



2018 - 2023

Strategic Plan

Learning, Well-being and Identity
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Reimagining Learning for the 21st Century

If we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world, we must reimagine learning: what's important to be learned, how learning is fostered, where learning happens, and how we measure success. This means creating environments that challenge, provoke, stimulate, and celebrate learning. We call this new conceptualization of the learning process deep learning, and it must become the purpose of education.

(Deep Learning, pg. 13)

Through the ongoing transformation of equitable educational structures, we will;

- Support our students in developing and building their identities, individually and together.
- Foster intellectual growth and well-being in a student centered environment.
- Help all students to become increasingly ethical, compassionate and contributing member of our global society.

This will be achieved by;

- Engaging our students, staff, families, communities and our world;
- Fostering productive relationships and mutual respect while endeavoring to achieve district-wide collaborative leadership;
- Inspiring with evidence-informed practices;
- Innovating through the potential of emerging technologies.

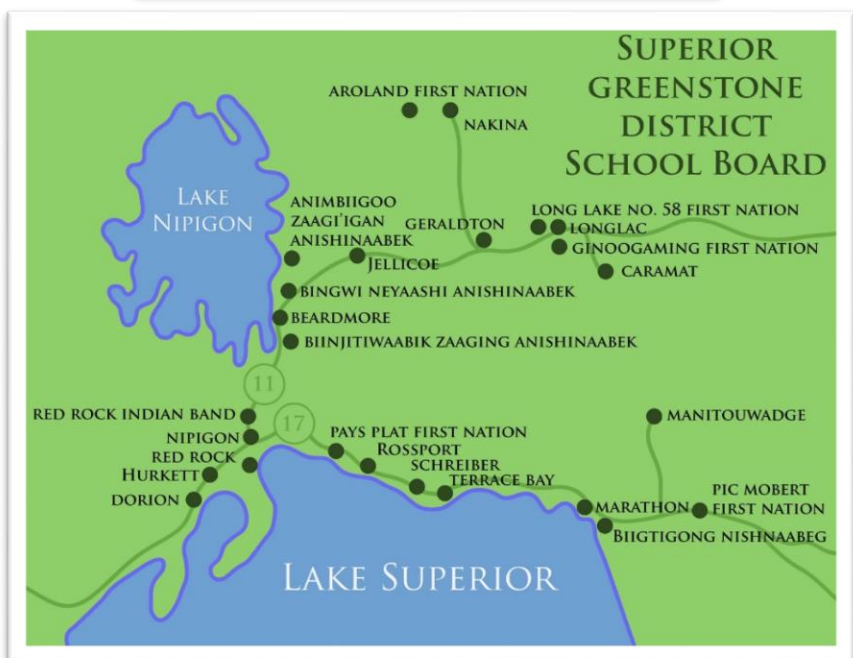
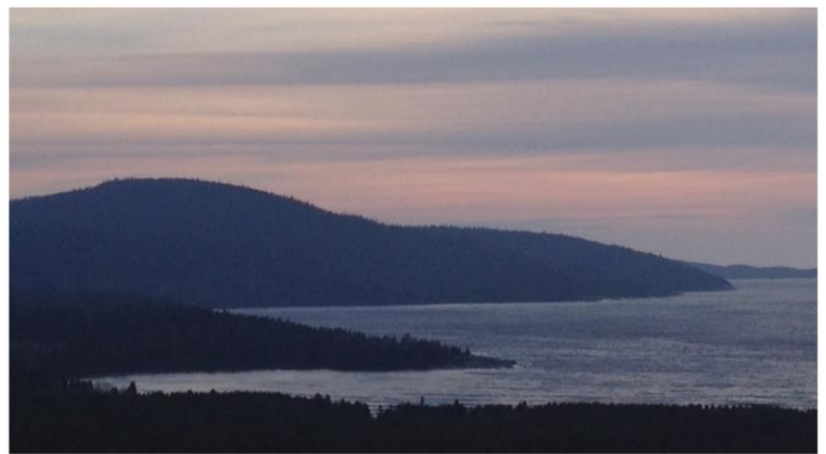


Land

Acknowledgment

Superior-Greenstone District School Board respectfully acknowledges its schools are located on the traditional lands of Indigenous peoples.

