



South Shore Regional School Board

Strategic Plan

2013-2017

Approved June 18, 2014

SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN

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SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN


Message from the Board Chair

Our School Board is pleased to present the 2013-2017 Strategic Plan for the South Shore Regional School Board.

As a result of input we received and months of collaborative dialogue, many realizations emerged in preparing this plan. We know that to achieve our goals, we need to be flexible, realistic and accountable. We understand that communication is vital for engaging everyone: students, staff, parents and the community. We appreciate that our community's standard for education is one of excellence. We know that technology will continue to play a vital support in the delivery of programs and student services and above all, building positive relationships will promote student success.

I have been privileged to serve the South Shore Regional School Board as its Board Chair and honored to lead a diversely talented Board. Thank you to all the students, staff and community supporters. Your contributions have been phenomenal.

Sincerely,



Jennifer Naugler
School Board Chair
South Shore Regional School Board

Message from the Superintendent

The key to achieving successful outcomes in every part of the region is planning. From the classroom to the board room, educators plan meaningful instruction and assessment, teams plan strategies to meet individual learning needs, and school communities plan to improve student achievement and engagement.

After months of collaboration and consideration, I am confident that the goals we have outlined in the document reflect a balanced commitment of the choices and expectations of our communities. The challenge will be to ensure we have the support systems and resources in place to realize these goals.

An additional piece of work will be the completion of a companion document that will help guide our region for the next few years. This will help to insure that we are focused and that we are dealing with the most important issues identified by the Governing Board.

I am extremely proud of our students' extraordinary achievement, our staff's continued focus on every child, and our Governing Board's commitment to the highest quality of education for all students on the South Shore.

Sincerely,



Geoff Cainen
Superintendent of Schools
South Shore Regional School Board

SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN

Mission

To provide our students with a learning environment that engages and inspires them to reach their full potential

Motto

Inspiring our students to reach their full potential

Belief Statements

- Our primary focus is student learning and achievement
- All students have the ability to learn and become contributing members of society
- Students learn at their own pace, and in different ways
- We are committed to the development of the whole student in an equitable and inclusive environment
- School communities must be safe, supportive and socially just, where everyone is treated with dignity and respect
- Education is a partnership among home, school and community and ongoing communication and dialogue strengthens this partnership
- We value diversity and the opportunity for our students to be enriched by diverse cultures and abilities
- Evidence-based decision-making and accountability are important

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Definitions

CEFPI - Council of Educational Facility Planners International - This is a worldwide professional non-profit association whose sole mission is improving the places where children learn. CEFPI members, individuals, institutions and corporations are actively involved in planning, designing, building, equipping and maintaining schools and colleges.

CSI - Continuous School Improvement - A provincial Education and Early Childhood Development framework by which schools use data to plan and implement school based improvement goals. Strategies primarily focus on quality teacher instruction.

EECD - Education & Early Childhood Development - The new name for the Department of Education in Nova Scotia reflecting the addition of responsibility for children from birth to five years old.

PATHS - Promoting Alternative Thinking Strategies - A research based program that aligns with existing Nova Scotia curriculum outcomes that is designed to facilitate the development of self-control, emotional awareness, and interpersonal problem-solving skills of students.

ISIS - Immigration Settlement & Integration Services - A community organization that welcomes immigrants to Nova Scotia. They work through partnerships to offer services and create opportunities to help immigrants to participate fully in Canadian life.

PLC - Professional Learning Community - This is an umbrella statement that refers to participants and partners in our system focusing on learning and collaboration. All schools in the SSRSB have teacher Collaborative Learning Teams that focus on student learning and achievement.

P3 - Public-Private Partnership - They are a long-term performance-based approach to procuring public infrastructure where the private sector assumes a major share of the risks in terms of financing and construction and ensuring effective performance of the infrastructure, from design and planning, to long-term maintenance.

RCH - Race Relations, Cross Cultural Understanding and Human Rights - This is the name of one of the departments within every Nova Scotia Regional School Board.

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SAC - School Advisory Council - School Advisory Councils are volunteer organizations that were established by the Nova Scotia Education Act. They were established to provide parents, staff, community members, and where appropriate, students, with a voice that will influence school decisions that impact on student learning. School Advisory Councils bring partners together to provide advice to principals and to school boards, in the best interests of students.

SAMR - Substitute, Augmentation, Modification, Redefinition - The Substitution Augmentation Modification Redefinition Model is a research-based method demonstrating how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.

