



Relentless Pursuit of Success

REGINA PUBLIC SCHOOLS STRATEGIC PLAN

2014-2017



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BACKGROUND

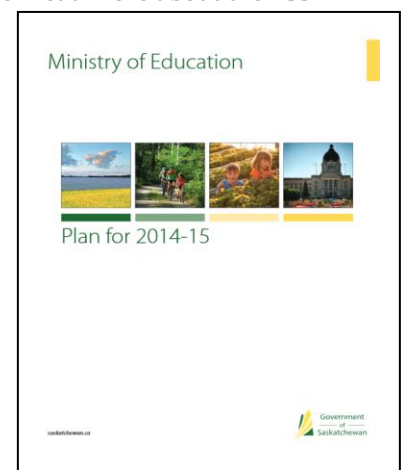
Background

In the early spring of 2014, the provincial Education Sector Strategic Plan (ESSP) was endorsed by the Regina Board of Education and twenty-seven other school boards in Saskatchewan. It outlines five outcomes to be achieved by the Saskatchewan education system. The Plan also outlines two short term goals to be achieved in the 2014-2015 school year.

This document outlines Regina Public Schools' adherence to the ESSP and details the School Division's Strategic Plan. Read more about the ESSP on the Ministry of Education's website: [Read more about the ESSP on the Ministry of Education's website:](http://www.saskatchewan.ca/government/have-your-say/student-first/student-first-initiatives/education-sector-strategic-plan)

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Regina Public Schools serves 21,000 of Saskatchewan's publicly funded school students. If the short-term objectives or the long-term outcomes of the new Education Sector Strategic Plan are to be realized, then the Regina Public School Division, which enrolls 12.5% of the province's students, plays a significant role. Specifically, the Division must continue to focus on and further refine its efforts to improve student achievement. Similarly, its governance and resource allocation decisions need to continue to be aligned with the needs, aspirations, and anticipated success of its students.



Planning for Student Success

Regina Public Schools has a strong tradition of strategic planning strengthened through the completion of previous Continuous Improvement Plans. The current strategic plan, like previous plans, is guided by the School Division's Mission Statement: *To instil the value of knowledge, the dignity of effort and the worth of the individual.*

And by the Shared Values: *I belong, I am responsible, I respect, and I want to know.* Read more here: <http://www.rbe.sk.ca/school-board/mission>

The Regina Public Schools Strategic Plan is intended to convey our goals, intentions and aspirations for all students, regardless of their ethnicity, ability, aspirations, or life circumstances. This includes students who need intensive supports and those whose first language is not English. It includes our First Nations, Métis and Inuit learners, as well as those who attend our three associate, faith-based schools.

The Strategic Plan is intended to provide clear direction for all activities in the school division, as well as to align those activities with goals of the provincial Education Sector Strategic Plan.

BACKGROUND

Strategic Plan for the 2014-2017

Previous Division-level plans had identified “stretch targets” for improved student achievement. Among them were the attainment of:

An 80% graduation rate

Having 95% of students achieving at grade-level in reading, writing and math

Achieving a 10% reduction in the gap between First Nations/Métis/Inuit Education performance and that of other students

A 95% grade to grade transition rate

These targets remain in place for the foreseeable future: their attainment is critical to the success of both the Regina Public Schools Strategic Plan and the goals of the Educational Sector Strategic Plan.

The Regina Public Schools Strategic Plan will outline the six core strategies the Division will employ to assist in meeting these targets.