Superior-Greenstone District School Board acknowledges the history that many Nations hold in the areas around our schools, and is committed to a relationship with First Nations, Metis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

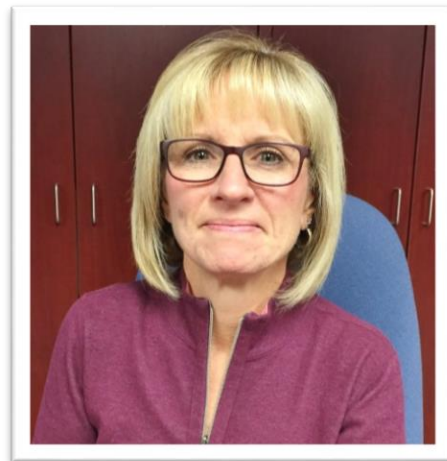


MESSAGE FROM THE Chair

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Strategic Plan for Superior-Greenstone District School Board's future. The 2018- 2023 Strategic Plan is innovative and exciting and positions the school board to achieve our aspirational goals and realize our vision.

The 2018-2023 Strategic Plan is the result of the close collaboration between Superior-Greenstone's leadership and the Board of Trustees, with extensive input from staff, students, parents, and community stakeholders. The development of this plan included numerous consultations with a broad range of stakeholders over the past 12 months. The feedback we heard inspired our thinking, informed our discussions and influenced our next steps. I particularly found this feedback informative and believe the resulting plan reflects the diverse perspectives.



As we look to the future, it is important we maintain the qualities that make Superior-Greenstone District School Board stand out, that help our students succeed and that build on our past success.

Our staff continue to inspire, to model and contribute to the cognitive, emotional, social and physical well being of our students.

Over the past five years, Superior-Greenstone has been recognized for our academic achievements, our unique programming, our commitment to social justice and Indigenous education. We have introduced Ojibway language instruction in many of our elementary schools. We have developed a deeper understanding of the learner – growth mindset, sense of belonging to the environment and to the learning, and the power of relationships. We have developed strong partnerships with our local businesses, industry and the service sector to provide our students with innovative learning experiences and pathways to future careers.

However as we look ahead, we know we will face challenges that require a planned strategic approach. Superior-Greenstone's 2018-2023 Strategic Plan positions us to adapt and respond to these challenges in a dynamic and inclusive manner.

A handwritten signature in black ink that reads "P. McRae".

Pinky McRae
Chair, Board of Trustees
Superior-Greenstone District School Board

MESSAGE FROM THE Director of Education and Interim Director SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our vision for our students to succeed and make a difference is based on the firm belief that all students can achieve high standards given sufficient time and support.

The 2018-2023 Strategic Plan is comprised of four pillars; Learning, Well-being, Relationships and Stewardship. The four pillars are interconnected by the overarching theme of equity, articulated by identity and belonging. Our responsibility as educators is not only to educate young minds but to support young people in developing and building their identities, individually and together.

Today, educators have a responsibility to embrace and celebrate the diverse identities that students bring with them to school, and offer curricula that will enable them to develop with their identities fully intact with a sense of belonging. If schools recognize diversity in this manner all our young people will learn not only to be the best version of themselves as individuals, but will develop a sense of belonging which will allow them to come together in the quest to build a strong and inclusive community, with collective identity. (Leading from the Middle: Spreading Learning, Well-being, and Identity across Ontario, 2018)

We share this responsibility to support our students in developing their identities with their parents and the communities we serve. They are our partners in education. The African proverb “it takes a village to raise a child” is foundational to this partnership. Students, educators, parents and community each play an important role in this partnership. As partners we must work collaboratively in our shared goal to help our students reach their full potential.

