



STRATEGIC PLAN 2022-2023

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 2022-2023

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, 2023:

- 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
- there will be 10% more Grade 1 to 3 students reading at or above grade level as compared to fall 2022 data.
- there will be 2% more Grade 4, 7, & 9 students writing at or above grade level compared to the June 2022 data.
- there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.
- the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2022 data.
- the three-year graduation rate will increase by 2% from the June 2022 data.
- the three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.
- the five-year graduation rate will increase by 2% from the June 2022 data.
- the five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.
- students in Grades 7 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.

ENGAGEMENT OF ALL STUDENTS, FAMILIES, AND COMMUNITIES

By June 30, 2023:

- there will be a 2% increase in student attendance based on the 2021-2022 data.
- GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.
- GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.
- GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships such as Regina District Industry Education Council, Métis Nation of Saskatchewan, Early Years Engagement Network, and Indigenous Advisory Council.

HEALTHY, SUSTAINABLE PHYSICAL & SOCIAL ENVIRONMENTS

By June 30, 2023:

- students and staff will report feeling welcomed, safe, and included at school.
- students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.
- students will receive timely and responsive evidence-based prevention and intervention services at school.
- GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.
- GSSD will establish a process for consistently responding to identity-based harassment involving students and staff.

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

BASELINES

In June 2022, 78% of students exiting Kindergarten were at appropriate development.

An Indigenous Advisory Council was formed consisting of representatives from First Nations Authorities within the Parkland area:

- Trustees
- Director of Education
- Indigenous Student Success Consultants.

47% of students attended school 90% or more of the time which is a 15% decrease compared to 2020-21.

In June 2022, 72% of students in Grades 1 to 6 were at or above grade level in reading.

The number of Administrative Procedures & Forms reviewed or updated in 2021-22 was 32.

A Gender Sexuality Alliance (GSA) was formed in every GSSD high school.

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 and within schools.



OUR MISSION

Building Strong Foundations to Create Bright Futures

GSSD exists to provide all students and staff with learning environments rich in opportunities and experiences necessary to promote intellectual, social-emotional, spiritual, and physical well-being.

Students will have access to relevant, engaging, and responsive curriculum and instruction supported by effective assessment strategies and tools.

Students and staff will be provided with differentiated supports to assist them in developing their potential and their sense of identity while positively impacting the lives of others.

OUR VISION

Learning Without Limits Achievement For All

GSSD will provide the opportunity and the conditions for all students and staff to achieve their potential and experience personal growth.



OUR VALUES

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

By honouring and embracing GSSD's organizational values in our work and relationships, we collectively strive to achieve our vision.

Belonging: As we continue to grow and change, the identities of individuals and families who live, work, and play in our communities are respected, protected, and included. A safe and healthy learning atmosphere where we connect and learn from one another will be shaped by those who work and study in our school division.

Respect: Students, families, and staff are valued and honoured. There is mutual understanding and recognition that students, staff, families, and communities contribute to rich educational experiences.

Responsibility: All aspects of education are essential to the school experience. Each of us is responsible to one another in terms of achieving the best education possible and reaching our potential. We are all accountable to one another to fulfill GSSD's Foundational Statements.

Learning: We are continuous and critical learners engaging in innovative, responsive, and relevant educational experiences. GSSD will promote equitable opportunities to reach positive academic and social-emotional outcomes.

Nurturing: Positive relationships are at the heart of teaching and learning. We promote intellectual, physical, social-emotional, spiritual, and physical well-being. Knowing our students by name and by need will help to develop tomorrow's leaders.

Perseverance: All students and staff have different life experiences. Equitable resilience is needed for all students and staff to work through challenges and difficulties to achieve GSSD's Vision.

Diversity: Everyone has unique backgrounds, cultures, experiences, strengths, and perspectives which they bring into the classroom and work environment. Diversity is our strength, and GSSD believes all identities are valued, protected, respected, and included.



OUR ASPIRATIONAL STATEMENTS & LONG-TERM GOALS

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, 2023, 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.



Sample Early Years Work Plans

The Early Years team will provide Professional Development “Exploration of Treaty Outcomes through Play” for Prekindergarten & Kindergarten.

The Early Years Team will develop and promote the use of diverse play materials in Kindergarten classrooms.

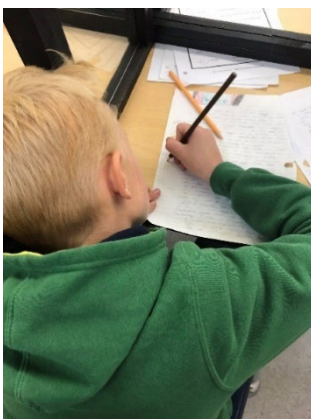
Increased access to Indigenous representation through literacy resources including Under One Sun and the Early Years Literacy Kits.

