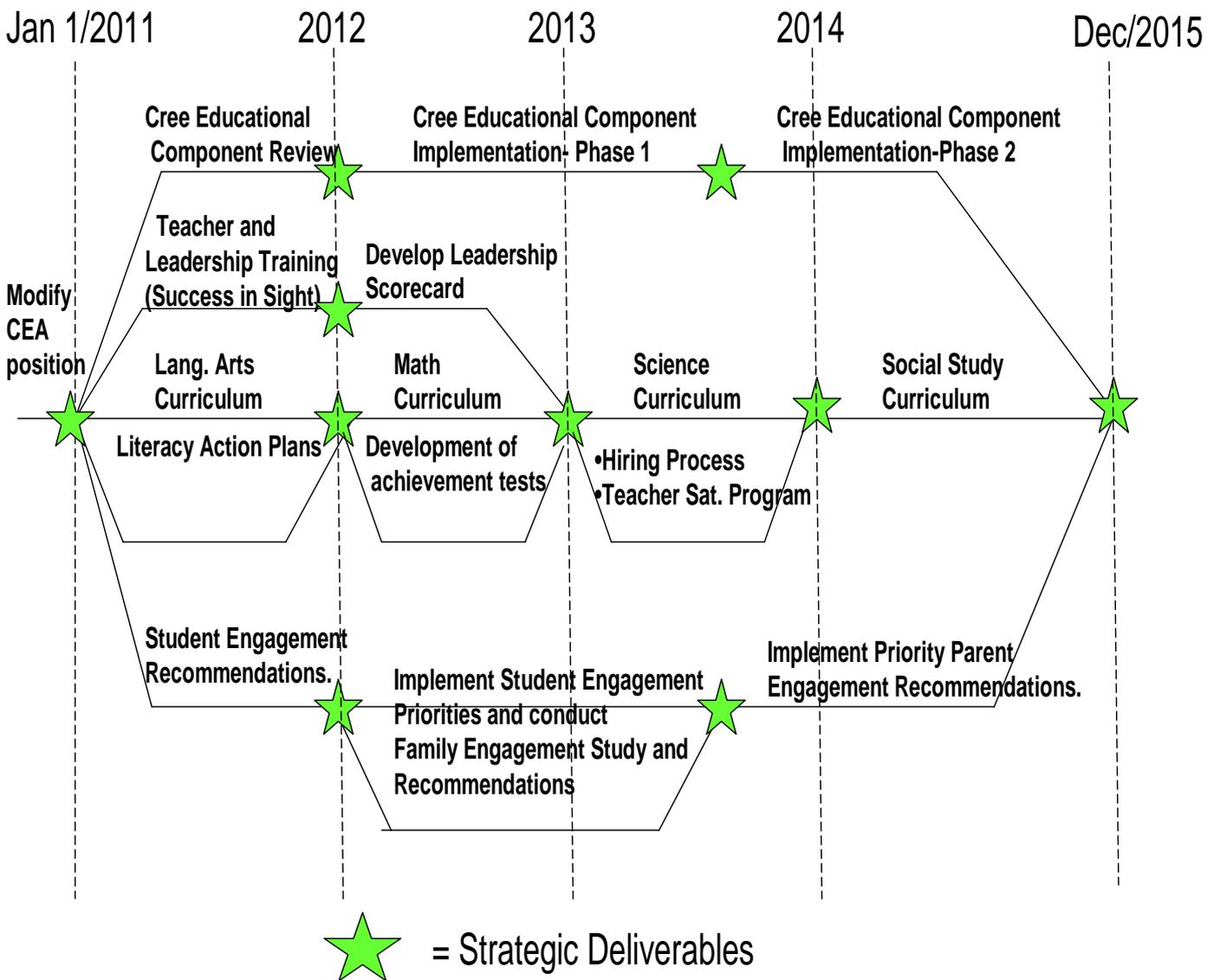
SECTION 4: TIMELINE MAPPING OF DELIVERABLES

Overview:

The following three pages outline the timing of all of the strategic action and review deliverables, highlighting both the due dates when deliverables should be looked for by the Board, as well as the interdependencies of the deliverables and initiatives. Of prime importance, if any of the deliverables required to be in place before another initiative can begin, are late, this delay will, necessarily, delay the next deliverable, unless the team responsible can shorten the time to deliver it. Management of these delivery dates will be facilitated by having a trained Project Manager, working with Project Management Software, assisting the leaders of both the Youth and Adult areas, in the oversight of all of their respective Strategic Plan initiatives.

