



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
“Inspiring Our Students to Succeed and Make a Difference”

Report No.: 62
Date: June 24, 2024

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Nicole Morden Cormier

SUBJECT: Multi-Year Strategic Plan: Embracing Innovation (2024-2030)

STRATEGIC PRIORITY: Stewardship

Background

The Multi-Year Strategic Plan (MYSP) is a vital tool for improving the quality, effectiveness, and equity of education systems. It provides a structured approach to addressing the complex challenges in education and ensures that resources and efforts are directed toward achieving specific, long-term aims and objectives. The purpose of a strategic plan is to chart a course for the school board, guiding its evolution to meet the diverse needs of students, educators, parents, and communities.

To date, the following actions have been completed, which have resulted in the determination and internal sharing of the foundational areas of focus for the 2024-2030 (five year) Multi-Year Strategic Plan:

1. Interviews with leadership at SGDSB
2. First review of data trends obtained from leadership
3. Surveys and Focus Groups, including meetings with First Nation and municipal leaders
4. Testing of assumptions with other leaders and stakeholders (including parents)
5. Key themes and pillar development
6. Consolidation of draft ideas for decision making
7. Testing of key themes with trustees, First Nations, principals and managers.

As of the filing of this report, the foundational components of the MYSP have been developed and communicated internally to staff.

Current Situation

Front Matter

The Front Matter of the MYSP sets the context and background for the document, provides acknowledgments and sets the stage for the pillars and commitments. This information is vital to the credibility of the document and clearly articulates who SGDSB is. This section contains the following:

1. Land Acknowledgement
2. Letter from the Director(s)
3. Our Commitment to Truth and Reconciliation
4. Our Commitment to Equity, Inclusions, Diversity and Belonging
5. Our Commitment to Mental Health and Well-Being
6. Our Community Voice (quotes)
7. Our Community Informed Plan (process)

Strategic Framework

The mission, vision, and values are collectively referred to as a “strategic framework”. This framework outlines an organization’s purpose, aspirations, and guiding principles, providing a foundation for decision-making and goal setting. Table 1 captures the new strategic framework for SGDSB, noting that, based upon feedback, the Motto remains unchanged (as does the current SGDSB logo).

Table 1: Strategic Framework

Motto Our Core Value	Small Schools Make a Difference
VISION What do we want to achieve?	To meet the needs of all learners while sparking curiosity and joy in learning.
MISSION Why do we exist?	Working together to engage students through meaningful learning and empower them to build the skills they need to be successful today and in the future.
VALUES What do we stand for?	<ul style="list-style-type: none"> • Positive, professional relationships & sense of team • Kindness with expectations • Learner mindset & dedication to ongoing innovation • Belief that experience teaches, engages & connects

Pillars/Strategic Goals

The consultation/engagement process clearly identified areas where our school district must focus our attention. **Overall, this process has identified that SGDSB must do more to ensure that every student wants to attend school every day.** Thus, three pillars and their associated commitments have been identified, through feedback, as areas where we must, at both the system and school levels, focus our implementation strategies and budget.

Table 2: Pillar - Culture of High Expectations and Inclusivity

<p>DESCRIPTION OF PILLAR <i>Every individual is capable of great things when we provide a safe environment for them to flourish. We believe in kindness that is coupled with high expectations and that accountability is essential for achievement. We seek to foster inclusive communities where we celebrate everyone's unique talents and gifts and recognize contributions to positive culture.</i></p>
<p>OUR COMMITMENTS</p>
<p>As a district, we will...</p> <ul style="list-style-type: none"> ▪ Consciously cultivate a strong sense of belonging and community across the entire district. ▪ Continue to pursue our relationship driven approach while ensuring that we balance kindness with expectations. ▪ Empower every school and department to take responsibility for ensuring the psychological safety of all staff, students and families. ▪ Recognize and celebrate our staff who demonstrate our core values in their day-to-day work. ▪ Continue to invest in leveraging research backed best practices supporting neurodiversity/the various ways the brain works. ▪ Ensure student centered and data driven decision making in all that we do. ▪ Ensure the learning of staff is guided by ongoing feedback from teachers and supervisors. ▪ Remain committed to Truth & Reconciliation. <p>As staff, we will...</p> <ul style="list-style-type: none"> ▪ Leverage a strengths-based approach in all interactions and always assume a positive intent.

- Create safe, restorative spaces in our schools for both staff and students.
- Ensure that every child has a trusted adult that they have a personal connection with who they feel they can go to in times of need.
- Demonstrate learning mindsets that are flexible, adaptable, collaborative and resilient.
- Work to model behavior and foster optimism for future possibilities.
- Take ownership over the performance of every student in our classrooms and schools.
- Celebrate achievements of our students and staff inside and outside of school/the district.
- Ensure that relevant, up-to-date data is being used to drive instruction and to make informed decisions.
- Recognize the different types of learners and thinkers in our classrooms and provide personalized support for all students.
- Provide ongoing opportunities for student voice to let us know how we can continue to meet their evolving needs.
- Embed Indigenous systems of knowledge and culture meaningfully into the curriculum.
- Exercise intelligent accountability as the foundational approach to leading change in the organization.

