



NEW FRONTIERS SCHOOL BOARD

STRATEGIC PLAN

2010 – 2014

David D'Aoust
Chairman

Wayne Goldthorp
Director General

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Orientation # 1 – Provide the conditions for every student to reach their potential and to meet with success

MELS Goal #1 – Increased graduation/qualification rates of students under the age of 20

Objectives	Indicator	Benchmark	Target	General Strategies (4 year)	Specific Strategies (yearly)
To increase the percentage of students under the age of 20 who graduate or acquire qualification.	The rate of secondary school graduation or qualification before the age of 20.	78% of students under the age of 20 currently obtain a diploma or certificate, of which: 67% of graduates are from the Youth sector 9% of graduates are from the Adult sector 2% of graduates are from the Vocational sector. Please note: <i>The MELS has established a provincial target of 80% and prescribed a specific target for the NFSB of 86% of students under the age of 20 will have a diploma or certificate by the year 2020.</i>	80% of NFSB students under the age of 20 will obtain a diploma or certificate by the year 2014. 69% of graduates will come from the Youth sector 9% of graduates will come from the Adult sector 2% of graduates will come from the Vocational sector.	<ul style="list-style-type: none"> Improve instructional practice in the areas of assessment, differentiation and numeracy Strengthen the transitions between Elementary, Secondary and Adult/Vocational Education Develop efforts to retain and support adult learners 	<ul style="list-style-type: none"> Continue to dedicate a board-wide and an in-school professional learning opportunities to strengthening our assessment practices, Support a pilot effort in <i>Daily 5 Math</i> Strengthen elementary teachers' content knowledge in mathematics Focus instructional improvement efforts on a differentiated approach Develop systematic procedures for the Elementary – Secondary transition Develop systematic procedures for guidance support between Secondary and Adult/Vocational sectors Assure the early identification of potential non-graduates Coordinate and optimize Complementary Services available to Adult Education students
	The rate of Adult Education graduation before the age of 20.				
	The rate of Vocational Education qualification before the age of 20.				
To increase the percentage of Cycle 1 secondary students reading at grade level.	The % of Cycle 1 secondary students reading at grade level using the GRADE reading assessment.	A benchmark will be established by June 2010	A % increase in the percentage of Cycle 1 secondary students reading at grade level.	<ul style="list-style-type: none"> Support our schools in the development of their school-wide literacy initiatives 	<ul style="list-style-type: none"> Create a mechanism to tabulate and disseminate student reading level results in <i>GPI</i> Provide professional development in the area of reading comprehension strategies across the content areas Strengthen and focus teacher support on literacy in the content areas by the <i>Collegial Coaches</i>
To increase the success rate in the Grade 10 subjects required for graduation.	The success rate in Grade 10 History and Citizenship Education	The NFSB success rate in History and Citizenship Education from 2005 - 2009 was 71%	The NFSB will increase its success rate in Grade 10 History and Citizenship to 73% by 2014.	<ul style="list-style-type: none"> Focus on instructional improvement and collaborative planning Provide students with a variety of mechanisms to achieve academic success 	<ul style="list-style-type: none"> Hire a consultant in the areas of Math & Science Ensure NFSB representation and the dissemination of information from <i>DEEN</i> subcommittees Support subject team collaboration for instructional planning with time, resources and expertise provided through Educational Services Maintain and continue to develop Summer School offerings and access Explore distance education and on-line support mechanisms for learning and remediation Ensure that each secondary school provides tutorial and remediation opportunities in these subject areas
	The success rate in Grade 10 Science & Technology	The NFSB student success rate in Science & Technology from 2005 - 2009 was 66%	The NFSB will increase its success rate in Science & Technology to 68% by 2014.		
	The success rate in Grade 10 Mathematics	The NFSB success rate in Grade 10 Mathematics from 2005 - 2009 was 72%	The NFSB will increase its success rate in Grade 10 Mathematics to 74% by 2014.		
To reduce the number of students leaving without a diploma or certification.	The number of Youth and Adult/Vocational sector students dropping out without graduating or a qualification.	Based on the MELS indicator, the NFSB has 100 students leaving without graduating or a qualification per year (based on a 4-year average from 2003–2007) Please note: <i>The MELS has established the following provincial target; reduce the number of dropouts by 8000 by the year 2020.</i>	The NFSB will reduce by 10% the number of students leaving without graduating or a qualification by the year 2014.	<ul style="list-style-type: none"> Identify students at risk of dropping out Promote the importance of extra-curricular activities in stay-in-school efforts 	<ul style="list-style-type: none"> Research and develop a data driven procedure to identify and track students at risk of dropping out. Track students in their Cycle 1 – Cycle 2 Secondary transition Maintain and develop the <i>Guidance-Oriented Approach to Learning</i> Hire teaching personnel who will support and continue to develop our extra-curricular programs Encourage schools to diversify their enrichment and extra-curricular opportunities