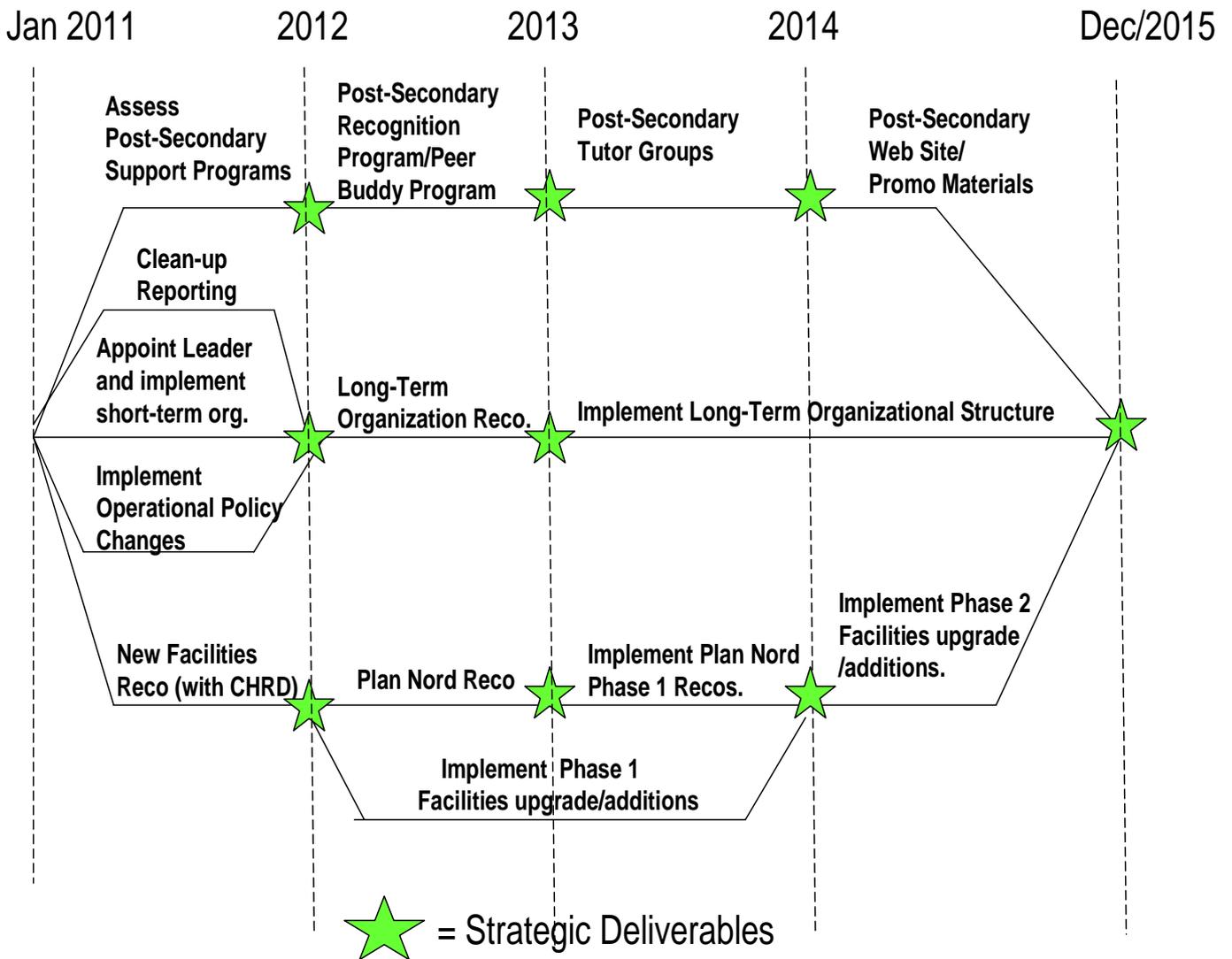
**SECTION 4.1: TIMELINE MAPPING OF DELIVERABLES
YOUTH EDUCATION AREA**

**Youth Education
Strategic Plan Timetable**