Nowhere is this partnership more critical than supporting our Indigenous students. The multi-generational impact of the residential school system stripped Indigenous people of their language and cultural identity. It is our responsibility as educators to redress the legacy of residential school and advance the process of reconciliation. The Plan articulates our commitment to working with Indigenous peoples in furthering their educational aspirations and to working with the First Nation communities we serve to reinforce pathways to graduation and post-secondary education.

With learning at the heart of our strategy, SGDSB is committed to delivering high quality programs, and providing a unique and transformative learning experience that positions our students for success. We must focus the learning experience on quality and innovation both inside and outside our classrooms and on continued staff development.

Achieving the goals set out in this Plan will be challenging as we continue to manage the demographic challenges of declining enrolment and respond to the needs of our students by continuing to offer a wide range of programming. With the support and expertise of staff I am confident SGDSB will continue to make a difference.

Sincerely,
David Tamblyn and Nicole Morden-Cormier





Small Schools Make a Difference!

Our MISSION

In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working....together.

Our VISION

Inspiring our students to succeed and make a difference

Our BELIEFS:

At Superior-Greenstone District School Board we believe in quality programs and service delivery to ensure an outstanding and rewarding experience for our students.

We believe that all students can achieve high standards given sufficient time and support.

We believe in our students, staff and partners.

Strategic Plan Development Process

This Strategic Plan is the culmination of an 12 month process that began in the spring 2017 when Superior-Greenstone's Board of Trustees initiated the development of the 2018-2023 Strategic Plan.

The Board of Trustees reviewed the school board's achievements over the course of the previous Strategic Plan, examine the challenging and evolving environment in which Superior-Greenstone operates and identified major directions that should guide the school board's future. The Director of Education met with stakeholders including staff, students, parents and communities to gather their input on future priorities.

Through this process, the Board identified key themes centered on the vision of establishing Superior-Greenstone District School Board as a flexible educational organization that can meet the needs of students today, and into the future, while recognizing the accelerated pace of change anticipated in the coming years.

As technology continues to change how we do things, the skills and competencies required in the future are expected to drive a greater need for the foundational skills developed through public education and lifelong learning. The 2018-2023 Strategic Plan acknowledges the gains Superior-Greenstone has made over the last five years, and continues to identify academic achievement as a priority in the future. As pedagogy continues to evolve, this vision recognizes the increasing importance of "hands-on" experiential learning for every student.

The Board's vision acknowledges the Calls to Action report of the Truth and Reconciliation Commission of Canada particularly the recommendations pertaining to education. While achievement levels among our non-Indigenous students continue to increase, there continues to be a number of significant barriers that prevent our Indigenous students from reaching their full potential. We continue to collaborate with local First Nation communities to overcome these barriers and close the achievement gap between our Indigenous and non-Indigenous students.

This vision reflects Superior-Greenstone District School Board's role in fostering greater understanding of local and global societal issues, and inspiring positive change. Over the next five years, SGDSB will continue to strengthen its commitment to social justice and will aspire to be recognized as a leader in providing our students with a better understanding of Indigenous, social and environmental sustainability issues.

Finally, this vision builds upon the strong relationships we have not only in our schools but in the communities that we serve.

2018-2023 Strategic Framework

The overarching goal of the strategic framework is to strengthen Superior-Greenstone's vision of providing a transformative educational experience grounded in student achievement and well-being.

Superior-Greenstone's 2018-2023 Strategic Plan is built around four interrelated and interconnecting strategic themes: learning, well-being, relationships and stewardship. Each of these themes will help SGDSB achieve its vision.

This Strategic Plan details an aim for each theme that aligns with Superior-Greenstone's vision. Each theme also has a number of objectives, and metrics that, over time, will contribute to the achievement of the aim. Annually, the Board and the Director of Education develop workplans which identify the key work planned for the school year that will help us to realize our objectives. Each year, the Board of Trustees will receive a detailed measurement report on each of the four strategic priorities. These reports provide a detailed qualitative and quantitative analysis of our progress, and will be provided in October, January, March and April.