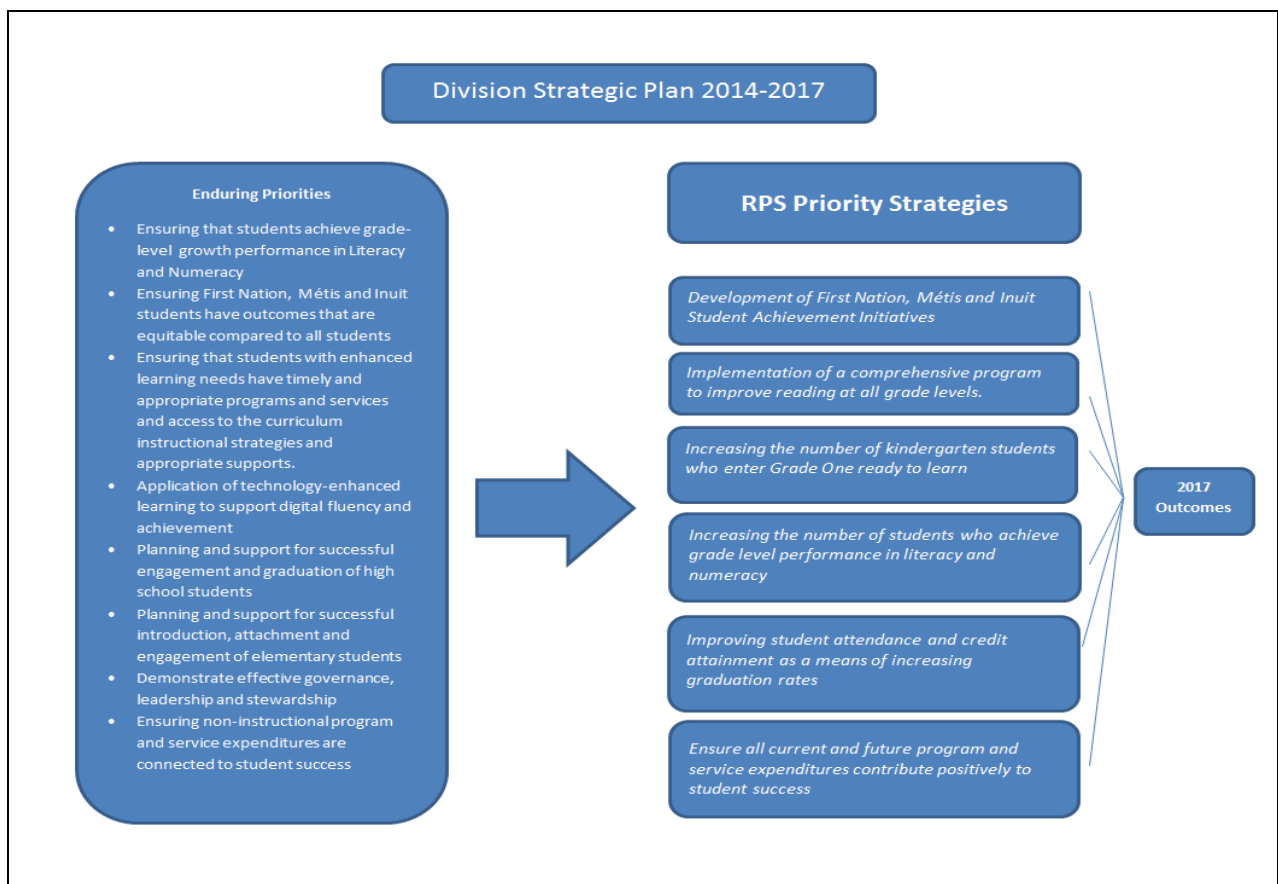
The first two strategies will receive priority attention in the 2014-2015 school year in order to achieve alignment with provincial goals and initiatives. The remaining four will receive priority attention in future years. All six strategies are, in fact, ongoing, as they are inextricably linked, not only to each other, but also to the core function of the School Division, which is: the creation of successful students and citizens.

PRIORITY STRATEGIES

Priority strategies

The six core strategies are:

- Development of a First Nations, Métis and Inuit Achievement Initiative
- Implementation of a comprehensive program to improve Reading Performance at all Grade Levels
- Increasing the number of Kindergarten students who enter Grade One ready to learn
- Increasing the number of students who achieve Grade level performance in literacy and numeracy
- Improving student attendance and credit attainment as a means of increasing graduation rates
- Ensuring all current and future program and service expenditures contribute positively to student success



PRIORITY STRATEGIES

As noted, the first two strategies will receive priority attention in 2014-2015, but all six strategies will be central to and supported by School Division planning and implementation activities through 2017. The Divisions' expenditures will continue to be aligned to support the achievement of these targets, and the effectiveness of the strategies will be monitored and adjusted annually. Each of these core strategies will be supported with a detailed implementation plan (referred to in the Education Sector Strategic Plan as an A3) at the departmental and school level. The key components and activities in support of these six strategies are outlined on the pages that follow.