SECTION 4.2: TIMELINE MAPPING OF DELIVERABLES
ADULT EDUCATION AREA

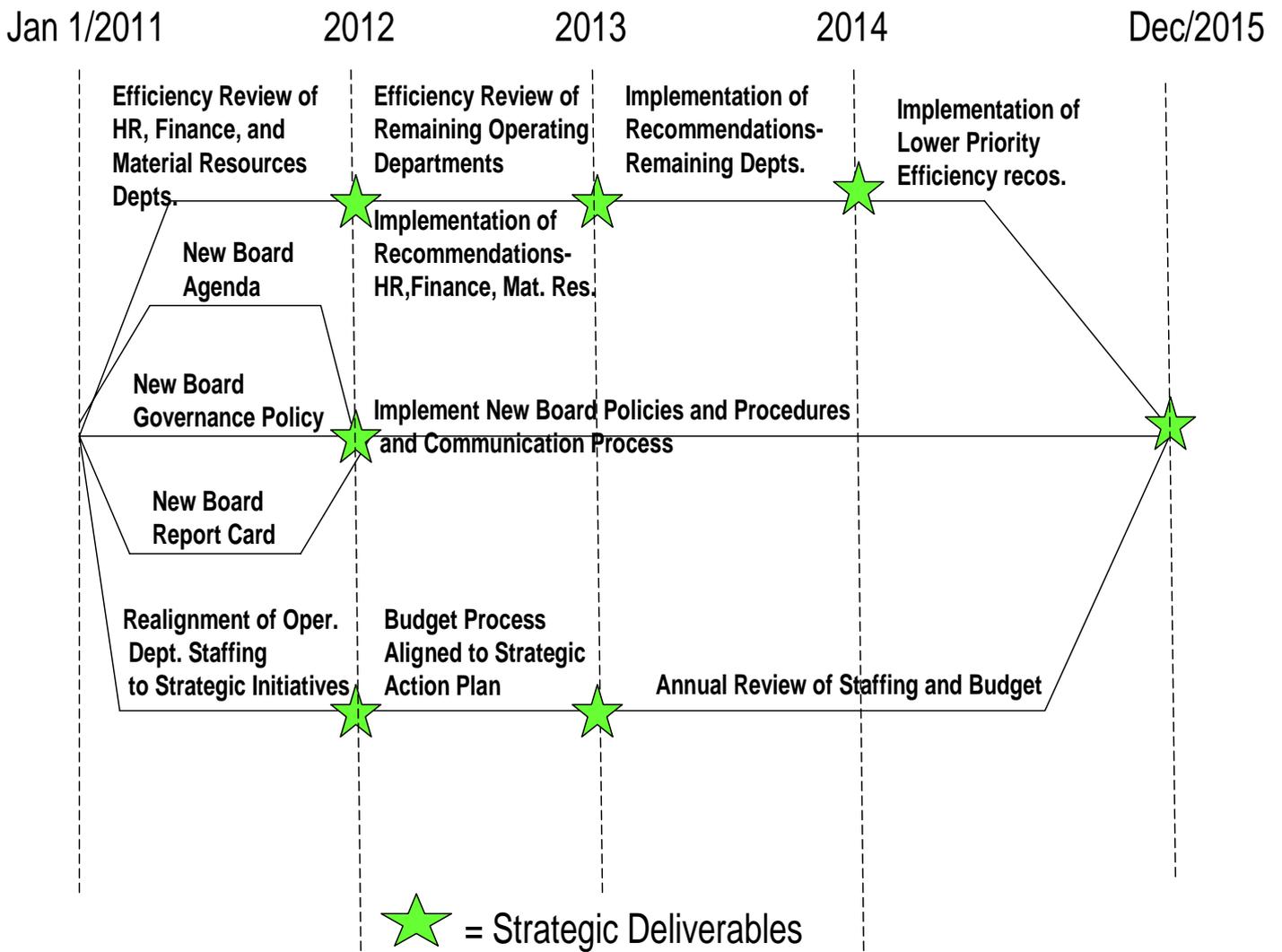
Adult Education Strategic Plan Timetable