To achieve our goals, the school board must adopt the Plan in the ten elementary schools and five high schools across our district and incorporate it into the existing and emerging collaborations, working with staff, students, parents, community and Indigenous partners.

Learning

Learning is the foundation of Superior-Greenstone District School Board and continues to be the core to achieving the school board's vision. Innovative approaches to learning that incorporate experiences inside and outside the classroom will prepare students for success as future leaders.

Well-being

Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.

Relationships

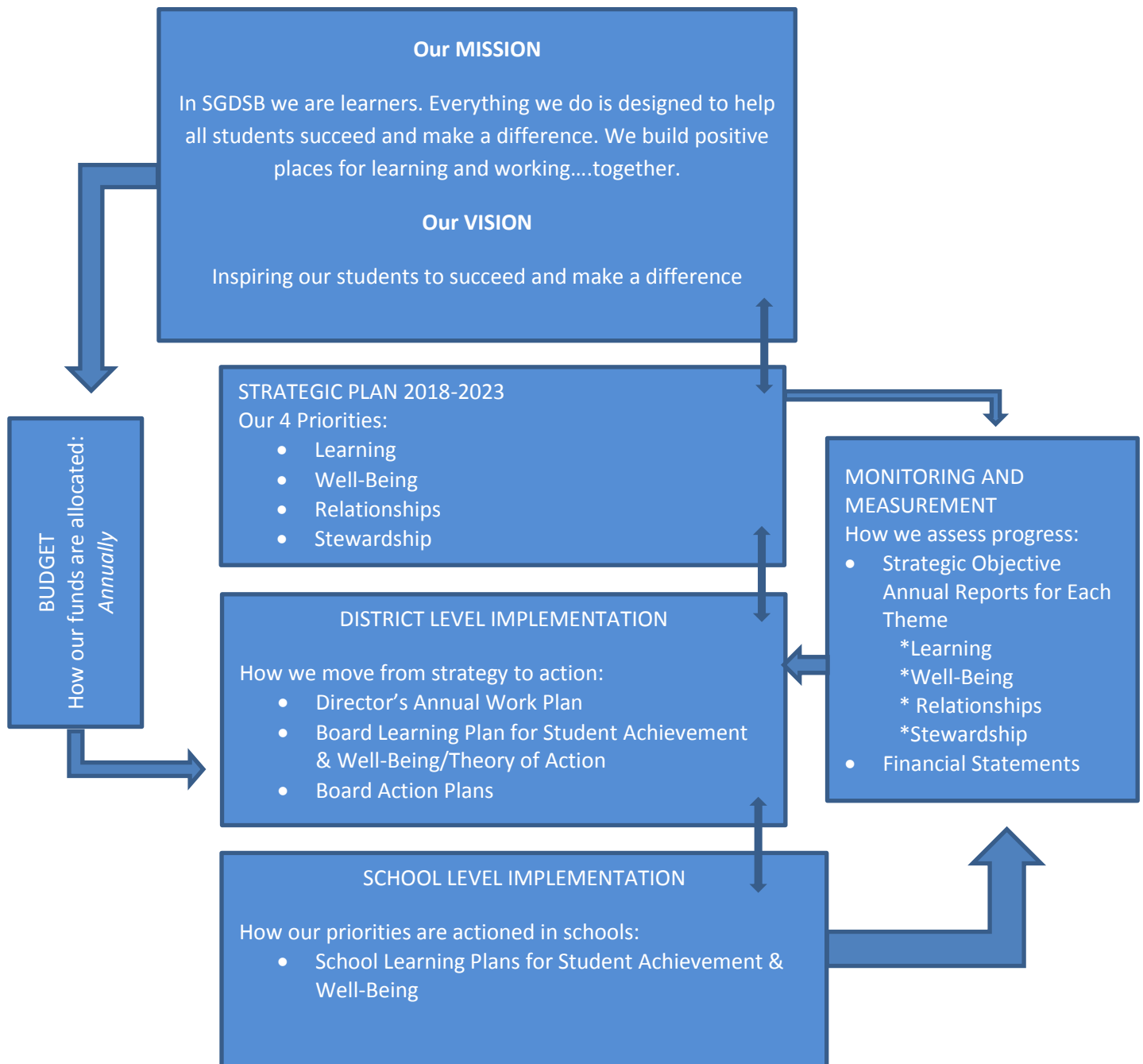
Students must feel safe, physically and emotionally, in an inclusive, accepting environment. In the school community, students must be able to engage in meaningful learning, and have positive relationships with peers and caring adults.