By June 30, 2023, there will be 10% more Grade 1 to 3 students reading at or above grade level as compared to fall 2022 data.

Sample Literacy Work Plans

The Early Years Team will organize a book club with interested teachers to learn about Science of Reading using the book “Shifting the Balance.”

The Indigenous Education team will monitor self-declared Indigenous Fountas & Pinnell data to support Indigenous students and ensure interventions are in place.



By June 30, 2023, there will be 2% more Grade 4, 7, & 9 students writing at or above grade level compared to the June 2022 data.

Sample Writing Work Plans

Communicate with Grade 7 & 9 English teachers about using the portfolio function in myBlueprint to support writing goals.

Purchase “Write Beside Them” for all schools with students in Grades 5-12.

The Indigenous Education & Curriculum team will support staff in implementing more Indigenous resources such as Taking Action for Reconciliation.

By June 30, 2023, there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.

Sample Math Work Plans

The Early Years team will help teachers respond to the math screener data by supporting the use of GSSD anchor and ministry resources (Mathology, Early Numeracy resources, etc.) in Grades 1-3.

Develop a refreshed Grade 5 math assessment tool to support holistic rubric data collection.



By June 30, 2023, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2022 data.



Sample Student Wellness Work Plans

Provide professional development for Grade 9-12 teachers about anti-oppressive education and fostering positive relationships with and among all students (October 11, 2022).

Support Indigenous Student Success Leads and Indigenous Community Workers in their mentorship of students and in providing access to school based, division and external resources.

Promote the value of Indigenous knowledge and perspectives through Elders, Knowledge Keepers, smudging in schools and advocacy for Indigenous students.

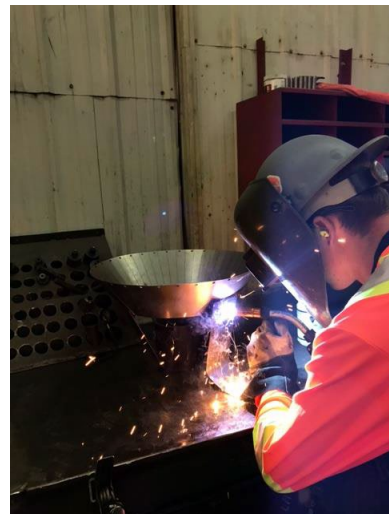
By June 30, 2023, the three-year and five-year graduation rate will increase by 2% from the June 2022 data.

Sample Graduation Work Plans

Ensure that all high school students have a graduation plan in myBlueprint.

Investigate current high school credit attainment options (e.g., dual credit, special project credit, apprenticeship, career and work explorations, etc.) and completion rates.

Support Indigenous Student Success Leads (ISSLs) and Indigenous Community Workers (ICWs) in providing advocacy and resources for Indigenous students (e.g., nutrition, transportation, tutoring and mentorship).





By June 30, 2023, the three-year and five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.

Sample Self-declared Indigenous Graduation Work Plans

Support the implementation of compulsory Indigenous Studies 10.

Indigenous Education Team & the Indigenous Advisory group will collaborate to enhance educational opportunities for Indigenous students.

Identify and provide support to students who are candidates for four- or five-year graduation plans (e.g. English as an Additional Language, others).

By June 30, 2023, students in Grades 7 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.

Sample Intellectual Engagement Work Plans

The Library team will build collection kits for teachers to promote diversity (high school) indigenous content (purchasing or using existing materials).

Professional Development will be provided for teachers about "building thinking classrooms."

Increase the number of students accessing locally developed courses and special project credits.



Engagement of All Student, 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, 2023, there will be a 2% increase in student attendance based on the 2021-2022 data.



Sample Attendance Work Plans

Superintendent of Learning will review Attendance Administrative Procedures and Flowcharts and ensure they become part of the Response To Intervention process in CLEVR.

Indigenous Education Team will work with the ISSLs and ICWs to continue to work with families to engage and re-engage as necessary. Home visits, offer support and community resources as needed.

Form a student attendance committee to establish attendance strategies.

By June 30, 2023, understanding of Indigenous identities, histories, and worldviews.



Sample Understanding of Indigenous Identities, Histories, and Worldviews Work Plans

Promote and participate in Indigenous-focused professional development offerings (e.g., Indspire, Anti-Racism training).

Investigate culturally responsive graduation planning and examine options for future processes in GSSD.

