



Photographed April 2021



Good Spirit

SCHOOL DIVISION

STRATEGIC PLAN

2021-2022

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 Aspirational Statements & Goals specified in the Good Spirit School Division Strategic Plan are organized within the four pillars of Comprehensive School Community Health (CSCH) and are in alignment with the Provincial Education Plan. CSCH is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.

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:

- High Quality Teaching and Learning;
- Engagement of All Students, Families and Communities;
- Effective Policy and Procedures; and,
- Healthy, Sustainable Physical and Social Environments.



GOOD SPIRIT SCHOOL DIVISION STRATEGIC PLAN OVERVIEW 2021-2022

Motto

Students Come First

Mission

Building Strong Foundations to
Create Bright Futures

Vision

Learning Without Limits ...
Achievement For All

Values

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

Aspirational Statements

High Quality Teaching and Learning
Engagement of All Students, Families, and Communities
Effective Policy and Procedures
Healthy, Sustainable Physical and Social Environments

Strategic Focus and Long-Term Goals

High Quality Teaching and Learning

- By June 30, 2022:
 - 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
 - 90% of Grade 1 to 6 students will show one-years growth in their reading levels.
 - there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.
 - there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.
 - the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data.
 - the three-year graduation rate will increase by 2% from the June 2021 data.
 - the five-year graduation rate will increase by 2% from the June 2021 data.
 - students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.
 - GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.

Engagement of All Students, Families, and Communities

- By June 30, 2022:
 - all students will achieve a 2% increase in student attendance based on the June 2021 data.
 - 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.
 - GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.
 - GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.
 - GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students.

Effective Policy and Procedures

- By June 30, 2022:
 - GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of:
 - administrative procedures; and,
 - processes.
 - GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the Division to respond to the challenges of student and staff needs.

Healthy, Sustainable Physical & Social Environments

- By June 30, 2022:
 - students will report feeling welcomed, included and feel a sense of belonging and caring at school.
 - staff will report feeling welcomed, included and feel a sense of belonging and caring at work.
 - students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.
 - staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.
 - students will receive timely and responsive evidence-based prevention and intervention services at school.
 - students and families will report that they know where to turn for more intensive support when needed.
 - GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.
 - all high schools will have established alliances for gender and sexual diversity.

Baselines	
The number of Administrative Procedures & Forms reviewed or updated in 2020-21 was 25.	GSSD received \$3,551,464 from the Ministry of Education during the 2020-21 school year to support COVID-19 expenditures. \$1,006,063 will be carried over to fund additional supports during 2021-2022.
In June 2021, 70% of students in Grades 1 to 6 were at or above grade level in reading.	During the 2020-2021 school year, GSSD provided over 21 professional development opportunities to staff

Early Years Evaluation Fall 2020 to Spring 2021 Comparative Results			
Awareness of Self and Environment: 10% increase	Cognitive Skills: 28% increase	Physical Development—Fine Motor: 21% increase	
Social Skills and Approaches to Learning: 10% increase	Language and Communication: 9% increase	Physical Development—Gross Motor: 12% increase	

OUR MOTTO

Students Come First

When thinking of “Students Come First”, the Division must consider students as a collective. The Division must ensure that sustainable, equitable and balanced opportunities exist amongst schools.



Photographed September 2021



Photographed September 2021

OUR MISSION

Building Strong Foundations to Create Bright Futures

The Division exists 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.

Students will be provided with differentiated supports to assist them as they commit to developing their potential. Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. They will be empowered to achieve success and positively impact the lives of others.

OUR VISION

Learning Without Limits Achievement For All

The work of the Division will promote future personal growth and provide all students and staff with the ability to achieve their potential.



Photographed September 2020

OUR VALUES

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

By honouring and embracing these core organizational values in our work and relationships we collectively strive to achieve our vision. Weaving these values into our work and interactions with students, staff and families ensures that we share the same guiding principles as we work together to achieve that vision.

Belonging: 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.

Respect: There is 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 all individuals.

Responsibility: 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.

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

Nurturing: 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.

Perseverance: Effort in the face of adversity enhances our likelihood of continued and future success. Helping our students and staff understand a 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.

Diversity: We understand the importance of diversity in classrooms and communities. We acknowledge that every individual brings unique experiences, strengths and ideas to each classroom and work environment.



High Quality Teaching and Learning

HIGH QUALITY TEACHING AND LEARNING

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and,
- A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.

By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.



Photographed September 2021

Sample Early Years Work Plans

Administer Early Years Evaluation-Teacher Assessment (EYE-TA) in the fall and spring to students who attend Kindergarten.

The Indigenous Education team will provide access to more Indigenous resources and representation in Early Years through the development of literacy kits.

All Kindergarten teaching will receive training for the Heggerty Kindergarten program.

The Early Learning team will continue to support current teaching using Help Me Tell My Story in all PreK classrooms as well as five Kindergarten classrooms.

By June 30, 2022, 90% of Grade 1 to 6 students will show one-years growth in their reading levels.