Stewardship

Stewardship recognizes the importance of Superior-Greenstone's unique role in making a difference in the communities it serves, in developing broader understanding of societal issues and inspiring action for thoughtful positive change. Good stewardship allows an organization to continually develop and adjust to an ever-changing world.

PUTTING THE PLAN INTO ACTION

The SGDSB strategic plan is approved by the Board of Trustees and sets the priorities for the next five years. Annually the Director of Education develops a workplan which identifies the key work to be undertaken each school year to achieve the Board's strategic objectives. The budget is established annually and is aligned with the Board's key priorities.





Learning

Learning is the foundation of Superior-Greenstone District School Board and continues to be the core to achieving our vision. Innovative approaches to learning that incorporate experiences inside and outside the classroom will prepare students for success as future leaders.

AIM

We foster environments and pedagogy where ways of knowing and thinking are valued with learners at the center.

“If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging, motivation and perseverance in learning.

Learner centered environments and pedagogy are:

- Responsive, Inclusive, and promote the academic, behavioural, cognitive and psychological engagement of all learners. Reflective of learners’ strengths, needs, learning preferences and cultural perspectives.” (SEF 2013/SGDSB Board Learning Plan for Well Being and Achievement)

To meet our aim we will:

OBJECTIVES

Students

Staff

Partners

- Support students in taking responsibility for their learning and in understanding the process of learning (metacognition, feedback, student agency).
- Expect students to exercise the six global competencies in order to learn, progress and achieve in relation to their goals.
- Enhance our culture of professional, collaborative learning through a job-embedded approach.
- Intentionally plan and implement the principles of our Student Centered, Well-Being Theory of Action, thus enhancing formative assessment practices, formal and informal leadership, the learning environment and the culture of learning for all with the goal of empowering individual identity and enabling a sense of belonging.
- Demonstrate commitment to learning by striving to be current in our professional knowledge and by recognizing its relationship to practice.
- Develop and present a global perspective across content areas through inquiry based co-learning.
- Develop tools to enhance family/caregiver and community engagement and increase social capital in learning and well-being
- Collectively maintain high expectations and provide high levels of support to allow all learners to meet those expectations
- Celebrate growth in all learners.





Well-Being

Students who have strong relationships and a positive sense of self are in a better position to reach their full potential. As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.

The relationship between well-being and academic success runs in both directions. Well-being can support academic success and academic success can also be a catalyst for well-being.

AIM

We will foster a positive sense of self, spirit and belonging that is experienced when our cognitive, emotional, social and physical needs are being met. Well-being is achieved through equity and respect for our diverse identities and strengths.

To meet our aim we will:

OBJECTIVE

Students

Staff

Partners

- Recognize and celebrate the importance of identity; individually and collectively, as a process of creating individual uniqueness and collective belonging.
- Build capacity for intercultural understanding, empathy, and mutual respect.
- Promote everyday work-life balance and an understanding of the importance of assuming responsibility for our own well-being.
- Intentionally plan and implement the principles of our Student Centered, Well-Being Theory of Action, through environments that foster conditions of safety, regulation, belonging, positivity, engagement, identity, mastery, and meaning.
- Strive to ensure a safe and welcoming environment for all students, staff, families and community members.
- Establish structures throughout our school board and the communities that we serve that unite those who have portfolios and responsibilities in curriculum and learning, with those who have expertise in well-being and mental health, to maximize services to students.