**SECTION 4.3: TIMELINE MAPPING OF DELIVERABLES
BOARD AND OPERATIONAL SUPPORT GROUPS**

**Board and Operating Departments
Strategic Plan Timetable**

(to be confirmed as part of the annual planning process)

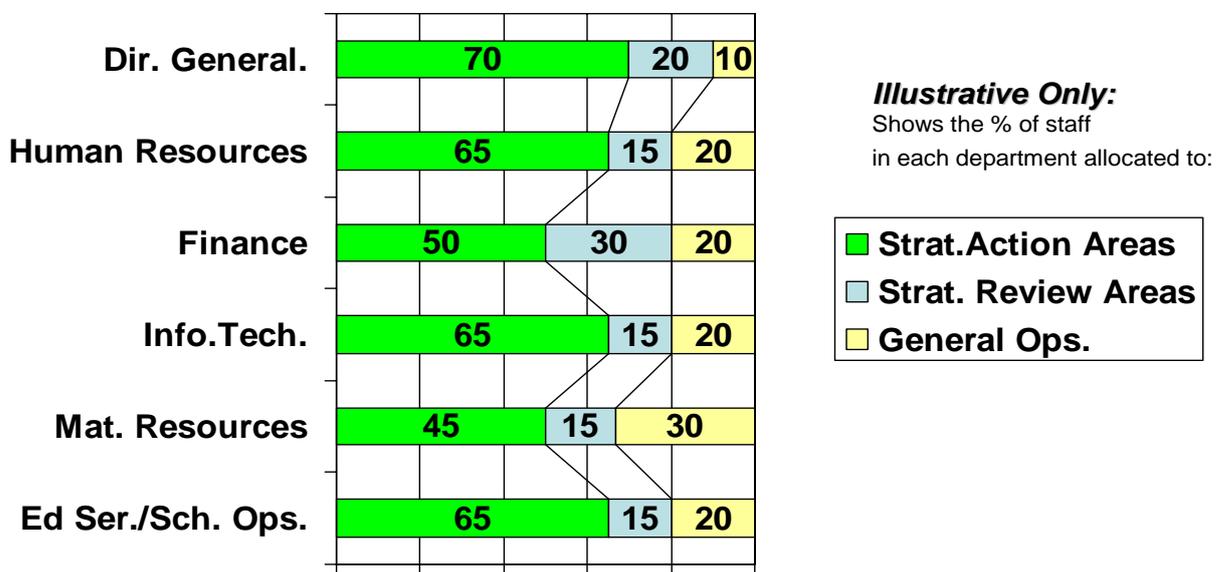


SECTION 5 : RESOURCING REQUIREMENTS AND ALLOCATION

Staffing Allocation:

The resourcing of the Strategic Plan has been guided by an overall understanding that the deliverables in the plan are a reflection of the areas that are most important to achieving the student success outcomes, and therefore should be the areas receiving the majority of available resourcing.

Aligning Staffing to Strategic Initiatives
 THE MAJORITY OF HEAD OFFICE DEPARTMENT RESOURCES (People and \$'s) SHOULD ALSO BE ALLOCATED TO STRATEGIC INITIATIVES



Realignment work to be done as part of strategic initiative A6.1 will review the current situation and changes required properly support the educational initiatives.

Each and every department will review their respective internal staff numbers, both full and part-time, and allocate these staff annually to each of the strategic action and review area teams, as determined by the requests received from each coalition team leader. All remaining staff that are not allocated will be reviewed for efficiency and determined to what degree these staff are required for base-level, non-strategic purposes. The chart below depicts the framework to be followed in this regard.

One professionally- trained project manager will be assigned to the overall leaders of the Youth and Adult Education areas, for purposes of carrying out the coordination, status reporting and follow up on all strategic action and review deliverables in each area. Their mandate will be to assist the overall area leader in keeping on top of deliverables and ensuring the leader knows when action may be required to get them back on track. The project manager will need to have a keen focus on the interdependencies between the various deliverables, to ensure one is not jeopardized by another's failure to deliver on time.