TELP - Technology Engagement Learning Project - This is the name of a partnership project with the SSRSB, parents and the greater community to reach a goal of every student having access to tablet technology to enhance their learning. Schools through their School Advisory Councils initiate the participation in this project, which is supported by the regional school board staff.

TTFM - Tell Them From Me - A widely used educational survey that is administered to students, parents and teachers. It offers reliable data that can be used to support evidence-based decision-making. The Tell Them From Me surveys are comprised of research-based school survey measures that were carefully designed and tested, often using a series of questions per measure. Responses to the measures are then provided online through a number of dynamic reporting tools, giving members reliable and valid data in a timely manner on factors known to affect student outcomes.

UDL - Universal Design for Learning - UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone - not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

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Goal 1: To demonstrate continuous improvement in instruction and student achievement

Measure 1: To increase the percentage of students by cohort compared to provincial averages that are meeting or exceeding expected learning outcomes in Provincial Literacy and Math Assessments. (Note: to compare cohort data we need to factor in the provincial cohort average variance when determining success)

Measure 2: South Shore Regional School Board (SSRSB) teachers will indicate a continuous improvement in their instructional practices as indicated through qualitative data from annual teacher surveys related to the effectiveness of their collaborative learning team.

Measure 3: SSRSB self-identified African Nova Scotian and First Nations/Aboriginal students will show increased achievement levels from report cards in the Math “Number” strand and all Language Arts strands (Grades 1-8) and numerical marks (grades 9-10).

Measure 4: SSRSB Students in grades 7-12 will indicate through Tell Them From Me (TTFM) surveys that they are intellectually engaged in their learning at a rate of 5% above the National Average.

Strategy

The SSRSB teachers will align practice to the strategic plan and school improvement plan through the use of data.

Objectives

Year 1	Year 2	Year 3	Year 4
Support teachers in understanding the process of the Continuous School Improvement (CSI) framework.	Ensure all teachers play a meaningful role in their school’s CSI plan.	Support teachers in reflecting on and improving their own practices in relation to the CSI goal.	Monitor the success of years 1, 2, and 3 and determine future action.
Support teachers to collect appropriate student data to help monitor school and student improvement.	Support teachers in the analysis, interpretation and use of student data to inform classroom instruction.	Support teachers in analyzing classroom data in their Professional Learning Communities (PLCs).	Teachers will demonstrate improved instructional strategies based on data, with a focus on “closing the achievement gap”.
Assist teachers in the understanding and growth of embedded collaborative learning teams in identified schools.	Establish embedded collaborative learning teams in all schools.	Provide continued support to embedded collaborative learning teams to improve learning and achievement for every student.	Teachers will indicate that the embedded collaborative time has had a positive impact on their professional learning and student achievement.

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Strategy

The SSRSB Education personnel and School Administration will focus primarily on Instructional leadership.

Objectives

Year 1	Year 2	Year 3	Year 4
School leaders will be committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for <i>every</i> student.	School leaders will be committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for <i>every</i> student.	School leaders will be committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for <i>every</i> student.	School leaders will be committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for <i>every</i> student.
School leaders will continually focus on learning; nurture a culture of continuous improvement; and monitor, evaluate and develop teacher performance to improve instruction.	School leaders will continually focus on learning; nurture a culture of continuous improvement; and monitor, evaluate and develop teacher performance to improve instruction.	School leaders will continually focus on learning; nurture a culture of continuous improvement; and monitor, evaluate and develop teacher performance to improve instruction.	School leaders will continually focus on learning; nurture a culture of continuous improvement; and monitor, evaluate and develop teacher performance to improve instruction.
School leaders will allocate appropriate resources strategically so that instructional practice and student learning continue to improve.	School leaders will allocate appropriate resources strategically so that instructional practice and student learning continue to improve.	School leaders will allocate appropriate resources strategically so that instructional practice and student learning continue to improve.	School leaders will allocate appropriate resources strategically so that instructional practice and student learning continue to improve.
School leaders will engage in personnel performance appraisals and develop working environments in which teachers have full access to supports that help improve instruction.	School leaders will engage in personnel performance appraisals and develop working environments in which teachers have full access to supports that help improve instruction.	School leaders will engage in personnel performance appraisals and develop working environments in which teachers have full access to supports that help improve instruction.	School leaders will engage in personnel performance appraisals and develop working environments in which teachers have full access to supports that help improve instruction.

SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN

Strategy

The SSRSB will develop and follow policy and practices to recognize diversity, inclusion, and equity in schools and classrooms.

