

*Planning
for
Student
Success*



**REGINA
PUBLIC
SCHOOLS**
www.rbe.sk.ca





We Are Your Public School Division

Regina Public Schools is one of the largest school divisions in the province of Saskatchewan and one of four large urban school divisions in the province. We educate more than 20,000 students in 41 elementary schools, nine high schools and one adult campus. The Division is also affiliated with three associate schools offering religious-based programming.

Regina Public Schools provides early learning experiences to three- and four-year olds in 45 Pre-Kindergarten programs. The Division also operates 13 elementary community schools and three community high schools. These programs have access to additional funding from the school division to offer opportunities for extra support and services for vulnerable students.

French Immersion programming is offered at two high schools and six elementary schools, including two single-track elementary French Immersion programs. Cree language instruction is offered at four elementary schools and one high school. Ukrainian, Spanish and German are also offered.

The Division provides services and programs for all students whether they are advanced learners or have special needs. With a focus on equitable opportunities and smooth transitions, Regina Public Schools also offers programs for high school students to easily access specialized career, skills and higher-education focussed instruction through Campus Regina Public while continuing their education in their neighbourhood high school. For adolescents and young adults re-engaging in the learning process, the Adult Campus provides quality instruction and proven results in a non-traditional setting.

New in 2012-13 school year, students in every high school will have access to additional diverse academic, skilled trades and applied arts programming through the Campus Regina Public. Based in the Cochrane High School facility, Grades 11 and 12 students from across the city can participate in semester-long specialized instruction, without having to change their high school of choice. This programming works alongside the proven successful programming offered at the Regina Trades and Skills Centre. These programs provide smooth transitions for students and prepare them for life after high school, regardless of the career direction they choose.

Students from Grades 6 to 8 will have an opportunity to experience practical and applied arts classes through the new Middle Level Practical and Applied Arts Program. This program provides experiences in career planning, a seamless pathway from middle years to high school to post-secondary programs and utilizes performance/demonstrations as a tool for assessing students' mastery of integrated study. This is accomplished using active-learning practices, including group work, simulations and inquiry.

All Regina Public schools offer an extensive extra-curricular program. At both the elementary and high school levels, this provides opportunities in the arts, sports and recreation outside of the classroom environment.



Mission, Shared Values

The mission of Regina Public Schools is *to instil the value of knowledge, the dignity of effort and the worth of the individual*. This mission, guided by the Shared Values and directed by the Continuous Improvement Plan, provides a clear direction for all activity in the school division. Regina Public Schools' Shared Values are the foundation of all interaction within the division. These values, developed through extensive community collaboration and adopted in 2000, are *I belong; I want to know; I am responsible; and, I respect*. The Shared Values give direction and frame what goes on in the schools. Students learn to take responsibility for themselves and for others in the community both in and out of school. Every school community celebrates and embraces multiculturalism and respects individual spiritual beliefs. The Shared Values mirror the goals of public education—transcending differences and providing an equal opportunity to recognize, enrich and enhance the unique gifts and talents of all students.



Governance

Regina Public Schools is governed by an elected board of seven trustees, each representing one of seven subdivisions in the City of Regina. Trustees are elected for four-year terms and are responsible for the policy direction that guides the School Division.

Student Support

Regina Public Schools offers an extensive range of supportive programs and services for students and their families. The school division offers parents the choice to have their children attend school and receive the supports they need closer to home in neighbourhood schools. To achieve this, a range of skilled professionals including educational psychologists, school counsellors, speech-language pathologists, teachers of the visually and hearing impaired, registered nurses and instructional consultants work with both staff and students on a daily basis. Programs and services exist for students with intellectual and/or physical challenges, behavioural disorders, at-risk youth and other learning challenges.



In recent years, Regina has seen a remarkable increase in the number of new Canadians whose first language is not English entering the school division. Adapting with the changing demographics of the city it serves, Regina Public Schools has worked extensively with partners at the Regina Newcomer Welcome Centre and has increased the number of staff trained in English as an Additional Language (EAL) to provide the needed supports to students and school staff to ensure equitable instruction for all students. Responding to the diverse needs of all its students, in September 2012, Regina Public Schools will be providing professional supports for the learning needs of all elementary EAL students in their neighbourhood schools. All EAL Kindergarten to Grade 8 students will attend their own neighbourhood schools with other students from their own school communities.