Budget Funding Models:

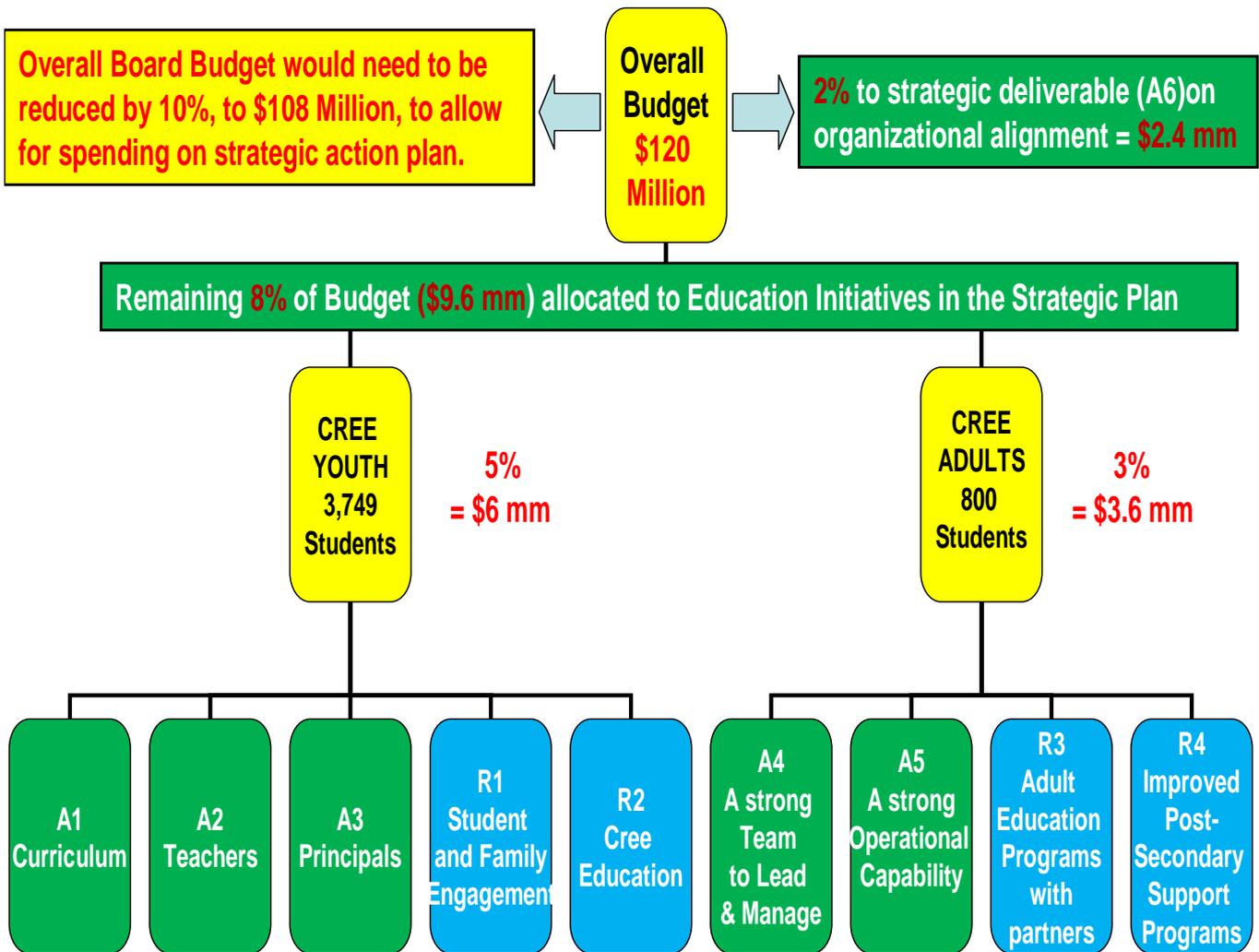
The “available resourcing” , in terms of budget funding, will be determined by calculating, each year, the portion of the overall Board budget remaining after accounting for expenses that are absolutely essential to “running the Board”. The bulk of these necessary expenditures are in the areas of transportation and school operations. Importantly, the bulk of staffing and other costs that make up general administration are not included in this area, but rather allocated to the strategic deliverable areas under coalition team staffing or general funding.