Orientation # 1 – Provide the conditions for every student to reach their potential and to meet with success

MELS Goal # 2 – Increased command and quality of English and French literacy

Objectives	Sub-objective	Indicators	Benchmarks	Targets	General Strategies (4 year)	Specific Strategies (yearly)	
To increase student academic results in English Language Arts (ELA)	To increase academic results in reading	The result on MELS end-of-cycle elementary English Language Arts (ELA) evaluations	Result on June 2009 end of cycle evaluations: Reading Cycle 1 Elem – 73% Cycle 2 Elem – 71% Cycle 3 Elem – 65%	Increase result on June 2014 end-of-cycle evaluations to: Reading Cycle 1 Elem – 75% Cycle 2 Elem – 73% Cycle 3 Elem – 67%	<ul style="list-style-type: none"> Maintain the focus of improving academic success through professional learning and teacher collaboration Improve instructional practice in the area of balanced literacy Research and promote efforts that support the development of literacy at home. 	<ul style="list-style-type: none"> Continue developing and promoting a framework that supports balanced literacy (ie. Daily Five). Provide teachers with professional learning opportunities in balanced literacy Support our schools in the acquisition of classroom reading materials that target specific reading and writing strategies Offer parent programs on the development of literacy Pilot homework programs supported by volunteer literacy tutors Offer information sessions and correcting centers in preparation for end-of-cycle evaluations Provide professional development that supports independent, modeled and shared reading Establish classroom libraries addressing varied reading levels Continue to strengthen our balanced literacy approaches in our development of reading, writing, media and talk competencies Develop through teacher collaboration, writing exemplars for all elementary and secondary FSL levels. Optimize the use of the Progression of Learning in planning and evaluation of our programs of study Research secondary FSL reading assessment and diagnostic tools 	
	To increase academic results in writing		Writing Cycle 1 Elem – 64% Cycle 2 Elem – 71% Cycle 3 Elem – 68%	Writing Cycle 1 Elem – 66% Cycle 2 Elem – 73% Cycle 3 Elem – 70%			
	To increase results and success rate in Secondary ELA		The result on MELS Sec V ELA evaluation	Result on June 2009 MELS Sec V ELA evaluation is 69%	Increase the result on MELS Sec V ELA to 71% by June 2014.		<ul style="list-style-type: none"> Strengthen our instructional practice in Secondary English Language Arts program Promote and support sustained time for independent reading daily
			The success rate on MELS Sec V ELA evaluation	Success rate on June 2009 MELS Sec V ELA evaluation is 86%	Increase the success rate on MELS Sec V ELA evaluation to 88%		
	To increase student academic results in French Second Language (FSL)	To increase academic results in reading	The result on end-of-cycle elementary French Second Language (FSL) evaluations	Result on June 2009 end of cycle evaluations: Reading Cycle 1 Elem – 72% Cycle 2 Elem – 73% Cycle 3 Elem – 77%	Increase results on June 2014 end of cycle evaluations to: Reading Cycle 1 Elem – 74% Cycle 2 Elem – 75% Cycle 3 Elem – 79%		<ul style="list-style-type: none"> Maintain the focus of improving academic success through professional learning and teacher collaboration Improve instructional practice in the area of balanced literacy Research and promote efforts that support the development of literacy at home.
		To increase academic results in writing		Writing Cycle 1 Elem – 63% Cycle 2 Elem – 69% Cycle 3 Elem – 73%	Writing Cycle 1 Elem – 65% Cycle 2 Elem – 71% Cycle 3 Elem – 75%		
To increase results and success rate in Secondary FSL			The result on MELS Sec V FSL evaluation	Result on June 2009 MELS Sec V FSL evaluation is 66%	Increase the result MELS Sec V FSL evaluations to 68% by June 2014.	<ul style="list-style-type: none"> Strengthen our instructional practice in Secondary French Second Language Promote a differentiated approach to learning a second language 	
			The success rate on MELS Sec V FSL evaluation	Success rate on June 2009 MELS Sec V FSL evaluation is 77%	Increase the success rate on MELS Sec V FSL evaluation to 79%		

