



Celebrating 10 Years of Education

Our Motto
Our Mission
Our Values
Our Vision

Students Come First
 Building Strong Foundations to Create Bright Futures
 Belonging, Respect, Responsibility, Learning, Nurturing
 Learning Without Limits...Achievement For All

Strategic Plan Report

Date of Submission to the Board of Education: September 15, 2016

Submitted By: Quintin Robertson, Acting Director of Education

STUDENT AND FAMILY FOCUS

Strategic Focus

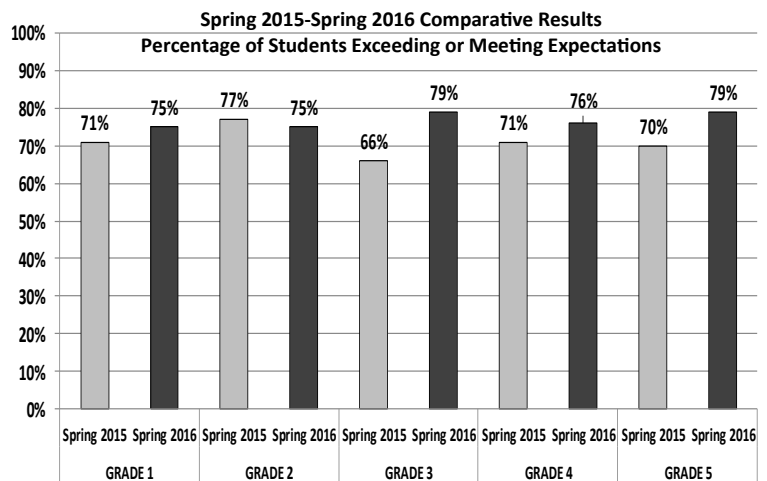
GSSD exists to provide the highest level of student learning & well-being. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional and spiritual growth.

Long-term Goals

- By June 2020, at least 85% of GSSD students will be at grade level in reading, writing, and math.
- By June 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning
- By June 2020, GSSD will achieve a 3 year graduation rate of 85%
- By June 2020, <10% of GSSD students will report being affected/impacted by depression and anxiety.

Fountas & Pinnell Benchmark Assessment System Grades 1-5 Comparative Results

The following chart represents the growth GSSD has seen over the last year in our students' literacy results. You can see that in all grades (with the exception of grade 2) we have experienced significant improvement in our Spring 2016 F&P results. As a result of the hard work of our staff and students, GSSD is nearing our 2017 goal of *80% of our students reading at or above grade level*. Our current Grade 1 to 5 average literacy level is 77%.



Following Their Voices

Once again the Following Their Voices Program will be initiated in GSSD at the Kamsack Comprehensive Institute. This is the second year of the three year program as outlined by the Ministry. This year there are six new teachers that have been added to the cohort, in addition to the nine educators that were trained last year, to work at accelerating the learning of our FNMI students. The teachers will be supported by the Strategic Change Leadership Team (SCLT) which consists of the two administrators, a lead teacher (Alexis Mcgonigal), and Wendy Shabotoski, the lead facilitator. The SCLT team will once again be involved in Professional Development, developed by the Ministry to ensure guidelines and processes are in place to support the staff at KCI.

The Work of a GSSD School Counsellor



Amber Wawryk, a GSSD School Counsellor, was delivering a lesson to Prekindergarten students at the Yorkton Family Resource Centre in May 2016 as part of an Early Years IMPACT event. To support student well-being and healthy development, Amber was engaging the children in a lesson on recognizing emotions; what they look like, feel like, and how they can change. The students used play-doh and mirrors to practice identifying and expressing different feelings.

INTERNAL PROCESS FOCUS

Strategic Focus

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

Long-term Goals

- By June 2020, GSSD will increase service to students and schools through development, revision and refinement of processes with an aim to improve communication, efficiency, and equity.

High School Assessment

- Within GSSD, we recognize the tremendous opportunity we have as educators to address changes in how we view student learning. With changes in the way we understand learning, we know that education must change to accommodate who our learners of today are.
- Best assessment practices are based on sound educational research. They are respectful of student learning, empower students to take ownership for their learning, and accurately reflect student achievement. GSSD has moved in the direction to have academic grades report student mastery of learning outcomes while reporting learning behaviours separately.
- After visiting and consulting with all Secondary Teachers and their Administrative Teams, a survey was conducted to collect feedback on areas such as: homework, late assignments, credit recovery and extension, attendance, use of zeros, summative vs formative assessment as well as re-dos and/or re-takes. The feedback was then used to refine The Assessment, Grading and Reporting Handbook for Secondary Schools. The refinement process has also led to the development of a new Attendance AP, an AP for Credit Recovery/Extension as well as a new Attendance Incentive for our High School Students. The new documents have been shared with all High School Staff and we will continue to obtain feedback from them regarding their impact and usefulness.
- Throughout this process, we continue to believe that the primary purpose for assessment and evaluation is to support student learning while informing teacher instruction. Our desire is that our refined processes regarding Assessment will create optimum learning opportunities for our students and will support teacher work-life balance.