To support these strategies, the School Division will develop a communication plan and share with parents and the community the full range of programs and services available to students and families in our schools, through outreach, and on a referral basis.

According to the Ministry of Education: "The Education Sector Strategic Plan (ESSP) provides short and long term outcome goals for education leading up to 2020. The ESSP is the first ever province-wide plan to be developed in co-operation with education sector partners, approved by the 28 school boards and accepted by the Government of Saskatchewan. It incorporated the feedback of more than 1,000 people, including public school divisions, catholic school divisions, Conseil des écoles fransaskoises, First Nations education directors and principals, the Federation of Saskatchewan Indian Nations, Métis Nation - Saskatchewan, Ministry of Education, school boards and students.." <https://www.saskatchewan.ca/government/have-your-say/student-first/student-first-initiatives/education-sector-strategic-plan>.

Education Sector Strategic Plan, 2014-2020 (Level 1)

		Short Term (Upcoming Year)														
		Correlations					Correlations									
		In partnership with FNM stakeholders, develop a FNM student achievement initiative.					Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.									
		Correlations														
		Hoshing (Improvement Breakthroughs)														
Enduring over time		Enduring Strategies Culturally relevant and engaging curriculum Differentiated, high quality instruction Culturally appropriate and authentic assessment Targeted and relevant professional learning Strong family, school, and community partnerships Alignment of human, physical, and fiscal resources					Strategic Intent: I am ready to learn. I am valued. I belong. I am successful. I am preparing for my future.					Improvement Targets By June 2015, at least 78% of Grade 3 students will be reading at or above grade level. By June 2018, 80% of grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment. By June 2020, at least 80% of grades 4, 7, and 10 students will be proficient on the provincial writing assessment. Achieve a 7% increase in the FNM graduation rate per year. Achieve a 3% total increase in the provincial graduation rate per year. By June 2020, all students report high levels of engagement in their learning. Achieve accumulated operational savings by 2016 to reassign to system strategies. In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data. By June 2015, align the work of the Education Sector Strategic Plan with the SK Child and Family interministerial table.				
		Correlations					Correlations									
		Outcomes					Correlations									
		By June 2020, 80% of students will be at grade level or above in reading, writing, and math.														
		By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.														
		Saskatchewan's graduation rate will be 85% by 2020.														
		Correlations					Correlations									
		By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.														
		By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE).														
		Long Term (5+ Years)														

PRIORITY STRATEGIES

Priority Strategy One

Development of a First Nations, Métis and Inuit Achievement Initiative

Self-identified First Nations, Métis and Inuit (FNMI) students represent 17% of the Regina Public Schools' student population. Following many years of commitment and effort on the part of RPS staff, their graduation rate is still 37.3% compared to 79% for non-FNMI Regina Public Schools students. Clearly a more focused effort is required if these students are to achieve their potential.

To improve this performance outcome, Regina Public School Division will:

- Participate fully in the research, development, and planning of the provincial FNMI Achievement Initiative based on New Zealand's *Te Kotahitanga* project
- Review and revise its Aboriginal Education Policy and relevant administrative procedures
- Increase the number of Aboriginal Advocates available in high schools. Aboriginal Advocate teachers support Aboriginal students academically and socially so that they may more smoothly transition through and out of school
- Continue to increase the number of students who self-identify as First Nations, Métis or Inuit
- Closely monitor the performance of FNMI learners with a view to replicating those approaches that increase grade level achievement and that lead to increased graduation
- Ensure that attendance and credit attainment strategies deployed, as well as curriculum, instruction and assessment practices, are culturally appropriate
- Continue to engage FNMI community leaders and Elders in educational planning
- Periodically assess the effectiveness of existing structures, programs, and approaches in achieving FNMI student grade-level performance and graduation



PRIORITY STRATEGIES

Priority Strategy Two

Implementation of a comprehensive program to improve Reading Performance at all Grade Levels

Nothing is as fundamental to success in school and in life as the ability to read. Acquisition of reading skills is the foundation of every school division's Pre-K through Grade Three program. Utilization of these reading skills for accessing content and gaining conceptual knowledge in Grade Four and beyond is critical for both grade level success and eventual graduation.