Continuous Improvement Framework

Regina Public Schools uses the Saskatchewan Ministry of Education Continuous Improvement Framework (CIF) for strategic and operational planning. The Framework requires an annual planning, monitoring and reporting cycle focused on the following priority areas:

- Higher Literacy and Achievement
- Equitable Opportunities and Outcomes for All
- Smooth Transitions into and through the System
- Governance and Accountability

Division Challenges

For over a century, Regina Public Schools has offered vibrant, evolving educational programs to its students and meaningful careers for its employees. Like all school divisions in the province, however, it must address significant challenges.

Major challenges include:

- Ensuring literacy and numeracy development and increased graduation rates with changing student learning styles and demographics
- Refining student assessment practices to meet provincial requirements and to ensure that efficacy of program delivery
- Designing new school facilities whose physical structures and spaces facilitate new instructional approaches, contribute to improved student outcomes and meet the needs and wants of school communities
- Delivering core curricula to an increasingly diverse student population, including First Nations and Métis and English as an Additional Language (EAL) students
- Preparing students for a changing and increasingly technological society
- Addressing the impact of poverty on student learning
- Continuing to offer a rich array of curricular and extra-curricular programs, including band, arts programming and sporting activities
- Maintaining strong parental and community involvement in schools

The following Continuous Improvement Plan describes how Regina Public Schools is maintaining and enhancing quality services and programs. It also describes how Regina Public Schools is addressing emergent challenges through an aligned and comprehensive improvement framework.



Division-Level Targets:

Both educational research and management theory support the concept of creating goals or performance targets for organizations that are specific, measurable, achievable, realistic and timed. The Ministry of Education’s Continuous Improvement Framework also supports and requires this approach.

In 2012-13, Regina Public Schools will be, for the first time, establishing long-range targets for achieving improved learning results for the Division as a whole. These will be identified throughout this document as Division-Level Targets. These are the “stretch targets” that we hope to achieve for our students over the next five years. They represent our highest aspirations for our system.

The diversity of our neighbourhoods, student learning needs, and levels of community support for schools across the Division dictate that a differentiated and incremental approach to target setting and goal attainment is necessary at the local school level. Therefore, Learning Improvement Plans at the school level will be designed to achieve realistic contextualized and incremental improvements in student results.

The Division-Level Targets listed below were developed through a collaborative process, including division-level and school-level education leaders over a two-day period in March 2012. They have also been reviewed and endorsed by the Board of Education. What follows are our stretch Division-Level Targets:

- **By 2017, 95% of students will be reading and doing math at grade level by the end of Grade 3 as measured by the Reading Assessment District (RAD) and the Diagnostic Numeracy Assessment (DNA).**
- **By 2017, 95% of students will be reading and doing math at grade level by the end of Grade 6 as measured by RAD and DNA.**
- **By 2017, 95% students will be reading and doing math at grade level by the end of Grade 8, as measured by RAD and DNA.**
- **By 2017, the gap between performance of First Nations and Métis students and all Regina Public Schools students will have been reduced by 10% on all measures of achievement, including graduation.**
- **By 2017, the grade to grade transition rate for all students in Grades 8 through 12 will be 95%.**
- **By 2017, the graduation rate in Regina Public Schools will be 80%.**

“The new mission for schools is to achieve 90 to 95% success. That is what it takes for societies to thrive in the complex world of the 21st century. And the goal is not just about literacy and numeracy scores. It is about learning to learn, about becoming independent thinkers and learners. It’s about problem solving, teamwork, knowledge of the world, adaptability, and comfort in a global system of technologies, conflict and complexity.”

- Fullan, Hill and Crévola



Priority Area: Higher Literacy and Achievement

Background:

Regina Public Schools has always emphasized the importance of literacy and numeracy development as the core of the educational experience of children and youth. These two critical skill areas are always considered when determining staffing, learning resources and professional development. Additionally, each school is represented by a School Community Council that works with the school to support and engage community involvement in educational programming.