Orientation # 1 – Provide the conditions for every student to reach their potential and to meet with success

MELS Goal # 3 – Improved levels of retention in school and academic success among certain target groups, especially handicapped students or students with learning or adjustment difficulties.

Objectives	Indicator	Benchmark	Target	General Strategies (4 year)	Specific Strategies (yearly)
To increase the average reading level by cycle of integrated elementary Cycle 2 & 3 students on IEPs.	Average reading level by cycle of integrated students on IEPs	A benchmark will be established during the 2010-2011 school year.	A target will be established in June 2011.	<ul style="list-style-type: none"> ▪ Refine our mechanisms for data collection in <i>GPI</i> and <i>ISM</i> ▪ Expand our early literacy intervention programs ▪ Increase our use of research-based strategic reading interventions 	<ul style="list-style-type: none"> ▪ Develop guidelines for the identification of and intervention for students reading below grade level. ▪ Revise <i>GPI</i> student record to include reading level data. ▪ Revise <i>IEP</i> format to include reading level information. ▪ Review and refine the <i>START</i> early literacy program and encourage an appropriate model in support of our Valley schools. ▪ Research early identification and screening processes for students at risk in Kindergarten and Cycle 1 Year 1. ▪ Inventory, share and support innovative and effective approaches to working with students with special needs. ▪ Research and support strategic resource identification and intervention models. ▪ Provide on-going professional development in strategic reading interventions. ▪ Maximize our use of the <i>Centers of Excellence</i> and <i>ALDI</i> resources to support instructional practices and intervention efforts.
To increase the percentage of students at risk and students with special needs who graduate or acquire qualification.	Percentage of students at risk and students with special needs who graduate	Benchmark to be established in June 2010	A 2% increase in the number of students at risk and students with special needs who graduate by 2014.	<ul style="list-style-type: none"> ▪ Provide on-going professional learning focused on support to students with special needs. ▪ Provide increased support for students with special needs. 	<ul style="list-style-type: none"> ▪ Support teachers with resources and on-going professional development to differentiate their practice. ▪ Strengthen our understanding and response to the needs of students from disadvantaged areas. ▪ Promote POP, Explo and Entrepreneurship courses to all students. ▪ Promote the Work-oriented training paths as recognized programs of study and possible pathway to Vocational training. ▪ Develop systematic transition practices between our elementary and secondary schools. ▪ Identify and support students "at risk" of dropping out. ▪ Optimize the acquisition and use of technology and adaptive software through available "mesure" funding.
	Percentage of students at risk and students with special needs who acquire qualification.	Benchmark to be established in June 2010	A 5% increase in the number of students at risk and students with special needs who acquire qualification by 2014.		

Orientation # 2 – Promote and support a culture of lifelong learning

NFSB Goal # 8 – Increase professional capacity and personal growth opportunities for all employees

Objectives	Indicator	Benchmark	Target	General Strategies (4 year)	Specific Strategies (yearly)
To increase the professional learning and growth opportunities for all employees	The number of professional learning and growth opportunities promoted by the School Board	To be determined	To be determined	<ul style="list-style-type: none"> ▪ Promote self-directed learning and ongoing professional development to all NFSB staff members ▪ Maintain and increase Health and Wellness efforts ▪ Establish professional development budget preparation priorities in all departments 	<ul style="list-style-type: none"> ▪ Reestablish a new teacher induction and mentoring program (T.I.M.E.) ▪ Communicate opportunities for professional learning opportunities ▪ Recognize in-house expertise in the development of pilot projects and model classrooms. ▪ Create a mechanism to identify, disseminate and support professional learning and personal growth opportunities ▪ Provide administrators with professional learning opportunities that support their role as educational leaders ▪ Establish a guidebook and PD opportunities for pedagogical support staff ▪ Review management and use of PIC funds for all employee groups ▪ Promote paperless efforts and our school and center "Green Initiatives" ▪ Emphasize a departmental focus on on-going professional learning. ▪ Encourage hourly-paid teachers to attend teacher certification courses. ▪ Provide Vocational Education in-service through ELVEC initiatives such as CEN and the in-service training budget.