Sample Literacy Work Plans

Ensure Fountas & Pinnell is administered in the Fall, Winter (red & yellow) and Spring to students who attend Grade 1 face-to-face.

Superintendents of Operations will review reading data three times with schools as per the assessment windows (November, February, and May.)



Photographed March 2021



Photographed September 2021

By June 30, 2022, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.

Sample Writing Work Plans

Ensure the Grade 1-9 Writing outcome based data is uploaded to the Data Warehouse for Administrators and Teachers to access each term.

Superintendents of Operations will review writing achievement data with Administrators in October, January, and May.

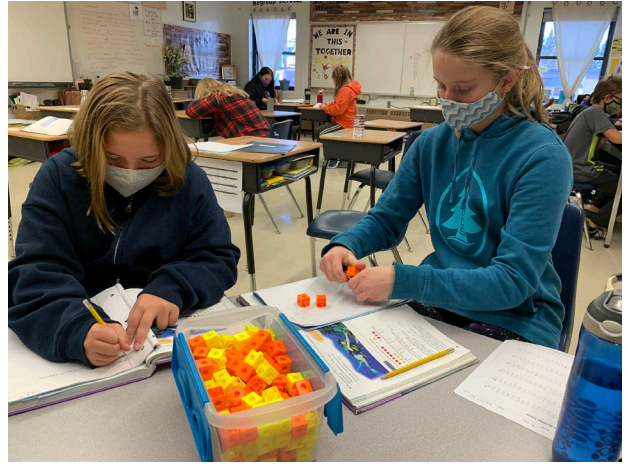
By June 30, 2022, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.

Sample Math Work Plans

Ensure the Grade 1-9 Math outcome based data is uploaded to the Data Warehouse for Administrators and Teachers to access each term.

The Math team will ensure Grade 2-9 Math Screeners are implemented in the Fall and Spring.

Continue to collect Grade 2, 5 & 8 Math data according to the Holistic Rubric in June of 2022.



Photographed October 2020

By June 30, 2022, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data.



Photographed September 2021

Sample Student Wellness Work Plans

Administer the SOS-Q in Grades 5-12 and review the results to determine required supports for students.

Administer the OurSchool survey in the Fall (optional) and Spring and review the results.

Establish an Indigenous Student Advisory Council.

Offer TEEN Boost to students ages 13 to 17.

At least one staff member in every school will be trained in Mental Health First Aid.

By June 30, 2022, the three and five-year graduation rate will increase by 2% from the June 2021 data.

Sample Graduation Work Plans

Recruit and develop a process to establish a Summer School opportunity for high school students who have fallen behind in credit attainment or are eligible for credit recovery.

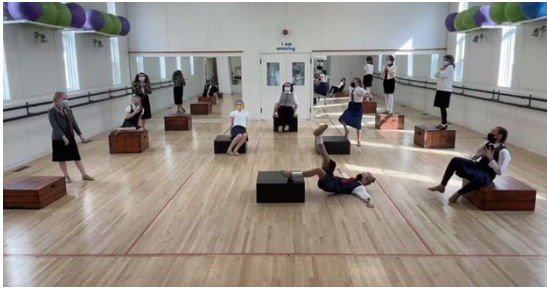
The Indigenous Education team will promote the value of Indigenous knowledge through Elders, Knowledge Keepers, smudging in schools, and advocate for Indigenous students.

Continue to support students with opportunities to access Special Project Credits and Apprenticeship Credits.

Ensure graduation plans are created for students in grades 10-12.



Photographed September 2019



Photographed April 2021

By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.

Sample Engagement Work Plans

Encourage students to participate in apprenticeship opportunities.

The Indigenous Education team will support staff in implementing further Indigenous resources such as Under One Sun, 4 Seasons of Reconciliation, Siha Tooskin series, 7 Grandfather book series.

Provide Innovation Programming for students at Dr. Brass.

School Counselors will provide support by teaching social emotional and regulation strategies to both students and staff.

By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.

Sample Professional Development Work Plans

Strive to ensure buses are running consistently across the school division.

Ensure the division and school specific attendance reports are provided to schools on a monthly and consecutive period of time.

Engage the Practical and Applied Arts teachers in targeted professional development.



Photographed June 2019



Photographed January 2021



Photographed March 2021

Engagement of All Students, Families, and Communities

- Efforts are aligned to promote student, family, staff and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,
- Reciprocal relationships share resources and services within the school and community.

By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data.



Photographed June 2021

Sample Student Attendance Work Plans

Monthly review of attendance intervention plans.

Connect schools with the GSSD Indigenous Student Success Consultants to support truant students.

By June 30, 2022, 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 Cultural Competencies Work Plans

Connect schools with the Indigenous Student Success Coordinator.

Promote the Truth and Reconciliation 94 Calls to Action.

Monitor events at the school level and encourage Administrators to share with the Division for the bi-monthly In Focus newsletter.



