



**Good Spirit**  
SCHOOL DIVISION  
STRATEGIC PLAN  
2019 - 2020

Parent and Public Version



# Good Spirit SCHOOL DIVISION

## SERVICE COMMITMENT

### **R** – Receive & Act on Feedback

While it is desirable to always have good, positive feedback, we know that not all feedback we receive will be positive. Regardless of the feedback provided, we examine it, extract the gold and implement improvements. Remember, improvement is a continuous process of growth, not a destination you arrive at.

### **E** – Exceed Expectations

When working collaboratively be sure to set realistic outcomes. As you deliver each outcome, act on opportunities to deliver a product or services that exceeds expectations. Going over and above elevates you and your team's efforts.

### **S** – Single Point of Contact

We are a team! As such, regardless of who contacts you, as the single point of contact, you are responsible to help find a resolution to the issue or to point the customer to the team member who can resolve the issue. The less running around people experience, the greater their confidence in our team.

### **P** – Power of "Yes!"

We know that at times, we cannot fully satisfy all customers and conversations around problem solving can stretch your ability to deliver. When you commit to strive for a solution or a "Yes!", you build confidence in our organization with the people we serve.

### **E** – Express Empathy

Everyone's life experiences differ from your life experiences. When someone is having difficulty, be empathetic. Helping someone who is down, not only helps them become positive, but also helps us connect positive experiences to our own lives and our organization.

### **C** – Caring & Friendly Attitude

Not many things are worse than when you reach out for assistance only to have a negative experience. When you are approachable, it shows. Maintaining a Caring and Friendly Attitude not only determines your attitude, but also it helps raise others up.

### **T** – Take Time to Listen


Listening involves more than just your ears. Watch for body language cues as well as the tone and nuance of the words spoken. Active listening, repeat for understanding, and then responding appropriately contribute to the validation people need before they consider their interaction with you to be positive.



The Good Spirit School Division (GSSD) 2019-20 Strategic Plan and budget supports the priorities of the Board and the Provincial Education Sector’s Strategic Plan (ESSP).

For the Board to work towards these aspirational statements and commitments, the budget provides funding to carry out these necessary activities. The budget includes estimates for Revenue and Expenditures to support school division work in the following areas:

- Student & Family;
- Internal Process;
- People Capacity; and,
- Financial Stewardship.

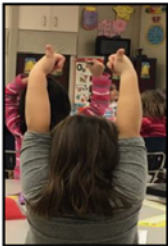


# Students Come First

## Board of Education Budget Framework – 2019-20

HOW ARE WE FUNDED?

The Government of Saskatchewan determines the funding available to school divisions each year. The primary driver for funding is projected enrolment levels established prior to the upcoming academic year. Boards of Education are given the responsibility to allocate funding in an equitable and transparent manner that reflect the principles, priorities and commitments adopted by the Board of Education.



WHAT ARE WE COMMITTED TO?

**Advocacy:** The Board of Education will continue to advocate to the Provincial Government and Ministry of Education so that GSSD can continue to live our motto of “Students Come First.”

**Principled Decision Making:** The Board of Education will continue to make budget decisions based on our Aspirational Statements: Student Learning and Well-Being, Equitable and Balanced Opportunities, Accountability for All, People Engagement and Sustainable Infrastructure.

**Expenditure Review:** The Board of Education and Administrative Council will continue to review expenditures for cost efficiencies in operational, administrative and instructional areas.

**School Staffing:** Staffing equity will be achieved by considering the Pupil Teacher Ratio (PTR) with an eye on class sizes and the diversity of our students, schools and communities. Consultation and collaboration with the local in-school administrators will be a key feature of the staffing process.

**Minimizing Impact on Students:** The Board of Education and Administrative Council will be mindful of class sizes, multi-grade configurations, supports for learning, professional development opportunities for staff, and program offering when making budget reductions.

**Maximizing the Impact on First Nations Students:** Currently there is a lack of parity in the student learning & well-being results achieved by our First Nations students. GSSD is compelled to engage our stakeholders to determine how we can enhance educational outcomes for our indigenous students, now & into the future.

**Maximizing the Impact of the ESSP:** The Board of Education is cognisant of the importance of our four Focus Areas – Student & Family, People Capacity, Internal Processes and Financial Stewardship.

WHAT ARE WE ABOUT?

**Student Learning and Well-Being**  
We exist to provide the highest level of student learning. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual and physical well-being.

