



*Photographed June 2019*



**Good Spirit**

SCHOOL DIVISION

STRATEGIC PLAN

2020 - 2021

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) 2020-21 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.

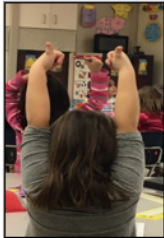


## Students Come First

### Board of Education Budget Framework – 2020-21

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.



**Advocacy** —The Board of Education and Administrative Council will conduct targeted advocacy sessions with the Ministry of Education and the Provincial Government seeking sustainable funding so that GSSD can continue to live our motto of “Students Come First.”

**Principled Decision Making** — The Board of Education and Administrative Council will strive 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 support processes and practices that allow for the review of expenditures for cost efficiencies in operational, administrative, and instructional areas.

**Equitable Staffing** —The Board of Education and Administrative Council support equity and transparency of staff allocation. 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 will be a key feature of the staffing process.

**Reducing Negative Impact on Students** – The Board of Education and Administrative Council will be mindful of class sizes, multi-grade configurations, support for learning, professional development opportunities for staff, and program offering when making budget decisions.

**Targeted Supports for First Nations Students** – The Board of Education and Administrative Council are mindful of the significance and urgency of the TRC Calls to Action. Presently, there is a lack of parity in the student learning & well-being results achieved by non-indigenous and indigenous students in GSSD. GSSD is compelled to work with stakeholders to enhance educational outcomes for indigenous students, now and into the future.

**Maximizing the Impact of the Division’s Strategic Plan** – The Board of Education and Administrative Council is cognizant of the importance of the division four Focus Areas – Student & Family, People Capacity, Internal Processes, and Financial Stewardship. The division is committed to exploring new and innovative ways to enhance opportunities for students, staff, and communities.

Building Strong Foundations to Create Bright Futures

## OUR MOTTO

Students Come First



*Photographed September 2019*



*Photographed September 2019*

## OUR MISSION

Building Strong Foundations to Create Bright Futures

## OUR VISION

Learning Without Limits .... Achievement For All



*Photographed September 2020*

## 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.



*Photographed June 2019*



*Photographed in 2018*

## 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, 2021, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.



*Photographed September 2020*

### Sample Early Years Work Plans

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

Ensure Early Literacy Assessments and Phonological Screeners are administered in all Kindergarten classrooms.

Ensure Kindergarten Early Literacy Behaviours Assessment is administered in February 2021.

Implement Help Me Tell My Story in all PreK classrooms as well as five Kindergarten classrooms.

By June 30, 2021, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the June 2019 data.

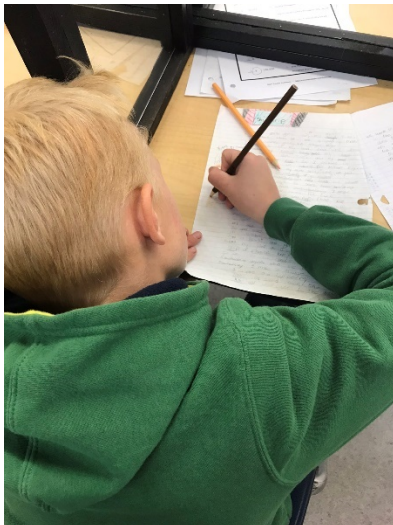
### Sample Literacy Work Plans

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

Continue to focus on Tier 3 reading intervention through Seeing Stars, Fast ForWord, RISE & Rime Magic.



*Photographed October 2019*



*Photographed October 2020*

By June 30, 2021, 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.

The Literacy team will provide resources to classroom teachers to support writing.

By June 30, 2021, 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.



*Photographed October 2020*

By June 30, 2021, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from fall 2020 data.

**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 and Spring and review the results.

Establish an Indigenous Student Advisory Council with representatives from Columbia, Dr. Brass, Kamsack Comprehensive, Norquay, Yorkdale Central and Yorkton Regional High schools.

Provide Pastoral Care to students in their respective schools.

Offer TEEN Boost to students ages 13 to 17.



*Photographed September 2019*

By June 30, 2021, the three-year and five-year graduation rate will increase by 2% from the June 2019 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.

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 September 2020*

By June 30, 2021, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from fall 2020 data.

**Sample Engagement Work Plans**

- Encourage students to participate in apprenticeship opportunities.
- 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, 2021, all students will achieve a 2% increase in student attendance based on the June 2019 data.