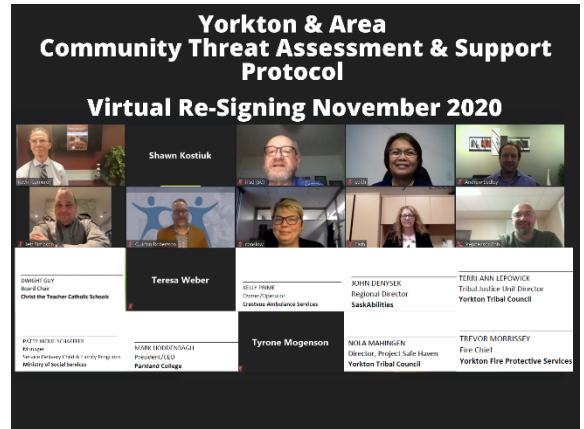
Photographed September 2021

By June 30, 2022, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

Sample Partnership Work Plans

Continue to develop partnerships with local organizations.

The Indigenous Education team will continue to work with ISSI partners, and EPP partners: Yorkton Tribal Council, Keesekeoose and Cote First Nations, and Advisory Groups.



By June 30, 2022, GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.



Photographed August 2021



Photographed September 2021

By June 30, 2022, GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students.

Sample Partnership Work Plans

Terms of reference will be developed.

Recruitment of Advisory Council Members.

GSSD will approach the Ministry of Education to determine the ability to have an Advisory Council member included on the Board of Education.



Photographed April 2021

Effective Policy and Procedures

EFFECTIVE POLICY AND PROCEDURES

- Protocols for collaboration on policy development and related protocols practices for health and well-being.
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.
- Promising practices that enhance well-being; and,
- Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality).



Photographed September 2021

By June 30, 2022, GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of administrative procedures.

Sample Work Plans

Review Administrative Procedures as needed.

Develop communication and process guides for students and staff.

By June 30, 2022, GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of processes.

Sample Work Plans

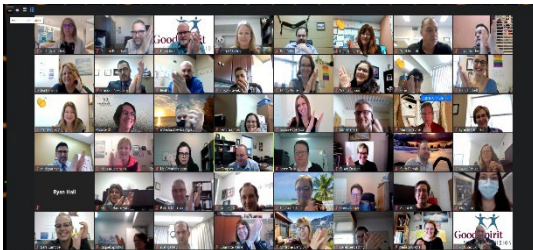
Superintendent of Operations will participate in at least one School Community Council meeting.

The Indigenous Education team will work to creating administrative procedures that are inclusive to Indigenous teachings.



Photographed September 2021

By June 30, 2022, GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the Division to respond to the challenges of student and staff needs.



Sample Work Plans

Regularly meet with Student Services Consultants and Professional Student Providers to determine the best ways to meet the emergent needs of students.

Arrange for virtual meetings when applicable.

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families, and the community.
- Systems that ensure buildings, grounds, transportation, and technology are built and maintained not only to current standards, but that practices and procedures are in place to plan for a strong, vibrant future.
- Proactive, innovative approaches to sustain, support and grow Division facilities and systems.
- Efficiencies, both internally and externally, to ensure appropriate resources are targeted to our key areas including facilities, transportation, and technology.
- Strategies to use the school buildings and grounds, materials, equipment, and routes to and from the school to enhance well-being of staff, students, and the community; and,
- Informal role modelling, peer support, nurturing families, and safe communities.

By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

Superintendents of Operations will review Students Orientation to School Questionnaire (SOS-Q) results with schools to identify interventions for schools and individual students.

Increase work with Elders, Knowledge Keepers, and school nutrition programs.



Photographed March 2021



Photographed March 2021

By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

Superintendents of Operations will connect with school Administrators and staff members through “Getting to Know You”, fostering relationships and solicit beginning of the school year feedback.

The Indigenous Education team will actively check-in with staff and recruit Indigenous staff, working with Human Resources to identify barriers.

By June 30, 2022, students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.

By June 30, 2022, staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

Superintendents of Operations will regularly visit their cluster schools as informal check-ins.

At least one staff member in every school will be trained in Mental Health First Aid to support student and staff well-being.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

Schools are staffed with trained professionals to offer mental health support or point them to community-based resources.

By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.

By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

A community-based resource list will be developed by for each region.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

All Practical and Applied Arts (PAA) facilities in GSSD will be toured on a rotational basis.

Connect with PAA teachers to discuss programing and safety.

Communicate and support schools in COVID-19 protocols.

Collaborate with the Facilities department on current and future projects.

By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.

By June 30, 2022, all high schools will have established alliances for gender and sexual diversity.

Sample Healthy, Sustainable Physical and Social Environments Work Plans

Participate in Pride month.

Ensure that all schools have a GSA Alliance Group.





STRATEGIC PLAN | 2021-2022

Good Spirit School Division No. 204

5B Schrader Drive
Box 5060
Yorkton, Saskatchewan
S3N 3Z4

Phone: 306-786-5500 | Email: info@gssd.ca

www.gssd.ca