To improve our students' performance in this key area, Regina Public Schools will:

- Participate fully in the development and implementation of the provincial reading strategy
- Develop and implement an explicit literacy framework which outlines consistent expectations and strategies to be used in literacy instruction
- Communicate the expected outcomes and approaches of literacy instruction for each grade level
- Focus professional development activities on the improvement of reading instruction
- Ensure consistent, timely intervention is available for all students who are not reading at grade level



PRIORITY STRATEGIES

Priority Strategy Three

Increasing the number of Kindergarten students who enter Grade One ready to learn

Not all students enter the school system with the same level of readiness to learn and succeed. The factors that impact readiness range from the level of pre- and post-natal care, to the income level of the family, to the ability to provide developmentally appropriate exposure to language, play, and social interaction.

Regardless of young children's readiness, Regina's public school division is responsible to overcome this variation of readiness or "inputs" and to ensure all students acquire the skills and experience they need to achieve their personal potential as successful students, graduates and, ultimately, citizens.

To address the variation in student readiness at school entry, Regina Public Schools will:

- Clearly articulate its definition of "school readiness" and the indicators by which it will be assessed
- Deliver targeted professional learning for all Pre-Kindergarten and Kindergarten teachers focused on the areas of language and social development
- Identify and remove barriers to attendance at Pre-Kindergarten and Kindergarten programs
- Continue to monitor student vulnerability and school readiness using the Early Years Evaluation and use the results to improve program and instructional planning
- Clearly identify common expectations and best practices to ensure a measure of consistency of student experience across the division
- Continue to develop family-based and interagency approaches to address vulnerability



PRIORITY STRATEGIES

Priority Strategy Four

Increasing the number of students who achieve grade level performance in literacy and numeracy

The transition from one grade to the next and the ability to achieve success each year is dependent on having mastered the skills and content from the previous grades, particularly in reading, writing and mathematics.

In order to ensure that as many students as possible are achieving at grade level in these key areas, Regina Public Schools will:

- Use “pre- and post- assessment” information (Value-added assessments) to identify student learning needs and design appropriate instructional interventions
- Establish baseline measures to ensure alignment with the data reporting needs of the provincial Education Sector Strategic Plan
- Identify and articulate a common set of essential skills in reading, writing and mathematics for each grade level
- Continue to monitor, record and publish measures of aggregate student achievement
- Ensure all teachers have access to necessary professional learning in these key areas
- Continue to build teacher and principal capacity in providing classroom-based intervention for students needing additional support
- Annually assess the impact on student achievement of *Levelled Literacy Intervention* implementation across the Division.



PRIORITY STRATEGIES

Priority Strategy Five

Improving student attendance and credit attainment as a means of increasing graduation rates

Grade-to-grade advancement depends on the acquisition of age-appropriate skills and content. High school graduation depends on the attainment of the required number of credits (successful course completion). Success at every level of the system is dependent on the student being present to receive the required instruction.

Absenteeism may be rooted in a myriad of social, economic and academic causes. The causes of absenteeism at Regina Public Schools need to be identified and addressed, and the necessary supports and interventions to improve attendance must be provided.

To this end, Regina Public Schools will:

- Participate in the provincial working group focused on improving data gathering, absence monitoring, and intervention
- Develop a local interagency structure to facilitate the necessary relationships, resource sharing, and programming to support students demonstrating chronic absenteeism
- Implement a K-12 alert system to better identify chronic non-attenders and support them in addressing issues causing their absenteeism
- Develop, implement and promote a “Triple Eight” strategy to encourage and support all students who are capable of attaining eight credits in each of the Grade 10, 11, and 12 years
- Engage in a community-wide consultation as part of the implementation of the “Family of Schools” recommended as part of the 2014 High School Strategy
- Balance high school enrolments across the division to ensure that all students have equitable access to relevant and engaging curricular and extra-curricular programs
- Build on and replicate the success of Campus Regina Public, Martin Academy, and the Credit Recovery process throughout the Division’s high schools
- Ensure that all high school staff has expertise and training in the subjects they are teaching



PRIORITY STRATEGIES

Priority Strategy Six

Ensuring all current and future program and service expenditures contribute positively to student success

To achieve positive student achievement results, it is imperative that all school division programs and expenditures focus on student success.

