

KTCEA STRATEGIC PLAN 2024-2027



Vision

“Excellence in Indigenous Education.”

Mission

We honour the vision of our Elders and leaders by coming together as one single authority responsible for the education of our children. Education is the legacy we collectively leave for present and future generations.

Our strength is in the richness of our land and the uniqueness of our language, history, identity and ways of being. Working closely with members of the community, we are committed to ensuring traditional teachings are nurtured so that students know and have pride in who they are.

Our actions and decisions are centered on what is best for students. We value holistic learning environments that promote respect, discipline, belonging, goodness, love and encouragement. Our school’s foster student success, well-being and lifelong learning.

Goal

“Students are prepared for their future and have pride in their identity through the highest quality of curriculum and instruction.”

KEY PRIORITIES

1. Cree language, culture and tradition
2. Student success and wellness
3. Governance

Design, Implementation, and Evaluation

Strategic planning undertaken by Kee Tow Kee Now Tribal Council Education Authority is grounded in collaboration, engagement, and data-informed decision making. Guided by a commitment to continuous improvement, Education Authority leaders ensure a unified and systemic approach to student success through ongoing evaluation of key priorities.

The education plan outlined in this document is informed by the key priorities set forth by the Board at its annual strategic planning session. As the heartbeat of the Education Authority’s strategic initiatives, this plan forms the basis for work within the Education Authority, the schools and the communities KTCEA serves. This ensures a cohesive commitment to Cree language, culture and tradition, student success and Indigenous governance across all branch plans within the Education Authority.

Design Development of the Fixed-Term 3-Year Education Plan

This plan marks the first year of a fixed-term 3-Year Education Plan. Key baseline data measures will be established this first year and will drive future strategies in subsequent years. Trends will be reviewed and will support the work undertaken by

Education Authority and school leadership teams. Local measures will be developed, executed, and analyzed to determine areas of growth. These measures may include Elder meetings, locally developed surveys, roundtable discussions, and Nation specific events. Furthermore, ongoing touchpoints with school leaders and staff, Board of Directors, and Chief and Council will take place throughout each school year. These touchpoints are meant to ensure that initiatives are responsive to current needs.

All current and data gathered will be analyzed through a number of strategic meetings with Education Authority staff and school leaders. This collaborative analysis will result in further development of strategic actions that will address board priorities. A similar process was used by leaders at the school level using school-specific data reports in order to ensure a cohesive approach to strategic planning.

Annual Updating

Though the Education Authority will establish a fixed-term 3-year strategic plan, we are committed to ongoing engagement with stakeholders, analysis of student learning data, and responding to shifting contextual factors. As such, our education plan is updated annually to ensure outcomes and strategies are refined and refocused as needed throughout the three years of implementation.

Implementation

The strategic actions outlined in the education plan are implemented through a logic model that is grounded in collaboration and stakeholder engagement. As a living document, the strategic plan serves to provide a high degree of utility to Education Authority and school leaders as they execute strategic initiatives, allocate associated resources, collect data to measure the level of efficacy, and refine actions as needed. Processes will be developed and implemented at the Education Authority level to promote ongoing review and revision of the strategic plan in pursuit of achievement in the key priorities. This will include ongoing engagement with all stakeholders, including Board of Directors, Elders, parents/guardians, students, teachers, support staff, school leaders, and Chief and Council.

Evaluation

Ongoing evaluation of the actions set forth in the strategic plan will be undertaken by Education Authority and school leaders throughout the duration of each school year. This will be achieved through the collection and analysis of student learning data, formalized engagement surveys/meetings with the Board of Directors, Elders, all stakeholders, regular feedback sessions with school-parent advisory circles and meetings with Chief and Council and the community. The results of the ongoing evaluation efforts and resulting revision of the education plan will be detailed in an annual report.

Strategic Plan Architecture

Key Priorities

Each priority represents the primary aims of the Education Authority.

Outcomes

Three outcomes have been crafted under each key priority. These outcomes reflect the state the organization hopes to attain in an effort to ensure each student has the opportunity to achieve personal excellence.

Strategies

Each outcome includes a number of strategic actions that will be undertaken to achieve success in each key priority. These actions will be implemented, evaluated, and refined on a continuous basis to ensure responsiveness to the local context.

Measures

Each outcome includes a list of measures that will be used to evaluate the efficacy of the outlined strategic actions. These measures are a mixture of provincial and local data sets. Some measures will only be identified after baseline data is provided.