Objectives

Year 1	Year 2	Year 3	Year 4
To raise the profile of the Race Relations Cross Cultural Understanding and Human Rights (RCH) policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.
	Begin a campaign to increase the level of cultural self-identification for all students.	Continue the campaign to increase the level of cultural self-identification for all students.	Complete the campaign to increase the level of cultural self-identification for all students.
Gather baseline achievement data from 2012-2013 school year for identified African Nova Scotian and First Nations/Aboriginal students.	Continue to collect and analyze data from the same population of students as compared to the whole student population.	Continue to collect data from the same population of students.	Continue to collect data from the same population of students.
	Use baseline data from 2012-2013 to identify instructional strategies that focus on student improvement for identified African Nova Scotian and First Nations/Aboriginal students.	Continue to use data to monitor the effectiveness of instructional strategies that focus on student improvement for the same population of students.	Monitor the success of years 1, 2, and 3 and determine action for year 4.

SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN

Strategy

The SSRSB will implement instructional and assessment practices that foster student's Intellectual engagement.

Objectives

Year 1	Year 2	Year 3	Year 4
Support schools to create effective Professional Learning Communities (PLCs) with a focus on instructional practices that promote student's intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on instructional strategies that focus on student's intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on instructional strategies that focus on student's intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on instructional strategies that focus on student's intellectual engagement.
Support schools to create effective PLCs with a focus on assessment <i>for</i> and <i>of</i> learning practices that foster student's motivation and intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on assessment <i>for</i> and <i>of</i> learning practices that foster student's motivation and intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on assessment <i>for</i> and <i>of</i> learning practices that foster student's motivation and intellectual engagement.	Continue to support schools to maintain effective PLCs with a focus on assessment <i>for</i> and <i>of</i> learning practices that foster student's motivation and intellectual engagement.
Support teachers and school administrators with the implementation of grades P to 3 and grade 10 new Nova Scotia math curriculum and its recommended approach to constructivist learning.	Support teachers and school administrators with the implementation of grades 4 to 6 and grade 11 new Nova Scotia math curriculum and its recommended approach to constructivist learning.	Support teachers and school administrators with the implementation of grades 7 to 9 and grade 12 new Nova Scotia math curriculum and its recommended approach to constructivist learning.	Continue to support teachers and school administrators with the implementation of new Nova Scotia math curriculum at all grade levels and its recommended approach to constructivist learning.
Support teachers and school administrators in their understanding and implementation of inquiry-based approach to learning at designated grade levels.	Continue to support teachers and school administrators in their understanding and implementation of inquiry-based approach to learning at designated grade levels.	Continue to support teachers and school administrators in their understanding and implementation of inquiry-based approach to learning at designated grade levels.	Continue to support teachers and school administrators in their understanding and implementation of inquiry-based approach to learning at designated grade levels.

SOUTH SHORE REGIONAL SCHOOL BOARD STRATEGIC PLAN

Strategy

The SSRSB will continue to promote and support technology and innovation in our system.

Objectives

Year 1	Year 2	Year 3	Year 4
Support seven schools in the implementation of the SSRSB Technology Engagement Learning Project (TELP).	Continue to support new schools and grade levels in the implementation of the SSRSB TELP.	Continue to support new schools and grade levels in the implementation of the SSRSB TELP.	Evaluate TELP and how to best maintain the one-to-one tablet to student ratio.
Support teachers by offering a range of professional development opportunities in two key areas: <ul style="list-style-type: none"> • Universal Design for Learning (UDL) • The Substitute, Augmentation, Modification, Redefinition (SAMR) model for technology integration. 	Continue to support teachers by offering a range of professional development opportunities in two key areas: <ul style="list-style-type: none"> • UDL • The SAMR model for technology integration. 	Continue to support teachers by offering a range of professional development opportunities in two key areas: <ul style="list-style-type: none"> • UDL • The SAMR model for technology integration. 	Track the progression of teachers in the two key areas and adjust appropriately.

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Goal 2: To remove barriers for a safe and healthy environment

Measure 1: Student Survey respondents in Tell Them From Me (TTFM) will indicate a positive response in the bullying and school safety report on measures above the national average.

Measure 2: The percentage of students being reported for severely disruptive behavior will decrease (Use 2013-14 as a baseline).

Measure 3: The number of schools offering the Promoting Alternative Thinking Strategies (PATHS) program will increase.

Measure 4: A long Range Facility Plan is in place to ensure efficiencies.

Strategy

The SSRSB will develop and implement a long range facility plan.