MELS Goal # 5 – Increase the number of people under the age of 20 in vocational training paths

Objectives	Indicator	Benchmark	Target	General Strategies (4 year)	Specific Strategies (yearly)
To increase the number of students under the age of 20 in vocational training paths	The number of students under the age of 20 who register for vocational training paths	Based on the MELS indicator, the NFSB had 99 students newly registered in a vocational training program (based on a 4-year average from 2004-2008) Please note: <i>Number of student registrations includes extra-territorial programming.</i>	Increase the number of students under the age of 20 by 12 students in locally offered vocational programs by 2014. Please note: <i>The MELS has established a provincial target of ___ and prescribed a specific target for the NFSB of ___ of students under the age of 20 who are registered in vocational programs by the year 2020.</i>	<ul style="list-style-type: none"> ▪ Market vocational education opportunities ▪ Increase our guidance and mentoring efforts ▪ Continue to build community partnerships ▪ Strengthen our Vocational map and ententes 	<ul style="list-style-type: none"> ▪ Promote the value of Vocational Education to our community in various marketing campaigns. ▪ Expose students and parents to Vocational Education options through Career Fairs, Open Houses and newsletters. ▪ Promote POP, Explo, GOAL and Entrepreneurship courses in the Youth sector. ▪ Encourage prospective students to become a "Student for a day". ▪ Increase access to career guidance through SARCA for potential and current students. ▪ Maintain and develop partnerships at 16 – 24 tables. ▪ Investigate Vocational Education options that meet local needs.

Orientation # 3 – Develop a culture of community connections

NFSB Goal # 6 – Increase community learning centre concepts across the School Board

MELS Strategic Plan Objective 5.6 – To support and accompany Community Learning Centres in order to maintain the quality of education in the English school system.

Objectives	Indicator	Benchmark	Target	General Strategies (4 year)	Specific Strategies (yearly)
To identify and develop community learning centre concepts and programming within all our schools and centres.	The number of identified activities and/or programs developed for the school community.	Based on the results of the initial survey.	<i>To be established based on the initial survey, community expectations and school board's capacity.</i>	<ul style="list-style-type: none"> ▪ Support to schools (coordination?) ▪ Hiring practices ▪ Encourage schools to continue marketing to their community 	Ensure our Human Resources Department considers this "Orientation" and "Objective" in the development and application of their hiring practices
To increase the level of satisfaction with the community learning centre services and partnerships offered in existing recognized Community Learning Centres.	The % of people who are satisfied with the community based activities or services provided by the school or centre as determined by a local survey.	The annual survey results.	<i>To be established based on the initial survey, community expectations and school board's capacity.</i>	<ul style="list-style-type: none"> ▪ Develop financial partnerships ▪ Adapt the types of services to the changing needs of the community 	