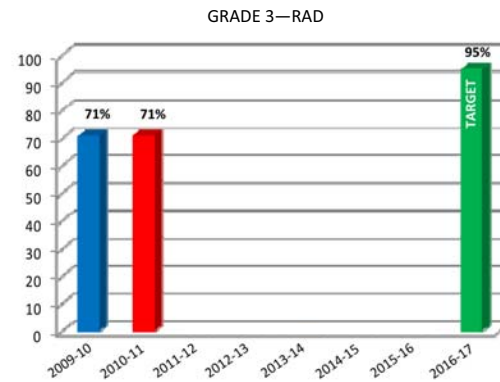
Regina Public Schools supports this focus on literacy and numeracy by providing a range of services for teachers and students that include:

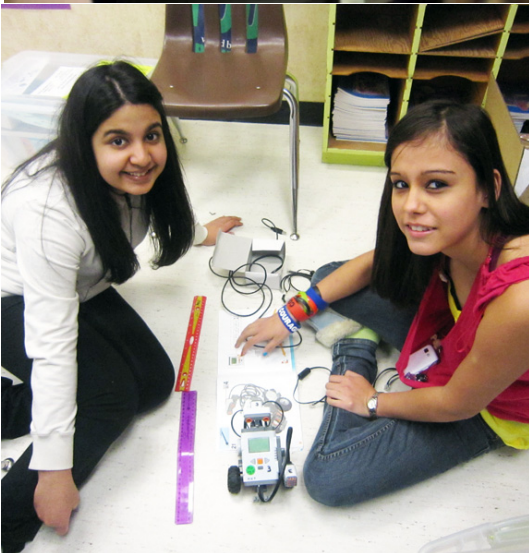
- Teachers working collaboratively in action teams in all schools to examine student achievement data and plan improved instruction
- Learning Leaders and Core Leaders in high schools to build action teams focused on student achievement
- Teacher-Librarians having responsibility for monitoring elementary school students’ participation in enrichment activities
- Provision of a literacy and numeracy framework which provides elementary teachers with a plan for the continuous development of literacy and numeracy
- Continued investment in professional development and teaching and learning resources to support literacy and numeracy development

Regina Public Schools monitors student achievement results with a robust assessment program that includes classroom assessments, school- and division-level assessments, and provincially mandated assessments. The purpose of all of these assessments is the refinement of instruction to improve student learning.

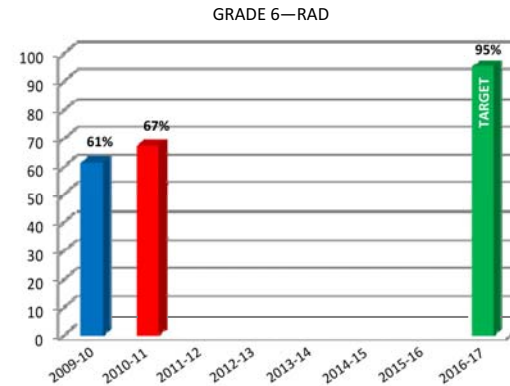
Division-Level Targets:

- ***By 2017, 95% of students will be reading and doing math at grade level by the end of Grade 3 as measured by the Reading Assessment District (RAD) and the Diagnostic Numeracy Assessment (DNA).***

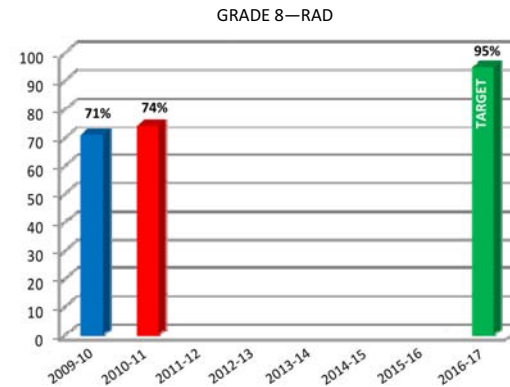




- ***By 2017, 95% of students will be reading and doing math at grade level by the end of Grade 6 as measured by RAD and DNA.***