The portion of Board funding that is not necessary for “running the Board” will be allocated to the strategic action and review areas based on each area’s coalition team leader’s requests. These will be reviewed together in comprehensive budgeting sessions, with all team leaders around the table to finalize budget allocation decisions.

While much more discussion needs to take place between the educational leaders and finance, in order to finalize exact numbers, the budgeting process will be modified, on a go forward basis, to continually reassess the proportion of overall Board funding that is going to the educational vs. non-educational initiatives within the Board. The overall objective here will be to gradually reallocate more resources each year to the educational initiatives and areas in general, and save the money required for this allocation through the efficiency` initiatives mentioned previously in Strategic Action area (A7.2).

An overall template for this funding allocation “Reality Check” is shown on the following page. It depicts the current overall Board annual budget, and estimates the funding required for “Running the Board”. Establishing a better estimate of this amount will be a first priority of the Board.

Aligning Budget Funding to Strategic Deliverables



IT IS ESTIMATED THAT AS MUCH AS 10% OF THE OVERALL BOARD BUDGET MAY NEED TO BE ALLOCATED TO THE STRATEGIC DELIVERABLES EACH YEAR

Budget Funding (continued)

Based on preliminary work done to determine the funding required for the Youth Education strategic action deliverables that are further developed than others, it would appear that the Board will be targeting an overall “carve-out” of funds from the annual budget of approximately \$6 million each year to fund all of the Youth Area strategic action and review deliverables. A table indicating the approximate future funding requirements is shown below and will be updated as better estimates are made available by the team leaders.

**Youth Education - High-Level Strategic Plan Funding Requirements
(\$ millions)**

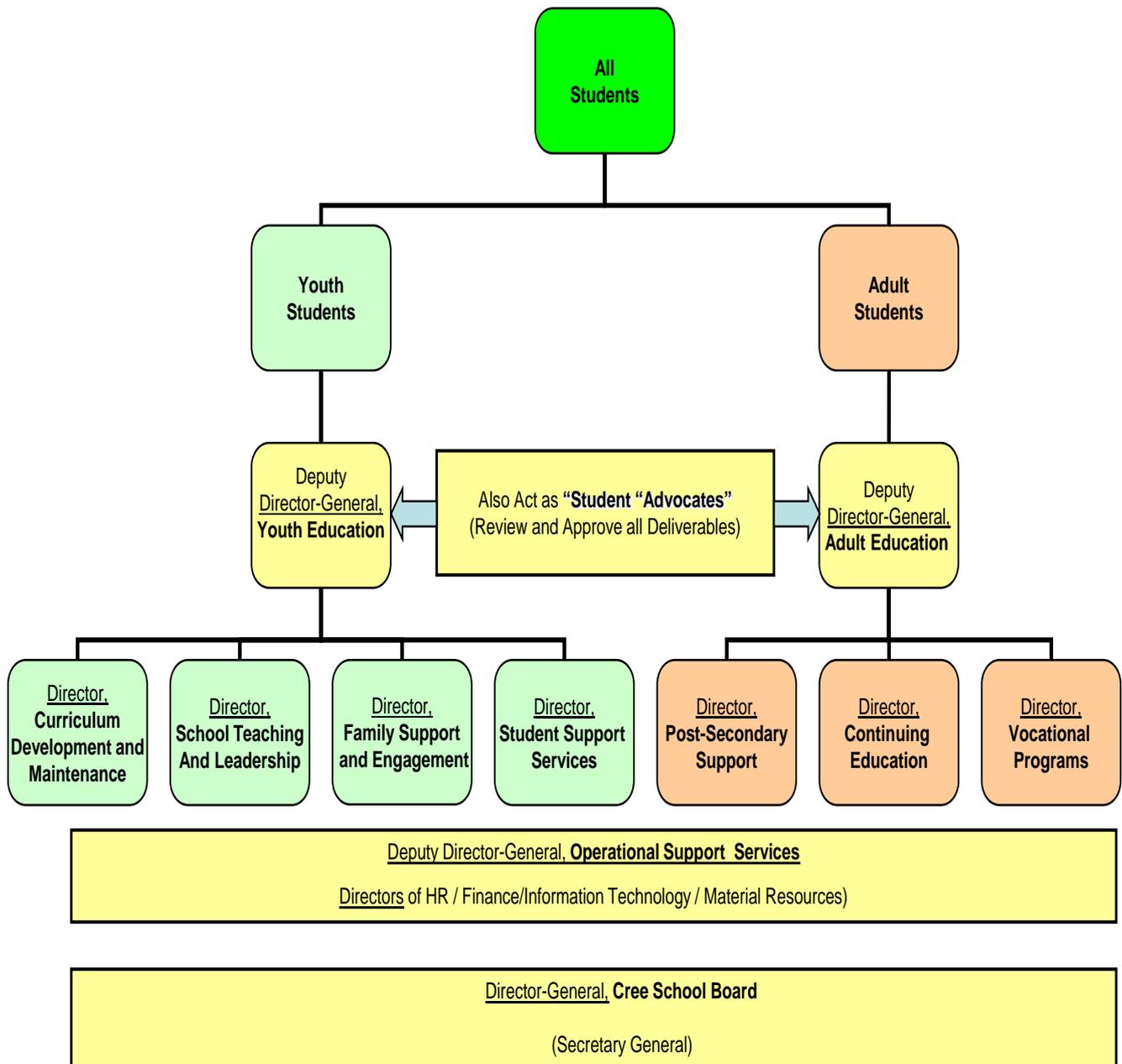
| | 2011 | 2012 | 2013 | 2014 | 2015 | 5 Year Total |
|----------------------------------|------------|------------|------------|------------|------------|--------------|
| Guaranteed and Viable Curriculum | 3.5 | 2.0 | 1.0 | 1.0 | 1.0 | 8.5 |
| High Quality Teaching | 1.0 | 1.5 | 1.5 | 1.0 | 1.0 | 6.0 |
| High Quality School Leadership | 1.0 | 1.5 | 1.5 | 1.0 | 1.0 | 6.0 |
| Student and Family Engagement | .3 | .5 | 1.0 | 1.0 | 1.0 | 3.8 |
| Cree Educational Components | .2 | .5 | 1.0 | 2.0 | 2.0 | 5.7 |
| Total | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 | 30.0 |