Orientation # 4 – Promote the development of a culture of respect and values

MELS Goal # 4 – Growth of a healthy and safe environment in schools/centres

Objectives	Indicators	Benchmarks	Targets	General Strategies (4 year)	Specific Strategies (yearly)
To increase violence prevention measures in our schools and centres	The % of schools and centres with a procedure in place to track the number of incidences of aggression and conflict	___% of schools and centres have a procedure in place to track the number of incidences of aggression and conflict will be established by June 2010	100% of schools and centres will have a procedure in place to track the number of incidences of aggression and conflict by June 2011.	<ul style="list-style-type: none"> ▪ Establish tracking procedures using Memos management (GPI) ▪ 	<ul style="list-style-type: none"> ▪ Maintain behaviour intervention support to schools
	The % of schools and centres that have a program in place to address incidences of aggression and conflict	___% of schools and centres have a program in place to address incidences of aggression and conflict will be established by June 2010	100% of schools and centres will have a program in place to address incidences of aggression and conflict by June 2012.	<ul style="list-style-type: none"> ▪ Development of a new policy ▪ Training in behaviour management ▪ Promote alternatives to suspensions ▪ Support "Tell Them From Me" surveys 	<ul style="list-style-type: none"> ▪ Apply for a liaison agent as a pilot project with the CSSS Haut St. Laurent ▪ Maintain the social intervention support to our schools with a part-time behaviour counselor ▪ Provide on-site capacity building in behaviour management
To increase conformity to the MELS Framework for Healthy Eating and Active Living	The % of schools and centres that are conforming to Healthy Eating Theme 1 of the MELS Framework Policy on Healthy Eating and Active Living	To be determined by the NFSB Healthy Eating and Active Living Committee in 2010-2011.	100% of schools and centres will have conformed to the orientations outlined in Theme 1 of the MELS Framework Policy on Healthy Eating and Active Living by June 2014.		
To increase Active Living opportunities and activities	The % of schools and centres that are conforming to Active Living Theme 1 of the MELS Framework Policy on Healthy Eating and Active Living	To be determined by the NFSB Healthy Eating and Active Living Committee in 2010-2011	100% of schools and centres will have conformed to the orientations outlined in Theme 1 of the MELS Framework Policy on Healthy Eating and Active Living by June 2014.		

Orientation # 4 – Promote the development of a culture of respect and values

NFSB Goal # 7 – Increase programming that supports the development of student character, citizenship and “service learning”

Objectives	Indicators	Benchmarks	Targets	General Strategies (4 year)	Specific Strategies (yearly)
To increase character education based initiatives and/or programs in our schools and centres	The number of character education based initiatives and/or programs in place in our schools and centres	The number of schools and centres with a character based initiative and/or program will be established by June 2010.	100% of schools and centres will have a character education based program in place by 2014.	<ul style="list-style-type: none"> ▪ Establish a sustainable Character Education program 	<ul style="list-style-type: none"> ▪ Link the Spiritual Animation services and the implementation of character education programming ▪ Ensure that schools highlight their character education efforts in their school success plans ▪ Support schools and centres in the development of their “Rules of Conduct and Safety” that reflect a culture of respect and values. ▪ Ensure our Human Resources Department considers this “Orientation” and “Objective” in the development and application of their hiring practices.
To increase the promotion and the recognition of student citizenship in our schools and centres	The number of student citizenship initiatives in place	<u>School/Centre level!</u> Inventory of initiatives during the 2009-2010 school year	<u>School/Centre level!</u> A minimum of 5 initiatives in place by the 2013-2014 school year.	<ul style="list-style-type: none"> ▪ Develop and maintain an inventory of school/centre-based efforts to be shared as “best-practices” with our schools and centres. ▪ Provide the schools/centres with support and direction in the development and application of local recognition. ▪ Promote and support a Board level citizenship recognition program. 	<ul style="list-style-type: none"> ▪ Retain the citizenship program across the School Board ▪ Development of targets and standards ▪ Develop in conjunction with the schools and centres programs at the local level.
	The number of students recognized for citizenship	<u>Board-level!</u> 29 students from 10 schools and 1 centre were recognized for their citizenship in June 2009.	<u>Board-level!</u> A minimum of 1 student recognized per year per school or centre by June 2014.		
To increase the development of citizenship, character education and service learning concepts within the curriculum in our schools and centres	The presence of a focus on citizenship, character education and service learning concepts in schools and centre success plans.	Inventory of citizenship, character education and service learning concepts by school and centre as of June 30, 2011.	100% of schools and centres will have General and Specific strategies in their annual School/Centre “Success Plans and Management Agreements to increase student citizenship and character education by 2014.	<ul style="list-style-type: none"> ▪ Support schools/centres with research based information on initiatives and programming. ▪ Develop and maintain a web-based documentation section on the Boards portal/website ▪ Provide professional development for instructional staff on the integration of character education and service learning concepts into the curriculum. ▪ Support the development of partnerships that benefit the schools/centres in the delivery of character education and service learning concepts. ▪ Human Resources Dept. “idem.” 	<ul style="list-style-type: none"> ▪ Maintain the project based professional for the second year of the two-year project to provide the in-school support. ▪ Delivery of school based inservice ▪ Ensure our Human Resources Department considers this “Orientation” and “Objective” in the development and application of their hiring practices. ▪ Develop a web-based resource.