- ***By 2017, 95% students will be reading and doing math at grade level by the end of Grade 8, as measured by RAD and DNA.***



Priority Strategy: Alignment of system-level and school-based practices to enhance student achievement

Key Actions:

1. Enhanced focus on literacy and numeracy instruction to support Pre-Kindergarten to Grade 3 teachers.
2. Maintain Reading Effects Program at least 10.5 full-time equivalent (FTE) teaching positions to provide intensive support to students exhibiting early reading difficulties.
3. Provide enhanced learning opportunities for principals and vice-principals to support early years teachers.
4. Continued development of key professional learning opportunities through Instruction and School Services (ISS) teams to support teachers to implement best practices to address increasing student diversity.
5. Implementation of new outcomes-based report cards for Grades 1 to 8.



Priority Strategy: Application of technology-enhanced learning to support student digital fluency and achievement

Key Actions:

1. Creation of a “Digital Fluency” working group, which will make recommendations to inform instructional practices that maximize student digital fluency and achievement through the appropriate use of technology.
2. Develop a Digital Learning Plan for the next five years.

Priority Area: Equitable Opportunities and Outcomes for All

Background:

Regina Public Schools has a strong commitment to equitable opportunities for all children and youth. This includes support for Community Schools, First Nations and Métis education, and School^{PLUS} services and programs that enable all students an equal opportunity to learn and to succeed.

Regina Public Schools has 16 designated Community Schools that provide additional services for students. Services include cultural and parenting programming, nutrition supports, and enhanced recreational opportunities. All 13 elementary Community Schools have a Pre-Kindergarten program as part of the support they offer students.

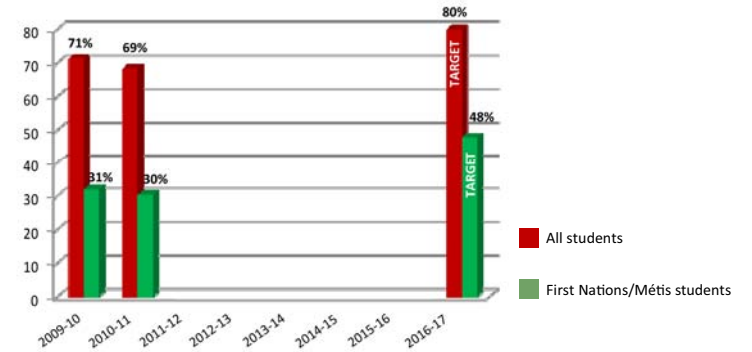
To support First Nations and Métis students, Regina Public Schools has also established an Elders’ Advisory Council to provide input and a First Nations and Métis perspective into division policy and practices. Regina Public Schools also employs an Aboriginal Education Coordinator and a Cultural Liaison Worker who work with staff and students at all schools. In addition, Regina Public Schools promotes the employment of Aboriginal teachers and educational associates and has an Elder-in-School program serving 23 school communities. High quality learning resources that support the development of Aboriginal content in the learning program are continuously sought and used extensively in schools. The Division also promotes the development of a well-rounded curriculum that encourages increased understanding of First Nations’ world views. Many Regina Public schools and their staff have participated in “Circle of Courage” training and implementation, as well as Response Ability Pathways (RAP), Life Space Crisis Intervention, and Anti-racism Cross-cultural Training (ACT).



Division-Level Target:

- *By 2017, the gap between performance of First Nations and Métis students and all Regina Public Schools students will have been reduced by 10%, on all measures of achievement, including graduation.*

GRADUATION RATE: ALL STUDENTS COMPARED TO FIRST NATIONS AND MÉTIS STUDENTS



Priority Strategy: Ensuring First Nations and Métis students have outcomes that are equitable compared to all students through implementing appropriate instructional strategies and providing appropriate supports

Key Actions:

1. Continued development and expansion of the Holistic Oral Language Assessment.
2. Create a mechanism for identifying and sharing best practices in the Division where achievement results for First Nations and Métis students have improved.
3. Schools will develop measurable goals in their Learning Improvement Plans for incremental growth connected to the achievement of their First Nations and Métis students.
4. Use data from the provincial Treaty Awareness Survey and Assessment to inform instruction regarding Treaty knowledge and understanding.
5. Provide more opportunities for re-engagement and credit recovery for First Nations and Métis high school students.
6. Develop a response to the recommendations of the review of the Elders-in-Residence program.