**Together We Are
Making a Difference!**



Relationships

Positive relationships are featured prominently in all pillars of this Strategic Plan. Positive relationships create close social bonds, which allow students to feel physically and emotionally safe, allows their brains to fully develop, enables well-being, fosters a sense of belonging and identity, and has a strong correlation to academic success.

AIM

We will strengthen our current relationships while fostering new partnerships.

To meet our aim we will:

OBJECTIVE

Students

- Implement mechanisms that encourage schools to interact with other schools, communities and the global world to support learning and well-being.
- Support students in recognizing, accepting and celebrating individual uniqueness.

Staff

- Work collaboratively through job-embedded professional learning that is supported by knowledgeable others.
- Foster a collaborative, creative, solution-oriented work environment where the contributions of staff are recognized, valued and respected, and where staff strive to achieve their career aspirations.
- Promote collaborative professionalism among staff as a means of working together that involves being open, rigorous, challenging and evidence-informed.

Partners

- Develop strategies to enhance communication and transparency with and among staff, students, families and community partners to foster a positive sense of belonging.
- Collaborate with our partners to meaningfully celebrate individual identity and the pursuit of a collective identity, anchored in curricular transformation.



**PARTNERS IN
SUPPORTING
LEARNING**





Stewardship

Stewardship recognizes the importance of Superior-Greystone’s unique role in making a difference in the communities it serves, in developing broader understanding of societal issues and inspiring action for thoughtful positive change. Good stewardship allows an organization to continually develop and adjust to an ever-changing world.

AIM

We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship.

To achieve our aim we will:

OBJECTIVES

Students

- Strengthen student voice through leadership opportunities.
- Provide students with multiple opportunities to exercise social, environmental and digital responsibility in order to contribute to society and the culture of the local and global communities.

Staff

- Offer learning approaches that recognize the need for opportunities within and beyond the classroom and the school.
- Enhance operational practices to effectively and responsibly manage human, material and financial resources in support of students (Hiring strategy/recruitment strategy of new staff to reflect the needs and demographics of our communities, Technology to support/connect within and outside of our Board, Aligning & optimizing resources with our priorities, Create inclusive and accessible spaces for learning)
- Provide experiential opportunities that promote intentional learning for staff and students which will help support and celebrate identity and a sense of belonging

Partners

- Establish processes to engage in ongoing outreach activities to establish mutually beneficial partnerships



Metrics

Learn - Indicators of Success include:

- Increase daily attendance
- Planning strategically for our students to succeed and to reach our long term goal of a 80% graduation rate;
- Increase four year graduation rate
- Increase experiential learning opportunities
- Achievement gaps between Indigenous and non-Indigenous students will close
- Ongoing monitoring (measurement) of impact
- Monitoring of SLPs
- Board wide and provincial assessment results



Well-being - Indicators of success include:

- Student achievement
- Grad rates
- Student attendance
- Staff attendance
- Violent incident reports - Suspension rates
- EDI
- Taking Stock
- AWE Committee –qualitative (perceptual)
- Meet the success criteria outlined in the Board Theory of Action
- Survey results from Tell them From Me
- OPHEA Healthy School Certification
- ABA Survey
- Extra-curricular Activities to meet the needs of all students



Relationships – Indicators of success include:

- Decrease in incidences of bullying as reported in the Tell-them-from Me survey data
- Collect evidence from survey results to support efforts to create a more inclusive learning environment.
- Increased student voice and leadership opportunities and participation in Student Senate activities
- Thru mentoring and leadership opportunities an increase in the number of internal promotions.
- Development of a communication plan and regular feedback regarding the effectiveness of the plan.
- Community use of Schools

Stewardship - Indicators of success include:

- Increase in programming in experiential education
- Increase in student leadership opportunities
- The number of Indigenous teachers and staff members will increase
- The graduation rate among Indigenous students will increase
- Increase in the number of indigenous students pursuing a postsecondary education
- The number of schools Achieving Ontario EcoSchools accreditation will increase