**Sample Student Attendance 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.



*Photographed June 2019*

By June 30, 2021, GSSD will obtain an 80% parental satisfaction rating regarding COVID-19 supports and response.

**Sample Parental Engagement Work Plans**

- Ensure that up to date information is provided to Administrators on COVID-19 safety and protocols.
- Monitor and evolve the COVID-19 cleaning and disinfecting protocols.
- Host School Community Council meetings throughout the year.
- Develop a COVID-19 parental survey twice a year.



*Photographed September 2019*



*Photographed September 2019*



## Internal Process Strategic Focus Area

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

By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development, review, and revision of administrative procedures.



*Photographed October 2020*

### Sample Internal Process Work Plans

Review Administrative Procedures within a five-year span.

Develop Password, Violence Threat Risk Assessment, and Honoraria administrative procedures.

By June 30, 2021, each functional area within GSSD will demonstrate improvement in services through the development, review, and revision of processes.

### Sample Internal Process Work Plans

Develop an In-Town bussing matrix/flowchart to determine what qualifies a community for bussing.

Develop a process for managing service requests in the Yorkton and Melville bus garages.

Establish a process for school staffing using MyBudget File and atrieveERP.

Update staff onboarding documentation for substitutes, bus drivers, teachers, support staff and central office staff.

Establish a plan to support instruction in a remote learning environment in the event there is a COVID-19 outbreak.

Review each Board policy during the 2020-21 year.



*Photographed November 2018*



## 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.**



*Photographed May 2019*

By June 30, 2021, GSSD will demonstrate a commitment to provide professional development and training to staff based on the four focus areas.

### Sample Professional Development Work Plans

The Early Years team will provide EYE-TA and Help Me Tell My Story training to new teachers.

The Literacy team will provide training and follow-up to new teachers in Fountas & Pinnell and Levelled Literacy Intervention.

The Math team will provide Mathology training to Grades 1 to 3 and Knowledgehook training to al grade 4 to 9 math teachers.

Provide virtual Violence Threat Risk Assessment Level 1 and 2 training opportunities.

By June 30, 2021, GSSD will increase our organization’s cultural competencies through division-wide processes and learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.

### Sample Organizational Cultural Competencies Work Plans

All GSSD staff are to complete the 4 Seasons of Reconciliation prior to December 18, 2020.

Secure programming through the 4 Seasons of Reconciliation and/or WeMatter for high school teachers to advance Truth and Reconciliation.

Develop a handbook on Elders in the classroom.



*Photographed June 2018*



*Photographed March 2019*

By June 30, 2021, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

### Sample Partnership Work Plans

Ensure partnership agreements exist for all current partners.

Meet with Big Brothers Big Sisters to renew memorandum of Understanding and plan virtual opportunities while in Tier 2 or Tier 3.

Continue to work with the Parkland College to provide Dual Credit programming.

By June 30, 2021, GSSD will actualize an Early Years Engagement Network.



Photographed September 2020

**Sample Partnership Work Plans**

Establish an Early Years Engagement Network to include community partners and stakeholders who support children 0-5 years and their families.

GSSD Psychologists will look at ways of broadening their network with community partners.

By June 30, 2021, GSSD will establish a First Nations, Métis and Inuit Engagement Network to enhance educational opportunities for Indigenous students.

**Sample Partnership Work Plans**

Establish a FNMI Advisory Council within GSSD including representatives from Keeseekoose, Key, Cote, Little Bone, Ochapawace, Cowessess, and Peepeekesis.

Work with Cote and Keeseekoose to support Indigenous students attending GSSD schools.



Photographed September 2019

## 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, 2021, GSSD will implement systemic and transparent 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

Hold meetings and professional development sessions virtually or a hybrid combination of small group in-person and virtual attendance.

School Counsellors will continue to access community resources and grants.

Ratify agreements with CUPE 4784, 5123 and DPEA.

Develop a three-year plan for the implementation and support for Indigenous Student Support Rooms in Columbia and Dr. Brass schools.

Develop a three-year plan for the renewal of technology, teacher recruitment, and inservicing for Distance Learning teachers.

FINANCIAL STEWARDSHIP



*Photographed October 2020*



*Photographed October 2020*



*Photographed March 2020*



*Photographed April 2020*



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STRATEGIC PLAN | 2020 - 2021

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