**Equitable and Balanced Opportunities**  
We are committed to provide equitable, balanced opportunities among schools, students and staff.

**Accountability for All**  
We are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools.

**People Engagement**  
We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities.

**Sustainable Infrastructure**  
We are committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community.

Building Strong Foundations to Create Bright Futures

## OUR MOTTO

Students Come First



## OUR MISSION

Building Strong Foundations to Create Bright Futures

## OUR VISION

Learning Without Limits .... Achievement For All



## OUR VALUES

### Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

**We belong** A sense of belonging is a team effort where, as we continue to grow and change, the traditions of individuals and families who live, work and play in our communities are celebrated. A safe learning atmosphere where we connect and learn from one another will be shaped by those who work and study in our school division. Diversity is celebrated and welcomed in a caring environment.

**We respect** There is a mutual respect among staff, students, families and communities for the individual contributions each of us makes towards a vibrant education experience. A team effort is important to maintain a healthy, culturally-responsive environment that celebrates diversity, fairness, respect, responsibility and enhanced learning. We welcome, understand and value individuals.

**We are responsible** All aspects of education are important to the entire school experience. Each of us is responsible to one another in terms of achieving the best education possible and reaching our potential. We are accountable citizens within our schools and our communities.

**We learn** We are a community that learns from one another. Learning leaders provide students and families with innovative, relevant education experiences. We are all learners and teachers; all our daily interactions are opportunities to develop rich life experiences.

**We nurture** Students, staff, families and communities play a vital role in the foundation of the Good Spirit School Division. We promote intellectual, physical, emotional and spiritual well-being within the learning environment as well as the community at large. The leaders of tomorrow are in our schools today.

**We persevere** Continued effort in the face of adversity enhances our likelihood of future and continued success. Helping our students and staff understand the growth mindset and the need for grit will serve them well and will allow GSSD to achieve its' vision of Learning Without Limits ... Achievement for All.





## Student & Family Strategic Focus Area

**GSSD exists to provide the highest level of student learning & well-being. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional and spiritual growth.**



By June 30, 2020, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.

### Sample Early Years Work Plans

Revise Kindergarten Report Card to align with Kindergarten curriculum and work being done through MySchoolSask.

Ensure Early Literacy Assessments and Phonological Screeners are administered in January.

Implement Help Me Tell My Story in all PreK classrooms as well as Kindergarten classrooms in Columbia, Dr. Brass and Victoria.

By June 30, 2020, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the previous year's June data.

### Sample Literacy Work Plans

Ensure Fountas & Pinnell is administered in the Fall, Winter (red & yellow) and Spring.

Continue to focus on Tier 3 reading intervention through RISE & Rime Magic.

Pilot grade 4 Word Study resource.



By June 30, 2020, there will be 2% more students writing at or above grade level in Grades 4, 7 & 9 compared to the previous year's June data.

### Sample Writing Work Plans

Support Writer in Residence program in grades 4, 7 & 9.

Host a Writing Institute in Yorkton with Lori Rog.

Ensure Provincial Holistic data is submitted to the Ministry by June 2020.



By June 30, 2020, there will be 2% more Grades 2, 5 & 8 students at or above grade level in math compared to the previous year's June data.

**Sample Math Work Plans**

- Provide coaching support to classroom teachers on math instruction.
- Provide coaching support to schools on math intervention using GSSD Screeners, diagnostics, and the Battista resources.
- Ensure Mathology is implemented in Grade 1 & 2.



By June 30, 2020, the number of students reporting high levels of anxiety will reduce by 2% based on the previous year's June data.

**Sample Student Wellness Work Plans**

- Continue to support the Indigenous Student Centers at Kamsack Comprehensive Institute and Yorkton Regional High School. Explore opportunities to establish Indigenous Student Centers room in K-8 schools with high Indigenous students.
- Make revisions to the Credit Recovery Policy for high school students.
- Support nutrition programs, outdoor classrooms, and other student wellness initiatives through Comprehensive School Community Health.
- Develop Middle Years courses for students who require intervention or alternate learning opportunities.



By June 30, 2020, the three-year and five-year graduation rate will increase by 2% from the previous year's June data.

**Sample Graduation Work Plans**

- Continue to support students with opportunities to access Special Project Credits and Apprenticeship Credits.
- Develop opportunities for students to take Summer School within GSSD.
- Support Home Based students with Distributed Learning courses.
- Develop new electives to be offered through Distributed Learning.