It is safe to assume that an additional \$6 million/year might be required to fund the remaining strategic plan initiatives in the Adult sector and the Board/Operating Department areas. **This total funding of \$12 million per year, for strategic initiatives, would represent approximately 10% of the overall Board annual budget.**

Organizational Structure and Alignment:

Another important matter with respect to resourcing will be the eventual long-term organizational structure that the Board will look to adopt. This will be done, again, with a view of aligning it with the Strategic Plan. An example of a potential structure that might in time achieve this objective, is shown below. This is only one option and the final organization structure will only be identified and finalized once further review and input is received from all concerned parties on the Board.

Aligning the Organizational Structure with the Strategic Plan



SECTION 6: PERFORMANCE MANAGEMENT AND EVALUATION

All of the strategic goals related to student success, as well as those “leading indicators” of success, form part of the overall Board “Report Card”. This “Report Card” will not only serve as a very public and openly shared view of ongoing performance, but will also guide the agenda that the Board will meet on and spend their time on. The target areas for Project and Operating Effectiveness still need to be refined and modified as the Management team reviews them. The Report Card is outlined below

BOARD LEVEL STRATEGIC REPORT CARD (With Annual Incremental Targets)

A) Student Academic Success Targets

| End of Year | 0 | 1 | 2 | 3 | 4 | 5 |
|-------------------------------|---------|-----|-----|-----|-----|----|
| (A1) Youth Education: | | | | | | |
| Cree Proficiency | ?? Base | +10 | +20 | +30 | +40 | |
| Lang. Arts Proficiency (CAT) | 31 | 31 | 40 | 50 | 60 | 70 |
| Math Proficiency (CAT) | 31 | 31 | 31 | 40 | 50 | 60 |
| Sec V Grad. Rate - STD Time | 9 | 9 | 9 | 14 | 19 | 25 |
| Sec V Grad. Rate - STD +1 yr. | 25 | 25 | 25 | 30 | 35 | 40 |