Priority Strategy: Ensuring that students with enhanced learning needs have timely and appropriate programs and services and access to the curriculum

Key Actions:

1. Provide appropriate professional learning opportunities to classroom teachers to meet the needs of diverse learners.



2. Support students acquiring English as an Additional Language (EAL) with at least 36.5 FTE teaching positions, including ongoing support for the Welcoming Centre, in partnership with the Regina Open Door Society, the Regina Catholic School Division and Conseil des écoles francsaskoises.
3. Enhance support for the development of Personal Program Plans.
4. Incorporate “Autism Pro” as a support for teachers and support staff to enhance instruction for children on the Autism spectrum.
5. Enhance support for delivery of modified courses in high schools.

Priority Area: Smooth Transitions into and Through the System

Background:

Regina Public Schools is dedicated to providing a wide variety of programs that enable students to move successfully throughout the Pre-Kindergarten to Grade 12 system and leave prepared to enter any post-secondary institution or the world of work. Along with continuing efforts to support students and prepare them for life after graduation, Regina Public Schools has focused efforts in some key areas where students may need more support.

Supporting Transitions through the System

Kindergarten was the original program designed to integrate students into the school prior to the traditional beginning of school in Grade 1. This opportunity for development has been extended to three- and four-year-olds at Pre-Kindergartens. This preparatory program supports the learning needs of the youngest students through developmentally appropriate activities and strong connections with parents/guardians and the community.

All elementary schools also participate in the early observation planning process to allow school-based teams to recognize, analyze, discuss and plan for specific student needs. This program ensures that supports are in place to enable students to successfully progress through the elementary grades. In Regina Public Schools, students move from Grade 8 in the elementary setting to Grade 9 in the high school environment. This transition is carefully planned and implemented every year. Joint meetings between elementary and high school staffs communicate student needs to support appropriate placements and smooth transitions. High schools offer a variety of welcoming activities for students to engage with their chosen high school. Many high schools offer mentorship programs to help new students feel comfortable and grow in the new environment.

Transition to the World of Work and Post-Secondary Education

Students are exposed to a wide variety of post-secondary options to enhance their transition from secondary schools. University and SIAST programs are explored by many students. At two high schools, the University of Regina offers the urX-celerating Program that allows students to be granted university credits while in high school. In addition, Regina Public Schools is piloting SIAST courses offered at Winston Knoll Collegiate. Students can also participate in Career and



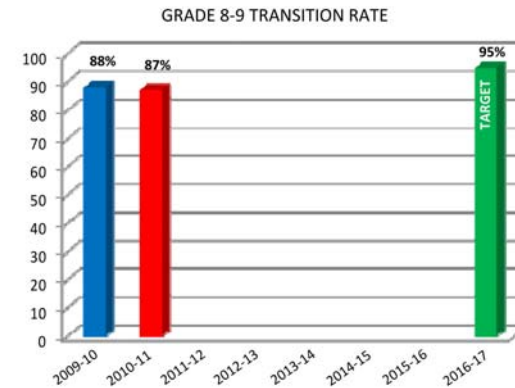
Work Exploration courses at all high schools. High schools have access to specialized programs for students interested in an accelerated trades or skills pathway through the Regina Trades and Skills Centre (a partnership of 13 institutions and agencies) or through Cochrane High School’s developmental work experience program. In addition, programs connecting the business community to the high schools such as Community netWORKS or Young Tradesperson provide teachers and students with relevant, up-to-date information about the world of work and what skills are required of students entering the workforce.

Campus Regina Public

New in 2012-13 school year, students in every high school will have access to additional diverse academic, skilled trades and applied arts programming through the Campus Regina Public. Based in the Cochrane High School facility, Grades 11 and 12 students from across the city can participate in semester-long specialized instruction, without having to change their high school of choice. Students will spend the afternoon taking classes that are specifically designed to be “hands-on” learning experiences. Students will attain a core subject credit and an elective credit. Future plans are to expand to 20 courses by the 2014-15 school year.