By June 30, 2020, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement based on the previous year's June data.

**Sample Engagement Work Plans**

Establish "Look Fors" for secondary classrooms that will enhance student engagement.

Continue to provide elective opportunities and accelerated credit opportunities for students.

Promote grade 9 students obtaining their first high school credits (accelerated learning).

By June 30, 2020, all students will achieve a 2% increase in student attendance based on the previous year's June data.

**Sample Student Attendance Work Plans**

Use social media to raise awareness about attendance and achievement.

Support schools with the Attendance Flowchart as well as ideas around recognizing good attendance.

Facilities will focus on renovations that provide clean and updated classroom environments.



By June 30, 2020, GSSD will determine the levels of parental engagement of all schools.

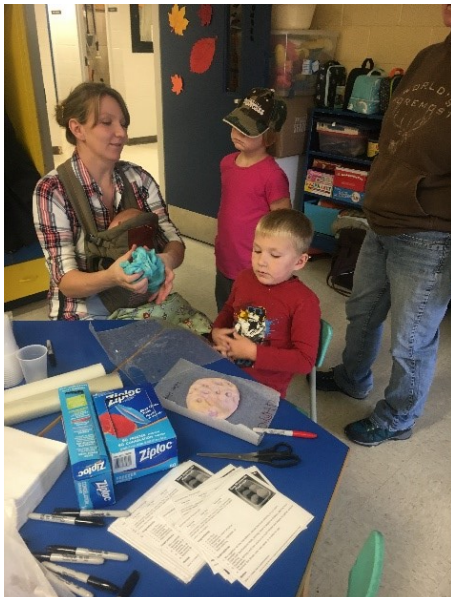
**Sample Parental Engagement Work Plans**

Support schools with survey implementation from the Family Engagement Handbook.

Support In-school Administrators with ideas related to family engagement.

Work with Dr. Pushor to develop a Family Engagement PD Day.

Include Family Engagement as a goal for school based Learning Improvement Plans discussion with school administrators.





## Internal Process Strategic Focus Area

**GSSD is committed to providing equitable, balanced opportunities among schools, students, and staff.**

By June 30, 2020, each functional area within GSSD will demonstrate improvement in services through the development and revision of processes and administrative procedures.

### Sample Internal Process Work Plans

By the end of June, the Student Achievement Team will develop a revised Response to Intervention (RtI) Manual to support the RtI Process in elementary school, middle school, and high school (& beyond).

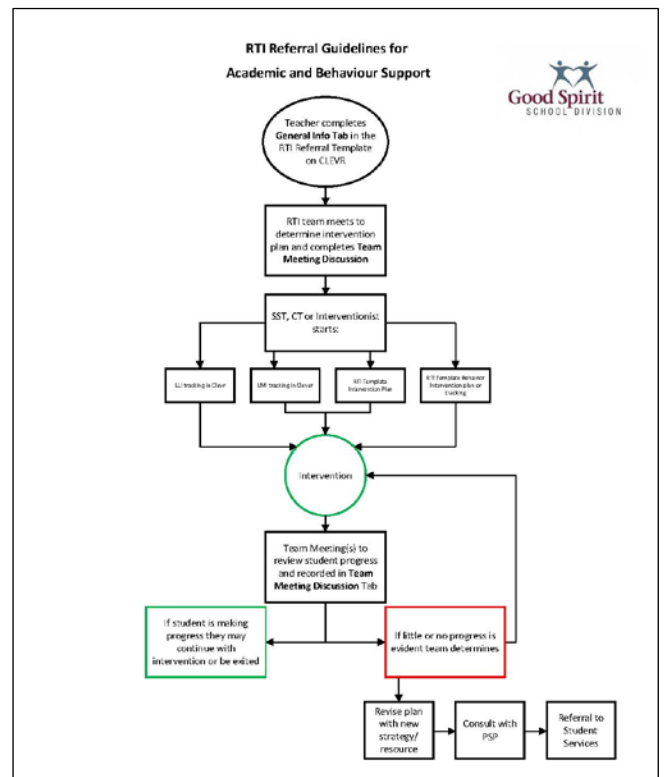
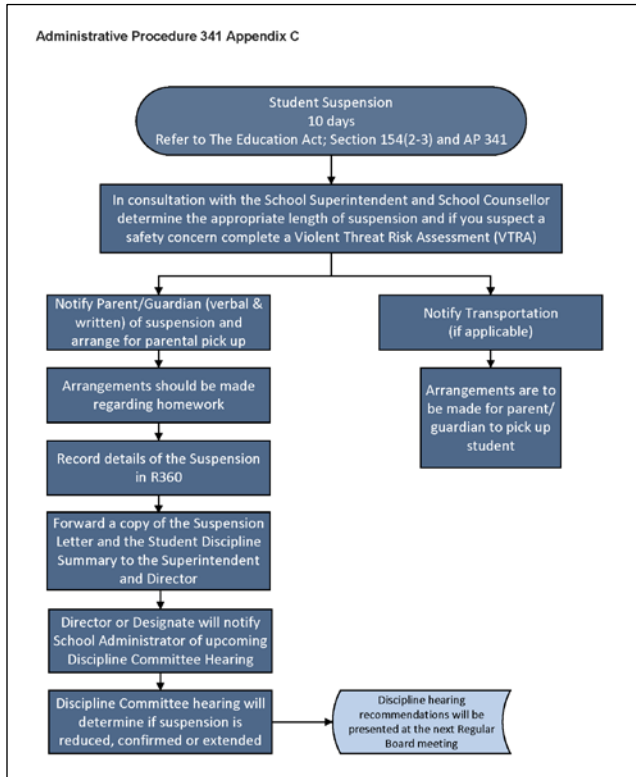
Research and develop an effective Employment Equity Plan that combines local demographic information with the Saskatchewan Human Rights suggested employee targets of 1) women 2) Indigenous peoples 3) persons with disabilities 4) visible minorities.