In order to ensure this alignment, Regina Public Schools will:

- Conduct at least one value-stream mapping exercise annually in each of the Student Achievement, School Services and Division Services areas
- Develop a plan for strategic recruitment, deployment, and ongoing professional development of all Division personnel
- Conduct a review of Noon Hour Supervision practices to ensure equity, efficiency, and effectiveness
- Continue to work collaboratively with the Government of Saskatchewan and local partners on the school bundle project, the North Central Shared Facility, and all ongoing school rebuilds and major renovation projects
- Develop a new Three to Five Year Capital and Preventative Maintenance Renewal Plan
- Complete a Comprehensive Transportation Services Review



ACCOUNTABILITY AND CONCLUSION

ACCOUNTABILITY

Responsibility for student achievement in Regina Public Schools ultimately rests with the Director of Education, who is accountable to the Board of Education.

The School Division employs two Deputy Directors (One of Student Achievement and one of School Services), four Superintendents of Student Achievement, and one Superintendent of School Services who all share responsibility for achieving the outcomes of the Strategic Plan and for the student achievement goals within it.

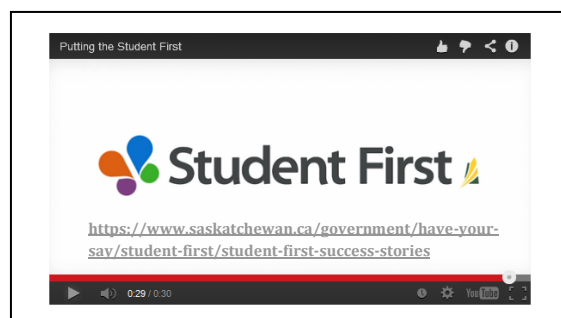
Similarly, a third Deputy Director and five senior administrators share responsibility for ensuring that all available fiscal, human, and capital resources are aligned to support the attainment of the Division's strategic goals with respect to student success.

CONCLUSION

The success of the strategies outlined in this Strategic Plan will ultimately be measured by the number of students whose achievement can be demonstrably improved, and whose eventual graduation can be ensured. In the meantime, the efforts of some 2,300 Regina Public Schools employees will continue to be focused on the provision of the highest quality learning experiences and best possible learning environments our existing fiscal resources can provide.

In the words of *Students First*, the goal of the current strategic plan is the creation of a school system in which every student can say without reservation:

- *I am ready to learn: I am safe, healthy and hopeful.*
- *I am valued: I have a voice and am supported in my ways of learning.*
- *I belong: I contribute, am respected and respectful.*
- *I am successful: at levels appropriate for my ability and aspiration.*
- *I am preparing for my future: in education, in employment, in my community and in life.*



APPENDICES

APPENDIX ONE ASSESSMENT RESULTS

2013-2014 Value Added Results

The driving purpose of Value Added Assessment in Regina Public Schools is to inform teachers' instruction and students' learning. Information is used to plan/modify the teaching and learning activities in which teachers and students are engaged. Achievement describes levels attained by students. Growth describes the progress made over the school year. RPS Value Added Assessments along with formative classroom assessments are a way to show growth over time and achievement at a particular instance in time. Feedback is immediate, timely and personal. Ultimately, the goal is to use value added assessment results and day to day "assessment for learning practices" to help students develop as independent self-directed learners who use their knowledge to critically think, solve problems and apply information they learn.

