

2018 - 2023 Strategic Plan

LEARNING, WELL BEING & IDENTITY

Character Citizenship Collaboration Communication Creativity Critical Thinking



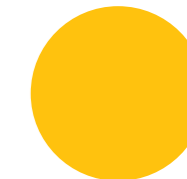
Land Acknowledgment

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.

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





MESSAGE FROM THE

Director of Education & 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.

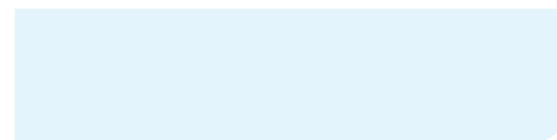
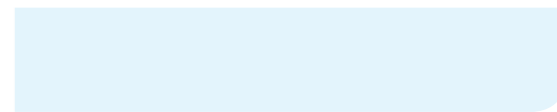
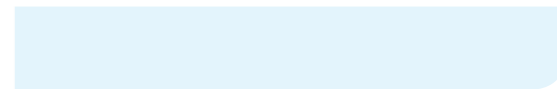
Sincerely,

David Tamblyn and Nicole Morden-Cormier











Stewardship

Stewardship recognizes the importance of Superior-Greystone District School Board's unique role in making a difference in the communities it serves, in developing a 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

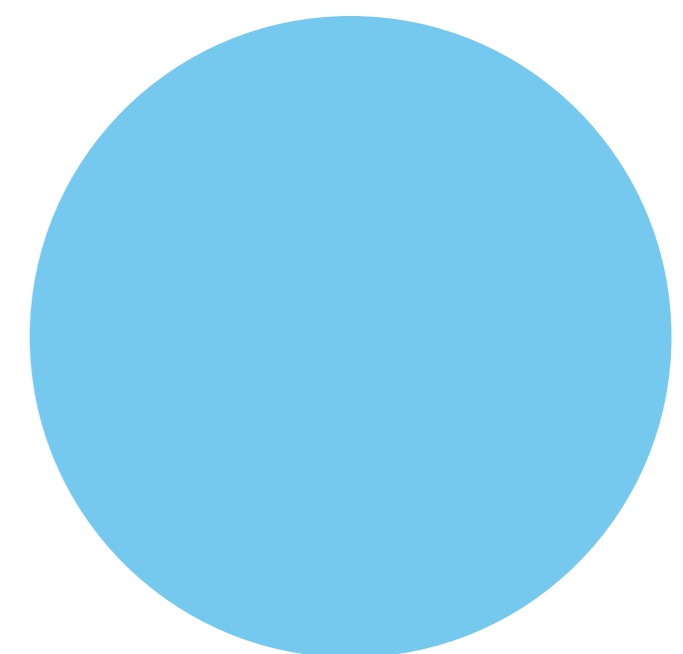
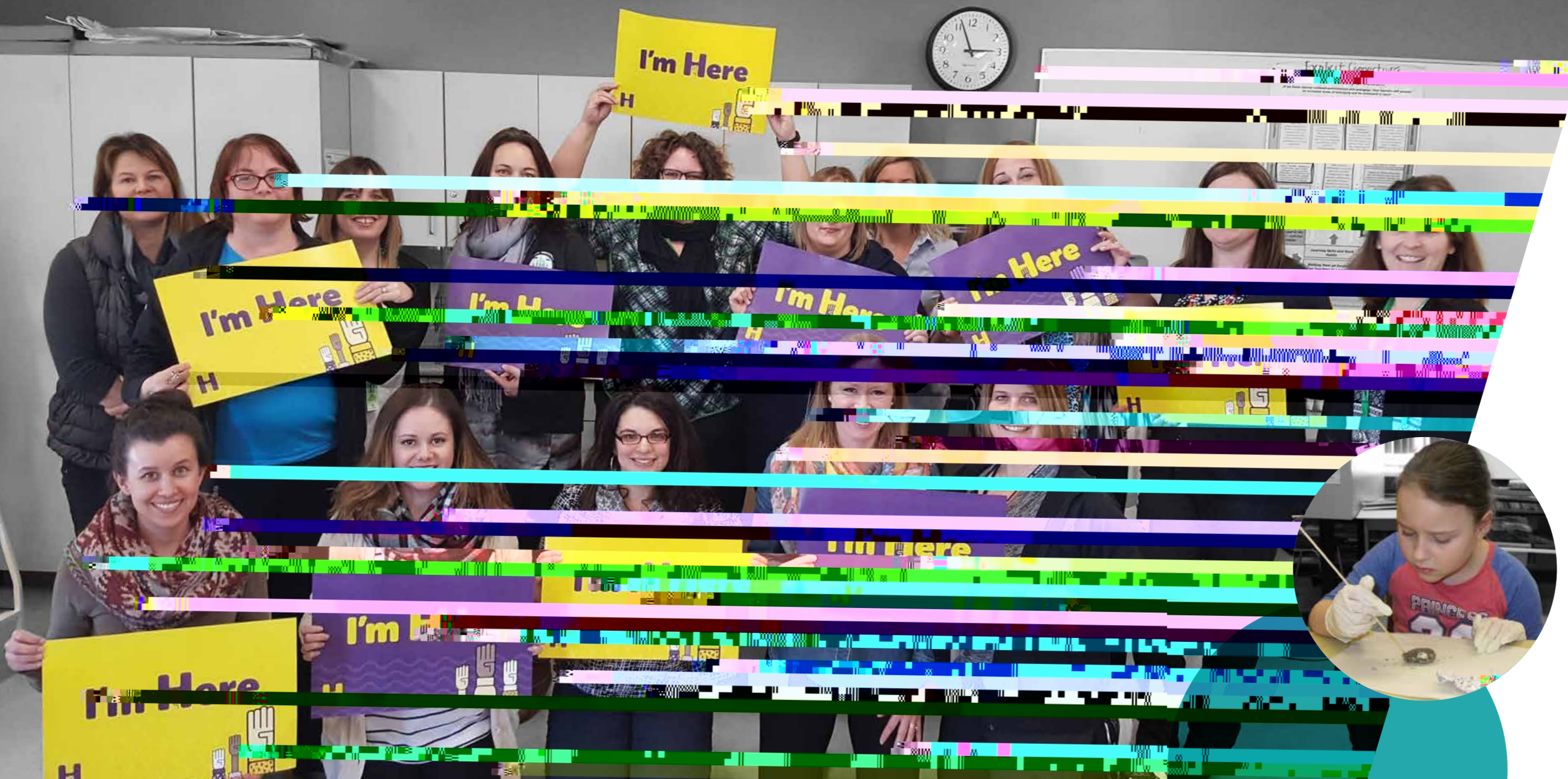
AIM: We will optimize learning opportunities that will make a significant contribution to improving the social/environmental/digital fabric of our environments and society through responsible stewardship.

OBJECTIVES: To meet our aim we will:	
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.

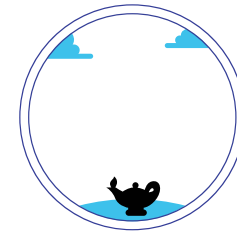
Metrics

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 will (2019-2020) (Boe) (Increase) (Attendance) -1.059 -1.452 (T) (Span) (Actual) (Text) (FEFF000h225) (T) (S) (DT)
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- Increase experiential learning opportunities



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