Research and develop a supervision cycle for those with supervisory responsibilities. This will include performance management and a systematic response for progressive discipline.

Staffing implementation of Atrieve with utilization of Mybudget file for school-based budget development.



INTERNAL PROCESS



## People Capacity Strategic Focus

**GSSD is a community of learners and believe collaborative partnerships with students, staff, families and community members will enhance educational opportunities.**

By June 30, 2020, GSSD will demonstrate a commitment to provide professional development and training to its staff.



### Sample Professional Development Work Plans

The Student Services Department will carry-out professional development sessions for Educational Assistants during the January/February “Turn Around Day.” The Student Services Coordinators will determine what annual and semi-annual topics will be discussed.

Research, develop and implement a New Administrator Cohort for those new to the role.

Meet with the Central Practical Applied Arts team six times per year to continue addressing the safety concerns outlined in the SunCorp report.

Support Administrators with modelling Truth and Reconciliation.

By June 30, 2020, GSSD will increase our organization’s cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview and systemic barriers.

### Sample Organizational Cultural Competencies Work Plans

Establish Elder Protocol for schools within GSSD to reference.

Educate staff within schools regarding the importance and relevance of Smudging, Naming of Children, Mother Earth, Turtle Island, Dance, and Ceremony through “Did you Know” resources.

Provide materials, lessons and/or speakers at individual administrator meetings throughout the year to model and promote each Administrator meeting on increasing competencies towards Truth and Reconciliation.



By June 30, 2020, GSSD will enrich existing partnerships and establish new partnerships to enhance educational opportunities for Indigenous students.

By June 30, 2020, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

### Sample Partnership Work Plans

Explore land-based learning opportunities with Chief Gabriel Education Complex.

Work with Yorkton Tribal Council, Cote and Keeseekoose First Nation to establish a Graduation Pow-Wow for Indigenous students.

Connect with Jumpstart and Kidsport representatives to determine opportunities to support student athletes and program development.

Update Education Service Agreements with First Nations within the GSSD boundary.





## Financial Stewardship Strategic Focus

GSSD believes that we are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public education.

By June 30, 2020, GSSD will implement systemic approaches to find efficiencies and increase value for money allowing the division to respond to the challenges of students and staff needs.

### Sample Financial Stewardship Work Plans

Increased usage of technology to reduce time & travel costs for meetings.

Access Canada Summer Job Grants to hire summer students in each of the following areas: Information Technology, Payroll/HR, Literacy, and Facilities/Transportation.

Continue to find efficiencies in course delivery in smaller schools through “synchronous” Distance Learning opportunities.

Develop a technology “rollover” plan for 2020-21.





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STRATEGIC PLAN | 2019 - 2020

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