

Short Term (Upcoming Year)					
Correlations					
<p>In partnership with FNM stakeholders, develop a FNM student achievement initiative.</p> <p>Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.</p>					
Correlations					
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Hoshins (Improvement Breakthroughs)					
<p>Strategic Intent: I am ready to learn. I am valued. I belong. I am successful. I am preparing for my future.</p>					
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Improvement Targets					
<p>By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.</p> <p>By June 2018, 80% of grades 5 and 8 students will be proficient on the provincial math assessment.</p> <p>By June 2020, at least 80% of grades 4, 7, and 10 students will be proficient on the provincial writing assessment.</p> <p>Achieve a 3% increase in the FNM graduation rate per year.</p> <p>Achieve a 3% total increase in the provincial graduation rate per year.</p> <p>By June 2020, all students report high levels of engagement in their learning.</p> <p>Achieve accumulated operational savings by 2016 to reassign to system strategies.</p> <p>In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.</p> <p>By June 2015, align the work of the Education Sector Strategic Plan with the SK Child and Family interministerial table.</p>					
Correlations					
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Outcomes					
<p>By June 2020, 80% of students will be at grade level or above in reading, writing, and math.</p> <p>By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.</p> <p>Saskatchewan's graduation rate will be 85% by 2020.</p> <p>By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.</p> <p>By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE).</p>					
Correlations					
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Long Term (5+ Years)					

Strategic Intent:
I am ready to learn: I am safe, healthy and hopeful.
I am valued: I have a voice and am supported in my ways of learning.
I belong: I contribute, am respected and respectful.
I am successful: at levels appropriate for my ability and aspiration.
I am preparing for my future: in education, in employment, in my community and in life.

Hoshin and Outcome Teams:
 FNM student achievement initiative: Don Rempel, Marlene Nicholls, Ross Brown
 Reading assessment, instruction and intervention strategies: Liam Choo Foo, Ernie Cychmistruk, Doug Robertson
 At grade level or above in reading, writing, and math: Darrell Zaba, Duane Hauk, Rob Currie
 Significant improvement in FNM achievement and graduation rates: Robert Bratvold, Randy Fox, Daryl Sametz
 SK grad rate will be 85%: Avon Whittles, Bob Smith, John Kuzbik
 Operational education spending: Dwayne Reeve, Herb Sutton
 Students exiting Kindergarten score within appropriate range: Greg Chatlain, Celeste York, Bernard Roy, Lorel Trumier