Objectives

Year 1	Year 2	Year 3	Year 4
Develop site plans and small scale drawings with identification coding for all school facilities.	Gather data <ul style="list-style-type: none"> ○ Satisfaction Surveys (Community) ○ Building Capacity and Utilization Rates ○ Enrolment (Historical and Projected) ○ Building Conditions ○ Instructional Spaces ○ Operational/Programming Costs ○ Bus Ride Times 	Engage school communities in a planning process for replacement and modernization of schools, where appropriate.	Establish <i>Joint Use Agreements</i> with municipalities
Develop a practice for determining the building conditions in our region, on a cyclical basis.	Examine school boundaries and catchment areas.	Engage school communities in a planning process to reduce surplus square footage.	Consider long-range planning for P-3 schools. These schools will meet regional indicators of success.
Develop clear and consistent standards for determining enrolment projections.	Assess available data to determine the viability and sustainability of existing facilities.	Develop a prioritized regional capital plan for submission to the Department of Education for funding.	

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Analyze school facilities and compare with Provincial standards for instructional space requirements.	Engage school communities in public consultation about future planning for regional schools.	Develop a long-range plan for deferred maintenance needs.	
		Develop an efficiency plan for Operations Department (transportation, property services, technology).	

Strategy

The SSRSB will develop and implement maintenance standards and procedures.

Objectives

Year 1	Year 2	Year 3	Year 4
	Review and identify gaps to align SSRSB maintenance standards and procedures with Provincial and Council of Educational Facility Planners International (CEFPI) requirements.	Review and implement hiring practices and training programs for custodial and maintenance staff to achieve alignment with Provincial and CEFPI requirements.	Engage custodial and maintenance staff in discussion and training about maintenance standards, procedures, and equipment training.
Assess equipment and supply needs across the region.	Implement real time work order delivery.		

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Strategy

The SSRSB will educate and support staff and students in becoming ethical digital citizens.

Objectives

Year 1	Year 2	Year 3	Year 4
Implemented provincial online reporting tool for cyberbullying and informed all staff of Bill 61.	Continue to monitor data related to incidents of cyberbullying reported through PowerSchool and the online reporting tool.	Use data to determine schools that need additional support with ethical digital citizenship.	Monitor the success of years 1, 2, and 3 and determine future action.
Develop and distribute a list of ethical digital citizenship resources to be used by teachers and students.	Update list of ethical digital citizenship resources.	Support schools in integrating ethical digital citizenship throughout the curriculum.	Continue to support schools in integrating ethical digital citizenship throughout the curriculum.

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Strategy

The SSRSB will provide system wide support and intervention in the areas of mental, physical, social and emotional health.

Objectives

Year 1	Year 2	Year 3	Year 4
Expand the research-based social and emotional learning program, Promoting Alternative Thinking Strategies (PATHS), to Dr. J. C. Wickwire Academy in grades P-2 and to complete the implementation at West Northfield Elementary School for grades 3-6.	Expand PATHS to Bridgewater Elementary School and New Germany Elementary School, grades P-2, and complete the implementation at Dr. J. C. Wickwire Academy in grades for grades 3-5.	Expand PATHS to North Queens Community School, Chester District Elementary School, and Aspotogan Consolidated Elementary School, grades P-2, and complete the implementation at Bridgewater Elementary School and New Germany Elementary School in grades for grades 3-6.	Expand PATHS to Bayview Community School and Bluenose Academy, grades P-2, and complete the implementation at North Queens Community School in grades 3-6 and Chester District Elementary School and Aspotogan Consolidated Elementary School in grades 3-5.
Strengthen the roles and responsibilities of personnel involved within the new partnership with Mental Health.	Review the working partnership with Mental Health to identify barriers to student services.	Implement changes based on the review conducted in year 2.	

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Strategy

The SSRSB will foster a culture based on dignity and respect.

Objectives

Year 1	Year 2	Year 3	Year 4
To raise the profile of the Race Relations, Cross Cultural Understanding & Human Rights (RCH) policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.	To raise the profile of the RCH policy and procedures by providing ongoing and varied professional development in 25% of SSRSB schools and communities.
	Review the Dignity in the Workplace Policy and Procedures and revise as necessary.	Communicate the Dignity in the Workplace Policy and Procedures system-wide and identify staff awareness levels.	Implement programs to enhance dignity and respect.
Conduct a system-wide TTFM survey of parents and teachers and grades 4-6 students (grades 7-12 students were surveyed in 2012-2013) [all surveys are offered bi-annually].	The SSRSB and individual schools will use data to focus on areas to improve school culture. Promote positive school culture through initiatives and programs in identified areas.	The SSRSB and individual schools will use data to focus on areas to improve school culture. Promote positive school culture through initiatives and programs in identified areas.	The SSRSB and individual schools will use data to focus on areas to improve school culture. Promote positive school culture through initiatives and programs in identified areas.
Assess the healthy workplace culture of the Board and develop target areas.	Build cultural competence to increase awareness and strengthen culture.	Examine practice, policies, and procedures to ensure that people feel safe, welcomed, valued, and confident.	