Strategic Focus

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

Therefore, GSSD has chosen to focus energy and resources on its staff. The following Long-term Goal and the corresponding Short-term Goal represent the strategic direction the division is taking in this area. Connected to this is the work-plan item identified below. It represents actions taken by the Education Council to celebrate and honor the work of our staff in schools.

Long-term Goal

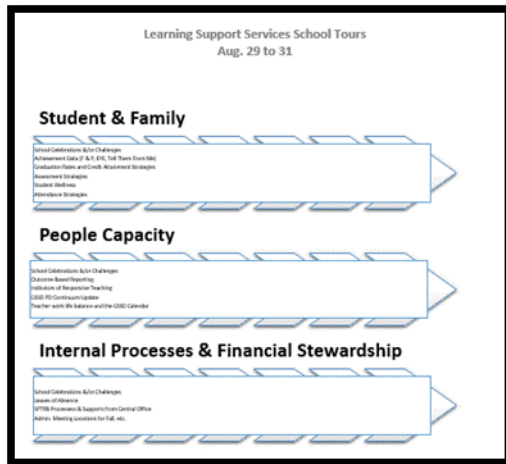
- By June 2020, GSSD will enhance system effectiveness by investing in staff through training and development.
- By June 2020, GSSD will enhance system effectiveness by enhancing exiting external partnership and by seeking new opportunities.

Short-term Goal

- By June 2017, GSSD will strengthen staff engagement and morale.

Example of Work-Plans (action items)

- By the end of September 2016, Education Council will have visited all GSSD Schools to review the Education Council Belief Statements, review the One Page Strategic Plan, and to discuss areas of celebration from the 2015/16 school year.



- By fall 2017, the Admin Council will develop and conduct an engagement survey with the staff of the Fairview Education Centre. An ad hoc committee will be formed to review the findings and to develop strategies moving forward.

Celebrations from Around the Division

NOTE: these are only a sampling of the dozens of celebrations in each of our schools.

Canora Composite School

- Six year grad rate is 81.4% with the highest rate over the last 6 years being 89.5%
- June 2017 grads currently have 100% of students either meeting &/or exceeding the number of credits required to graduate.



Fort Livingstone School

- Kindergarten & Grade 5 report 100% of students with less than 10% absenteeism.

Grayson School

- 88% of students in Grade 4 are reading at or above grade level.

Macdonald School

- 88% of Grade 2 students are reading at or above grade level.
- 100% of Grade 5 students are reading at or above grade level.



Norquay School

- 2017 grads have 100% of students on track for graduation
- Students Grade 4 to 12 report having positive relationships with teachers and value school outcomes

PJ Gillen School

- 83% of Grade 3 & 4 students were reading at or above grade level.
- 97% of Grade 5 students were reading at or above grade level.

Preeceville School

- In Kindergarten to Grade 8, every grade has 85% or more students with less than 10% absenteeism; several grades have over 90% of students with fewer than 10% absenteeism.
- 100% of Grade 5 students are reading at or above grade level.



Sturgis Elementary School

- 90% of Grade 5 students are reading at or above grade level.
- 91% of Grade 3 students are reading at or above grade level.

Sturgis Composite School

- 91% of students report having high skills in ELA, Math and Science.
- The six year average graduation rate at is 84.6%
- 92% of Grade 11 students were meeting or exceeding credit expectations at the end of January 2016.

Victoria School

- 82% of Grade 3 students were reading at or above grade level.



PEOPLE CAPACITY FOCUS

New Teacher Orientation (formerly known as CLASS ACT)

On August 26, 2016, teachers new to GSSD were invited to FEC for an orientation to our division. The morning began with an overview of strategic planning and GSSD priorities.

Teachers then rotated through a series of informative sessions: Introductions to UbD planning; Outcome-based Reporting; Administrative Procedures; Academic and Behavioural Supports; GSSD Technology. In the early afternoon, teams completed a scavenger hunt activity to learn about the various departments at FEC.



Welcome to the new staff of GSSD!

Professional Development

PD Event	Date	Topic / Outcome
Science Lab Safety	August 29, 2016	GSSD Grade 10-12 Science teachers that handle lab chemicals learned the new Global Harmonized Labeling System as well as other lab safety information.
Fountas & Pinnell	September 9, 2016	GSSD Grade 2-6 teachers who had not previously had F&P training will be trained to effectively administer the Fountas and Pinnell Benchmark Assessment.
Dialogical Learning	September 13, 2016	Grade 7 Teachers will review the Dialogical Learning Unit on Courage and become familiar with the resources which have been purchased.
LLI Training	September 15, 2016	The purpose of this session is to train interventionists new to LLI that have not received GSSD LLI training.

FINANCIAL STEWARDSHIP FOCUS

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 schools.

Long-term Goals

- By June 2020, GSSD will implement division wide approaches to find efficiencies and increase value-add in order for the division to be responsive to the challenges of student and staff needs.

PAA Budgeting

By adopting a new PAA funding model we hope to allow for more financial balance, equity and predictability. Following consultation with PAA teachers and administrators, allotted funds will move from distribution based on proposals and historic funding, to a more equitable per student model. This shift should be less susceptible to budget fluctuations.

- PAA supply funds will follow the student so the dollars flow into the program offered at each school.
- Equipment funds will be blocked at standardized base amounts.
- All funding is based on prior year program offerings with actual class enrolments.