KEY PRIORITY #1- Cree language, culture and tradition	
OUTCOME #1- Students will be provided opportunities to learn and speak the Cree language	
STRATEGIES	<ul style="list-style-type: none"> a) Develop and/maintain a multi-year Cree Language plan b) Ensure dedicated daily time for Cree language is in all school schedules c) Provide necessary Cree professional development to instructors and all staff d) Utilize Elders to provide speaking examples
MEASURES	<ul style="list-style-type: none"> a) A multi-year plan is established for Cree language with a scope and sequence for all grades. b) Cree language instruction is prioritized in all school timetables c) Local survey establishing the overall usage and fluency of Cree speakers in schools d) School leaders will provide instructional leadership in the area of Cree language.
OUTCOME #2- Students will be provided opportunities to learn about and experience Cree culture and tradition.	
STRATEGIES	<ul style="list-style-type: none"> a) KTCEA's Common, Consistent Curriculum will be used with a focus on the four pillars: <i>Leadership, Storytelling, Land-based Learning and Healing</i>. b) Healthy meals and traditional foods will be provided by local hunters and suppliers. c) Students will participate in land-based camps and other traditional cultural activities. d) Elders will provide expertise on Cree culture and traditions
MEASURES	<ul style="list-style-type: none"> a) Local survey to establish the effectiveness of land-based learning b) Students and staff are proud of their identity c) Elder survey
OUTCOME # 3- Students will gain a better understanding of their own Nations' ways of knowing.	
STRATEGIES	<ul style="list-style-type: none"> a) Board of Directors and Chief and Council in collaboration with school leaders will host community events to showcase their own Nations' ways of knowing b) Professional development will be offered to support a better understanding of local context c) Engage school-parent advisory circles in supporting local needs

MEASURES	<ul style="list-style-type: none"> a) Local survey to be developed b) High engagement of the local community c) High engagement of the school-parent advisory circles
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KEY PRIORITY #2- Student success and wellness

OUTCOME # 1- Students will achieve high levels of learning in literacy and numeracy

STRATEGIES	<ul style="list-style-type: none"> a) Develop and implement literacy and numeracy assessments to guide best practices in K-12 b) Provide targeted professional development to support best practices in literacy and numeracy instruction. c) Promote the importance of student assessment and develop a framework
MEASURES	<ul style="list-style-type: none"> a) All teachers will competently use assessments practices (i.e. Fountas & Pinnell) to inform instruction b) School leaders will provide instructional leadership in the area of literacy and numeracy c) Provincial and local measures

OUTCOME #2- Students will demonstrate high levels of engagement and are committed to lifelong learning

STRATEGIES	<ul style="list-style-type: none"> a) Provide targeted professional development to teachers in all areas of the common consistent curriculum b) Continue to offer a wide variety of programming at both the junior and senior high level c) Nurture relationships with parents/guardians to emphasize the importance of school attendance and success d) Ensure all schools address student mental health needs
MEASURES	<ul style="list-style-type: none"> a) High school graduation rates b) Student attendance data c) Post secondary transition rates d) Local survey including students

OUTCOME #3- High quality leading, teaching and learning

STRATEGIES	<ul style="list-style-type: none"> a) Provide targeted professional development to teachers in all areas of the common consistent curriculum b) Create dedicated time throughout the year for grade level/subject level teacher meetings c) Institute a program to enhance both instructional leadership and teacher practice. d) Ensure all infrastructure is well maintained to promote high quality leading, teaching and learning
MEASURES	<ul style="list-style-type: none"> a) Provincial and local measures b) Leader/teacher surveys c) Local surveys

KEY PRIORITY #3- Governance	
OUTCOME # 1- The Board of Directors demonstrates effective governance	
STRATEGIES	<ul style="list-style-type: none"> a) Ensure regular attendance at board meetings b) Board of Directors have a good understanding of their role and continually refer to policy for their direction. c) Board of Directors reviews Education Authority data including but not limited to progress on priorities, student data, finances and infrastructure. d) Continue to advocate for appropriate funding e) Continue to look at potential partnerships both within Nations and outside of Nations that will enhance student success
MEASURES	<ul style="list-style-type: none"> a) Board of Directors are well prepared for meeting and engage in governance conversations b) Board meetings provide sufficient information to allow for all action items to be thoroughly discussed and voted on c) Board of Directors are confident in the work being done at the Education Authority office and in schools
OUTCOME # 2- The Board of Directors provides excellent communication to Member Nations.	
STRATEGIES	<ul style="list-style-type: none"> a) The Board of Directors in consultation with Superintendent and school leaders engages the community through various events. b) The Board of Directors invites school-parent advisory circles to meet at least twice per year c) The Board of Directors uses the skills of the Communication Director to support Education Authority messaging
MEASURES	<ul style="list-style-type: none"> a) Community satisfaction surveys b) School-parent circle surveys c) Chief and Council engagement
OUTCOME # 3- The Board of Directors in collaboration with the Superintendent facilitates a local needs assessment to improve and enhance Cree language, culture and tradition	
STRATEGIES	<ul style="list-style-type: none"> a) Review and implement an Indigenous governance model and each local Nation b) Collaborate with Superintendent to develop a specific set of strategies to enhance the well being of each Nation c) Continue to review the importance of Indigenous governance throughout the entire system
MEASURES	<ul style="list-style-type: none"> a) Board of Directors satisfaction survey b) Local satisfaction surveys c) Cree language, culture and traditions survey