(A2) Adult Education:

| | | | | | | |
|------------------------------|----|----|----|----|----|----|
| Academic Qualif. (post-sec) | 60 | 65 | 70 | 75 | 80 | 90 |
| Grad. Rate (post-sec.) - STD | 5 | 7 | 9 | 10 | 10 | 10 |
| Grad. Rate (post-sec.) +1.5 | 30 | 35 | 40 | 50 | 50 | 50 |
| Graduate Rate - Vocational | 50 | 55 | 60 | 65 | 70 | 70 |
| Graduate Rate - General | 50 | 55 | 60 | 65 | 70 | 70 |

B) Strategic Project / Operating Effectiveness Targets

| End of Year | 0 | 1 | 2 | 3 | 4 | 5 |
|----------------------------|----|----|----|-----|-----|-----|
| (A1) Youth Education: | | | | | | |
| % Curriculum Completed | 15 | 25 | 50 | 75 | 95 | 100 |
| Average Hire Time (days) | 55 | 55 | 50 | 45 | 40 | 35 |
| Teacher Retention | ?? | 70 | 75 | 80 | 80 | 80 |
| % of substitute teachers | 35 | 30 | 25 | 15 | 15 | 10 |
| Principals Scorecard | ?? | 60 | 65 | 70 | 75 | 80 |
| Attendance Rate | 65 | 70 | 75 | 80 | 85 | 90 |
| Adult Ed. Program Delivery | 40 | 60 | 80 | 100 | 100 | 100 |
| Oper. Staff on Strategy | 40 | 45 | 50 | 55 | 60 | 65 |
| Cost / Student (000's) | 28 | 26 | 24 | 22 | 20 | 18 |

C) Stakeholder Satisfaction Targets

| | | | | | | |
|-----------|----|----|----|----|----|----|
| Teachers | ?? | 55 | 60 | 65 | 70 | 75 |
| Parents | ?? | 55 | 60 | 65 | 70 | 75 |
| Employees | ?? | 70 | 75 | 80 | 85 | 90 |

“Cascading Target” - Implementation:

As noted by the coloured numbers in each year, while all categories should be measured from the start. Board performance would only start to be measured one year after implementation of the strategic deliverable that impact the category. (E.g. Lang. Arts Curriculum is implemented in YR1, so performance starts to be measured in YR2, Math Curriculum implemented in YR2 and performance measured starting in YR3 etc.) Graduation Rates and Secondary Exam pass Rates should only begin to count towards performance in YR4, as they likely won't be impacted in years 1—3 by the strategic initiatives.

The “Report Card” will be “living” in that it will be presented at each and every Board meeting and be the first, and largest piece of business discussed.

The chart below is a recommended template to be used for this purpose.

Monitoring, evaluating and reporting Organizational performance: Proposed template

- Target not achieved (result/trend)
- Target may be achieved/uncertain (result/trend)
- Target achieved ((result/trend))

Period: _____

| Organizational Goals | Performance Measures | Strategic Plan Target (5 year horizon) | Current year target (example-yr.3,2013) | Progress and Performance Report | Comments Describe major initiatives, efforts being made to improve progress |
|---|-------------------------------|--|---|---|---|
| 1. Excellence in youth education | Language Arts Proficiency | CAT score = 70% | 40% | ● CAT scores showing 32% | Audit to be undertaken to review where curriculum is not being adhered to, isolate weak areas and send RSIT team in to fix. Test to be reviewed for any inconsistencies. Also, will reinforce Cree language at 'bush camp, to bring more focus to the new test and the importance of study for it. |
| | Math proficiency | CAT score = 60% | 35% | ● CAT scores at 43% | |
| | Cree language Proficiency | New Test score= 70% | 10% over base line score | ● New Test scores up 9.5 year over year | |
| | Graduation %-std time | 25% | 14% | ● Grad rate at 16% | |
| | Graduation %-std time +1 year | 40% | 30% | ● Grad rate at 34% | |
| 2. Excellence in adult education | | | | | |
| 3. Board and Operational Support Groups serving the needs of students and educators, first and foremost | | | | | |

Example of potential format and content. To be refined as the organizational goals and measures are finalized