Indigenous Education Team & the Indigenous Advisory group will collaborate to enhance educational opportunities for GSEC.

Engage in an advocacy/relationship building session with the Indigenous Advisory Committee members.

Establish an agreement with Keeseekoose First Nation



GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.



Sample Relationship/Engagement Work Plans

An Edsby and myBlueprint family engagement plan will be made.

The Library team will investigate new ways to connect our libraries to the community and families (i.e., summer library opening, etc.).

Probe how gamification can help develop habits, skills and a mindset that will foster students' social, physical, mental, and academic abilities. Introduce and support e-Sports (Minecraft) as an extracurricular activity.

Implement a School Community Council PD Continuum.

GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships such as Regina District Industry Education Council, Métis Nation of Saskatchewan, Early Years Engagement Network, and Indigenous Advisory Council.

Sample Partnerships Work Plans

The Early Years Team will participate in Thrive to Five meetings; work with Regional KidsFirst Developer to connect with Childcare Centers.

Continue to partner with the East Central Newcomer Welcome Centre to support new Canadian students and families.

Develop a data collection and reporting process for each of the First Nations within GSSD.

Establish a partnership with Métis Nation to offer language based early years programming in Yorkton.



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 and 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).



By June 30, 2023, GSSD will reduce barriers and enhance student and staff success in each functional area by demonstrating improvement in services through the development, review, and revision of administrative procedures and processes/practices.

Sample Administrative Procedures & Processes/Practices Work Plans

Indigenous Education will continue to implement & support understanding of the Indigenous protocols and resources: Honorarium Administrative Procedure (AP), Smudging AP, 4 Seasons of Reconciliation/Staff, TRC Calls to Action, Mandatory Indigenous Education 10, Professional Learning and PD for Indigenous ED.

The Library team will visit selected libraries with purposeful intention (Look-fors, weeding guidelines, diversity audits). Use of revised APs.

Work with HR to include Cyber Security Awareness Training in the Onboarding Package of new Staff.

Develop and review the budget process and determine areas to improve development, reporting, and collaboration.

Full implementation of SchoolCash online at every school.

Review two Board Policies during every Board meeting.

By June 30, 2023, 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 Systemic & Transparent Approach Work Plans

The Digital Learning team will collaborate with Information Technology to develop a long term digital educational strategy to ensure the technology aligns with curriculum goals.

Provide the board regularly with current, accurate Year-To-Date financial updates and projections.

The Library team will continue to support library technicians through the library mentor program.

Offer Professional Development opportunities to Network Technicians and Systems Analyst based on their Interests.

Implement an inventory tracking/control program in the bus garages.

Utilize projected enrolment levels gathered in January to determine budget levels and staffing for the following year.



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, 2023, students and staff will report feeling welcomed, safe, and included at school.



Sample Feeling Welcomed, Safe, and Included at School Work Plans

Support the establishment of Gay-Straight Alliances at all schools.

Complete a diversity audit of high school ELA resources.

The Library Team will support the work of the Resource Review Committee (establishment of flowchart, etc.)

Provide professional development to all staff on topics including Anti-Racism, social emotional learning, gender and sexual diversity, etc.

Sample Strategies to Enhance Mental Well-being Work Plans

Develop a mental health unit for Wellness 10.

Indigenous Education Team will provide professional development on Whole child Indigenous Pedagogy – Circle of Courage as requested.

By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.



By June 30, 2023, students will receive timely and responsive evidence-based prevention and intervention services at school.

Sample Prevention and Intervention Services Work Plans

The Early Years Team will revisit fidelity of interventions at “striving” schools. Visits and observations using “look fors” and the GSSD Literacy Intervention Flowchart.

Indigenous Education Team will provide professional development on Whole child Indigenous Pedagogy – Circle of Courage as requested.

The Early Years Team will investigate Science of Reading and the implications on GSSD interventions.

Sample Prevention and Intervention Services Work Plans

Create a plan to safely dispose of all outdated and unnecessary chemicals in school science labs.

Indigenous Education Team will work with schools to continue to maintain & support the Indigenous Student Centers for smudging.

Facilities team to work through major capital project at YRHS and keep all stakeholders updated throughout the project.



By June 30, 2023, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.



By June 30, 2023, GSSD will establish a process for consistently responding to identity-based harassment involving students and staff.



Sample Responding to Identity-Based Harassment Work Plans

Create an administrative procedure and supporting documents to promote a harassment free workplace and learning environment.

Create professional development for staff to determine what identity-based harassment is and how to appropriately respond to it.





STRATEGIC PLAN | 2022-2023

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