Regina Public Schools Value Added Assessment Results
(Percentage of Students Scoring Adequate or Better)

	Early Years Evaluation	Reading All RPS Students	Reading First Nations, Métis & Inuit	Writing All RPS Students	Writing First Nations, Métis & Inuit	Mathematics All RPS Students	Mathematics First Nations, Métis & Inuit
Pre-Kindergarten							
Kindergarten							
Grade 1		69	43				
Grade 2		69	48				
Grade 3		66	48	65	41	80	45
Grade 4		72	57	70	47	65	43
Grade 5		76	56	67	34	59	30
Grade 6		74	56	78	53	62	43
Grade 7		77	54	75	58	74	51
Grade 8		75	60	81	52	67	37
Grade 9		58	41	85	73		
Grade 10		60	37	81	67		

APPENDICES

APPENDIX ONE: ASSESSMENT RESULTS (CONT.)

2013-2014 Value Added Results

RPS Value Added Assessment Tools

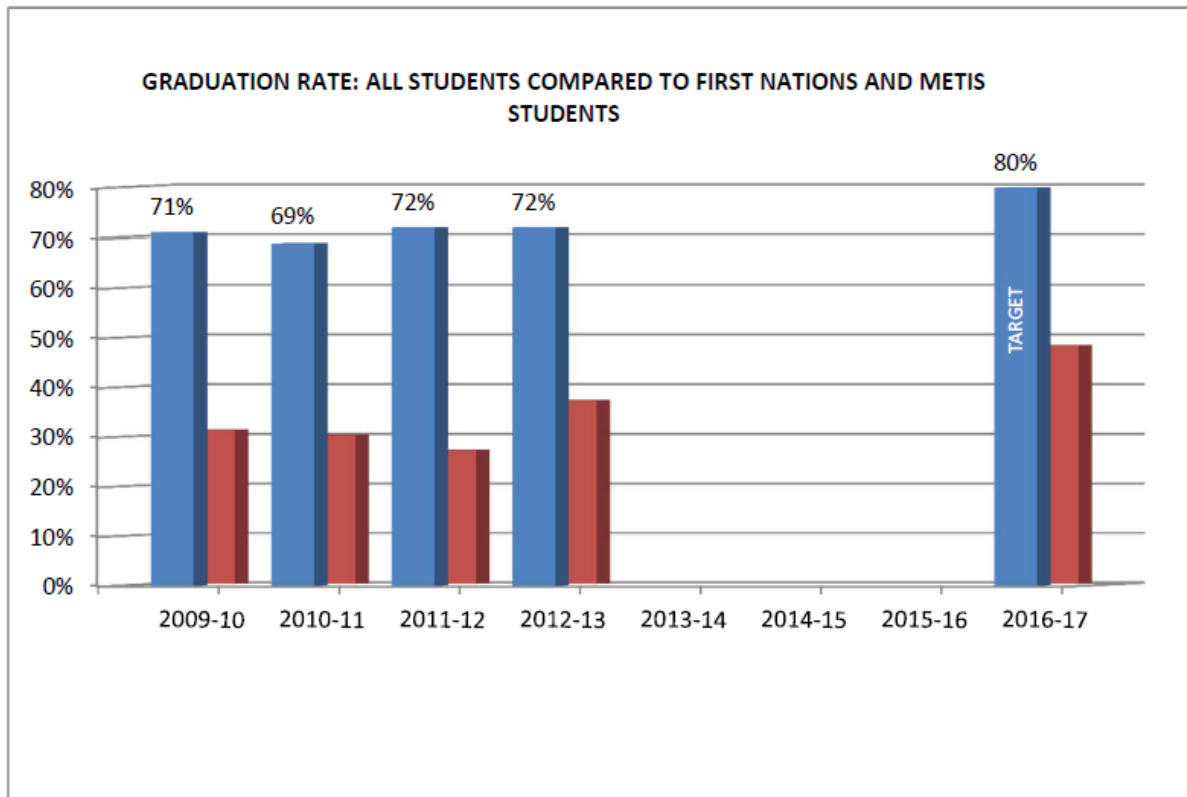
	Reading	Writing	Math
Grade 1	ORR*	VAAW*	Subitizing# & Counting
Grade 2	ORR	VAAW	Equality & Addition
Grade 3	F & P*	VAAW	Decomposing Numbers
Grade 4	RAD*	VAAW	Equality
Grade 5	RAD	VAAW	Multiplication Strategies
Grade 6	RAD	VAAW	Decomposing Fractions
Grade 7	RAD	VAAW	Fractions, Decimals & Percent
Grade 8	RAD	VAAW	Algebraic Equations
Grade 9	RAD	VAAW	
Grade 10	RAD	VAAW	

*ORR: Oral Running Records; VAAW: Value Added Assessment for Writing; F & P: Fountas & Pinnell Benchmark Assessment System; RAD: Reading Assessment District.