Table 3: Pillar – Joy in Learning and Teaching

DESCRIPTION OF PILLAR:

We are dedicated to cultivating memorable moments and helping students find joy in learning. We know every student has unique capabilities, strengths and interests. We are committed to helping our students pursue personal areas of passion in order to discover their purpose and explore all potential pathways.

OUR COMMITMENTS

As a district, we will...

- Embrace experiential learning that deepens engagement for all students.
- Support authentic community integrated learning opportunities.
- Find opportunities to integrate more arts-based learning into different curriculum areas.
- Design and implement a rich social emotional development plan for our elementary schools where we purposefully talk about identity, healthy relationships and emotional regulation.
- Encourage teaching and assessment that are rooted in the latest research based best practices.
- Monitor student wellbeing, engagement and skill development.
- Offer responsive professional development and ongoing professional learning.
- Recognize and celebrate the contributions of staff who volunteer their time to lead extracurricular activities that enrich our communities and our students' lives.

As staff, we will...

- Leverage approved diagnostics to determine where we can best support each student in their individual learning.

- Design learning experiences that engage students in deep inquiry and seek cross curricular projects/learning.
- Leverage universal design for learning principles that provide greater differentiation and personalization.
- Meet every student where they are at, help them design what personal success looks like for them and support them in charting their growth forward.
- Collaborate to create interdisciplinary learning experiences that engage students in understanding the connections between concepts.
- Find opportunities for experiential and authentic community integrated learning.
- Enable our students' experience with future ready skill development including entrepreneurship and design thinking.
- Purposefully develop students' digital literacy through conscious development of core digital skills.

Table 4: Meaningful Community Connections and Partnerships

DESCRIPTION OF PILLAR:

We know that experience matters and that partnerships open up a world of possibilities. Our local communities are rich with opportunities and our external networks can enable greater global vision. We also believe that accessing outside expertise enables us to grow as individuals and better align ourselves with the rapidly changing future. We are committed to fostering dynamic partnerships that accelerate our attainment of goals.

OUR COMMITMENTS

As a district, we will...

- Leverage Mental Health professionals to help our schools better support our students and staff.
- Engage in decision making as per the process identified in the Engagement Framework Agreement with Indigenous partners.
- Engage Indigenous Knowledge Keepers to share language, knowledge and culture with our students.
- Partner with municipalities to brand the region as an incredible outdoor lifestyle to attract new talent to our communities.
- Engage and hire external consultants and maximize internal resources to support leadership development through ongoing coaching.
- Cultivate partners who can provide regional opportunities for employment.
- Utilize outside partners to attract teachers/staff/families to the region.
- Continue to invest in digital infrastructure to support operational excellence.
- Leverage an external organization to provide ongoing diagnostics and progress tracking for all of our Multi-Year Strategic Plan priorities.

As staff, we will...

- Support families to easily access and leverage mental health resources available from the district.
- Find opportunities for meaningful service-based learning that makes a difference in our communities.
- Ensure all our students Grade 7-12 have annual outdoor learning experiences where they work together to problem solve in teams.
- Provide greater career exposure to all students in grades 6-12.
- Enable our students and their families to explore all the different pathway options.
- Leverage new technologies, tools, frameworks and resources as they are made available.
- Provide opportunities for students to expand their global and future vision, including emerging technologies.

Accountability

Accountability to our community and to the Ministry of Education is a foundational component of the MYSP. As such, a SMART goal will be developed for each Pillar. An example of such a goal could be that “at least 80% of students report having opportunities to pursue learning in areas of personal interest and absenteeism decreases by 20%, as measured by the Tell Them from Me Student Survey and PowerSchool Data”, for the Joy in Learning and Teaching Pillar. In order to achieve the individual Pillar Goals, yearly Key Results/Metrics for both the district and individual schools are also being developed to ensure that we are all held accountable to and for the commitments contained in the MYSP.

Next Steps

Between July and September 2024, Senior Administration will continue to work with the Future Design School organization to:

1. Develop overall quantitative Smart Goals for each of the three pillars.
2. Develop short-, medium- and long-term goals/metrics that include Key Results for the District and Key Results by School, which contribute to the achievement of the overall Pillar Goals.
3. Bring the final document to the Board of Trustees for the official sign off
4. Work alongside system leaders (principals, managers and senior team) to create operational plans for the first year of implementation
5. Present operational plans to the Board of Trustees, In conjunction with the Director’s Performance Appraisal Developmental Plan
6. Develop a Communication’s Plan.

In September and October 2024, the Director of Education and Communication’s Coordinator will implement the plan for communication of the MYSP to all partners. During the 2024-2025 School Year, SGDSB will continue to refine their data collection tools (development and implementation schedules) and tracking mechanism, supported by the Future Design School team.

Administrative Recommendations/Summary

That, the Superior-Greenstone DSB, having received the 2024-2030 Strategic Plan, approves the Strategic Plan for Implementation in September 2024.

Respectfully submitted by:

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Director of Education