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Goal 3: Promote and strengthen partnerships and community engagement

Measure 1: SSRSB will create new external partnerships and expand on current partnerships

Measure 2: There will be an increase in the number of meetings between governing Board and school community members excluding the school review process.

Measure 3: The community will report an increased awareness of public education as indicated through the Tell Them From Me (TTFM) Parent Survey.

Measure 4: There will be an increase in positive media coverage of school and regional initiatives at the local level.

Strategy

The SSRSB will actively promote progress and accomplishments.

Objectives

Year 1	Year 2	Year 3	Year 4
Develop a schedule for regular media opportunities to promote accomplishments.	Promote accomplishments achieved through Strategic Plan.	Promote accomplishments achieved through Strategic Plan.	Promote accomplishments achieved through Strategic Plan.
Create an engaging student and staff focused annual Superintendent's Report to the community.	Find ways to reach and share the Superintendent's Report to a wider audience.		

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Strategy

The SSRSB will provide increased opportunities to build relationships with communities.

Objectives

Year 1	Year 2	Year 3	Year 4
Board will plan and hold presentations on educational topics to School Advisory Councils (SAC).	Board will plan and hold presentations on educational topics to SAC.	Board will plan and hold presentations on educational topics to SAC.	Board will plan and hold presentations on educational topics to SAC.
Board will seek public consultation on Strategic Plan and other educational matters.	Board will provide opportunities for public awareness and discussion of strategic plan progress.	Board will provide opportunities for public awareness and discussion of strategic plan progress.	Board will provide opportunities for public awareness and discussion of strategic plan progress.
The Board will commence Vision meetings to educate school communities on Board business and seek input on long-term planning.	The Board will continue Vision meetings to educate school communities on Board business and seek input on long-term planning.	Public input and recommendations will be utilized in a long-range planning.	The Board will meet with school communities to discuss long-term planning strategies.

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Strategy

The SSRSB will strengthen and expand multi-agency partnerships.

Objectives

Year 1	Year 2	Year 3	Year 4
	Implementation of Early Years Centre at New Germany Elementary School in partnership with the Department of Education & Early Childhood Development (EECD).		
Assist Queens County schools with the implementation of SchoolsPlus and Advisory Committee (Justice, Recreation, South Shore Health, Mental Health, Addictions and Community Services).		Expand SchoolsPlus to Park View Education Centre and its feeder schools.	Continue to support SchoolsPlus implementation.
Continue to strengthen and expand partnership with the District Health Authority in the area of the Food and Nutrition Policy, After School Programming, and Mental Health partnership.	Continue to strengthen and expand partnership with Health in the area of the Food and Nutrition Policy, After School Programming, and Mental Health partnership.	Continue to strengthen and expand partnership with Health in the area of the Food and Nutrition Policy, After School Programming, and Mental Health partnership.	Evaluate the partnerships with Health in the area of the Food and Nutrition Policy, After School Programming, and Mental Health partnership to plan next steps.
SSRSB will utilize a workplace cultural assessment tool offered by Immigration Settlement & Integration Services to identify methods to further develop workplace culture and increase diversity.	SSRSB will build cultural competence through partnership with Immigration Settlement & Integration Services (ISIS) through diversity and cultural competence workshops.	SSRSB will work with ISIS to increase diversity in targeted work sites or employee groups through partnership / recruitment programs.	SSRSB will expand relationship with ISIS through workshops and programs to increase diversity and enhance workplace culture.

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Strategy

The SSRSB will increase awareness of the governing Board's business.

Objectives

Year 1	Year 2	Year 3	Year 4
	Survey of community regarding their awareness of public education issues and Board Member role to create baseline data and target areas for education and consultation.	Develop communications strategies to identify target groups and mediums to provide information.	Increase opportunities for community education, consultation and participation; measure progress by bi-annually re-administering the community survey.

Strategy

The SSRSB will actively advocate for public education.

Objectives

Year 1	Year 2	Year 3	Year 4
Board will choose a priority in education at a provincial level.	Advocate through provincial organizations and committees.	Advocate through provincial organizations and committees.	Advocate through provincial organizations and committees.