#Subitizing is the ability to “see” the number of objects and know how many there are without counting, such as the number of fingers in a hand or the pips on dice.

APPENDICES

APPENDIX TWO: GRADUATION RATES



*Note the **2013-14 Graduation Rates** were not available at the time of publication. The electronic version of this document will include the data, once available. Find it at www.rbe.sk.ca.

APPENDICES

APPENDIX THREE: TRANSITION DATA

Grades 7 to 10 Transitions

There are several critical transition points as students move through the Pre-kindergarten to Grade 12 education system. The transition from middle to secondary grades is particularly important.

During the 2012-13 school year, Regina Public Schools created a resource within the Division's student data system to support successful transitions to high school. This new resource allowed Grade 8 teachers to identify and share their students' learning needs in a form that can be used by high schools. The information follows the students to any high school they choose and is used by Grade 9 advisors to quickly get to know their learners, to offer appropriate program choices, and to provide the tiered intervention supports required for success.

In addition to the supports provided through the high school advisory program, the Division added four Aboriginal education instructional consultants and three Aboriginal advocate positions to support our FNMI students with transitions and on-time completion.

Regina Public Schools' 2012-13 enrolment data suggest that the vast majority of students who begin Grade 7 are still in school three years later when they are in Grade 10, including our FNMI students.

Figure 9 - Student Transitions Between Grades 7 and 10

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	1,424	1,420	1,337	93.3%	92.4%	92.1%	94.7%
Non-FNMI students	na	na	1,143	na	na	93.2%	94.9%
FNMI students	218	215	194	84.4%	85.6%	85.6%	93.3%

Note: Students who have not progressed to Grade 10 "on-time" may have remained in a previous grade or were not re-enrolled in subsequent years. "Still in School" is the proportion of students either in Grade 10 or continuing a previous grade.

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (na). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2013

APPENDICES

APPENDIX FOUR: STUDENT SUPPORT

Regina Public School students represent a mosaic of both cultures and abilities. All students have the opportunity to engage in learning regardless of what may impact their learning:

- Independence
- Personal/Social Well-Being
- Communication
- Health/Medical needs
- Academic achievement
- Safety
- Sensory
- Motor Skills
- Transition
- Other

When students demonstrate the need for supports, a range of targeted interventions provide opportunities for students to function as independently as possible to access curriculum.

Tiers of Support – Intervention First

Tier One - All students, at some point, require additional attention to their learning within the classroom (e.g. universal screening of literacy and numeracy skills to guide instruction, differentiated and adapted instruction, progress monitoring, culturally responsive practices, etc.). If and when gaps are identified, students receive instruction in small flexible groups or in whole classroom settings rooted in evidence-based practices to attain grade level expectations.

Tier Two – Some students require additional support to demonstrate learning. A tier-two team including grade-alike teachers and/or a Learning Resource Teacher collaborate to problem solve how to address identified strengths and/or challenges. For example, in 2013-2014 school 920 students received additional instruction in reading.

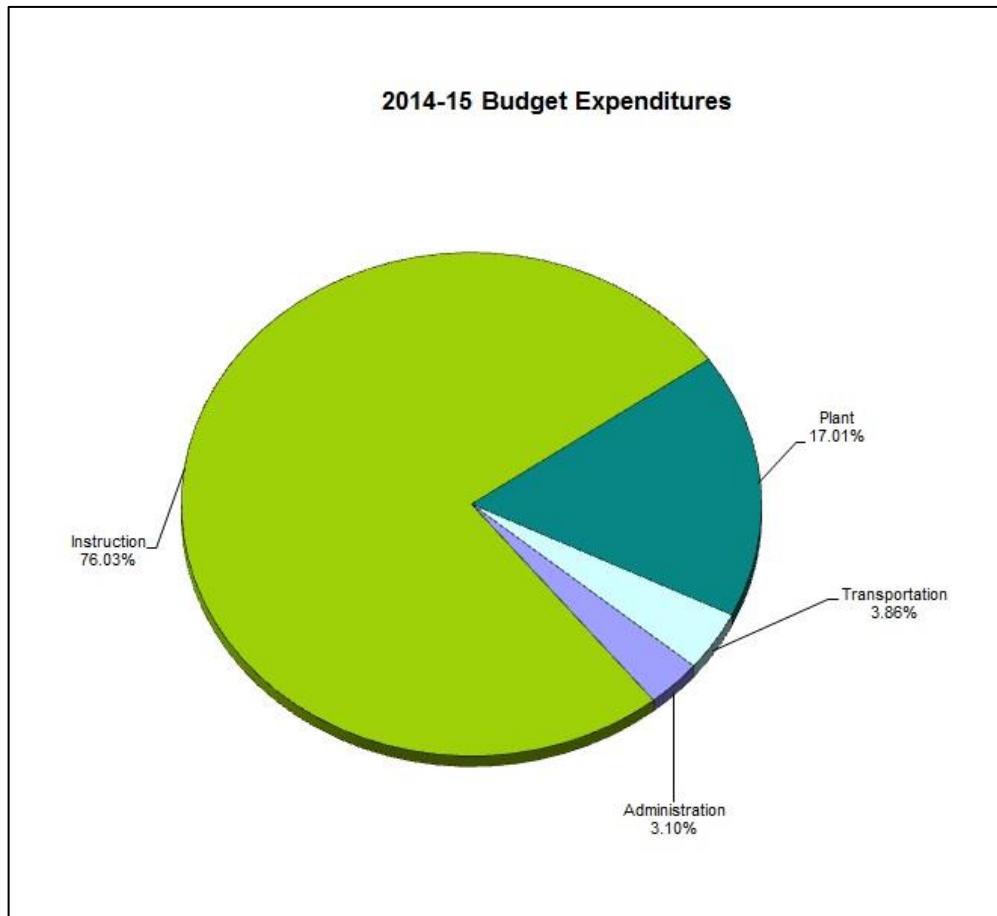
Tier Three – Some students continue to demonstrate the need for additional support over and above what is offered in Tier one and Tier two. At this point, interventions are recommended by professionals such as FNMI advocates, Occupational Therapists, Psychologists, School Counsellors, Guidance Counsellors, and/or Speech and Language Pathologists, Registered Nurses, and/or teachers of the visually impaired and hearing impaired. In 2013-2014, 1102 individual plans were created (Inclusion and Intervention Plans or IIPs) to guide programming for students in all settings in the division.

In some cases, students require a change of environment so that they can access programs that meet very specific behavioural, intellectual, emotional, or medical needs. In 2013-2014, 770 students accessed these services. The ultimate goal for students in these intensive needs programs is to return to neighbourhood schools to access regular curriculum.

Regina Public Schools personnel also partner with external agencies for the purposes of information sharing and co-ordination of services delivery and programming for students with specific needs.

APPENDICES

APPENDIX FIVE: EXPENDITURE SUMMARY



Budget Expenditures are as follow:

Instruction 76.03%: School instructional and support staff, supplies, equipment and contracted services expenditures (including professional development, school generated fund expenses and complementary/external services).

Administration 3.10%: Board trustee indemnities and meeting supplies, Division Office staff, supplies, equipment and contracted services expenditures (including division office utilities, maintenance and caretaking costs).

Transportation 3.86%: Transportation staff, supplies, equipment and contracted services expenditures.

Plant 17.01%: School division maintenance and caretaking staff, supplies, equipment and contracted services expenditures (including school utilities and insurance costs).

CONTACT REGINA PUBLIC SCHOOLS

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For more information about the programs, resources, activities and initiatives mentioned in this document, please visit Regina Public Schools website at www.rbe.sk.ca



REGINA PUBLIC SCHOOLS