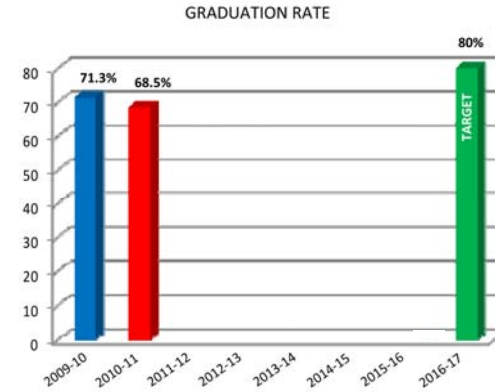
Division-Level Targets:

- ***By 2017, the grade to grade transition rate for all students in Grades 8 through 12 will be 95%.***





- **By 2017, the graduation rate in Regina Public Schools will be 80%.**



Priority Strategy: Planning and support for successful introduction, attachment and engagement of elementary students

Key Actions:

1. Implement two additional Pre-K programs for a total of 45 programs.
2. Implement Grade 7 Practical and Applied Arts programming across the division and field test Grade 8 Practical and Applied Arts projects for implementation in 2013-14.



Priority Strategy: Planning and support for successful engagement and graduation of high school students

Key Actions:

1. Implement six, two credit classes at Campus Regina Public to increase student learning and engagement by identifying approaches that enable more student access to specialized programming options during their high school careers. Also, develop expansion plans to provide more offerings for 2013-14.
2. Develop a credit recovery program, called "8 by 10", to ensure all Grade 10 students for 2012-13 attain at least eight credits by the end of Grade 10 (June 2013).
3. Continue support for the University of Regina-School Divisions Transitions Committee, establishing stronger high school student and staff linkages with the University of Regina faculty and programs.
4. Review of high school advisory program.



Priority Area: Governance and Accountability

Background:

Regina Public Schools has a strong tradition of strategic planning strengthened through the completion of seven Continuous Improvement Plans (2006-2012). Regina Public Schools emphasizes commitment to education in Regina through openness and accountability, collaboration with our communities, and excellence in the provision of educational services.

Regina Public Schools is responsive to the communities it serves through an extensive local governance structure that supports School Community Councils in all schools.

The Regina Board of Education continues to follow the Role Clarification Governance Model established in June 2007 with annual scheduled evaluations of the Board and Director of Education.

Priority Strategy: Demonstrate effective governance, leadership and stewardship

Key Actions:

1. Prepare, approve and publish on Division website:
 - a) a multi-year Continuous Improvement Plan focused on improved student achievement,
 - b) a 2012-13 budget in support of the Continuous Improvement Plan's strategic direction,
 - c) the 2011-12 Audited Financial Statements, and
 - d) a 2011-12 Continuous Improvement Report summarizing progress in advancing improved student achievement.

2. Conduct a Board self-evaluation in May/June, 2013, focused on:
 - reviewing Board performance,
 - monitoring interpersonal working relationships,
 - monitoring Board representation and communication,
 - reviewing Annual Work Plan completion,
 - monitoring Board/Director relations,
 - reviewing Board motions and governance policies, and
 - creating a Positive Path Forward.

Regina Public Schools is proud of its strong tradition of sound fiscal practices in supporting its educational mission.

In 2012-13, Regina Public Schools approved an operating budget of \$209.8 million. Of this investment in public education, almost 79.12% was dedicated to the provision of educational programs and services. Another 15.35% was dedicated to maintaining facilities to support instructional programs and services. The remaining expenditures relate to the areas of transportation (3.98%), administration (1.19%) and governance (0.36%). In addition, the chart to the right graphically depicts expenditures by CIP priority area.

Overall, the 2012-13 budget represented an increase of \$14.1 million from 2011-12, in recognition of the changing instructional needs and facility requirements. In this section, budgeted expenditures are compared between 2011-12 and 2012-13.

Audited Financial Statements for 2010-11 can be viewed at www.rbe.sk.ca

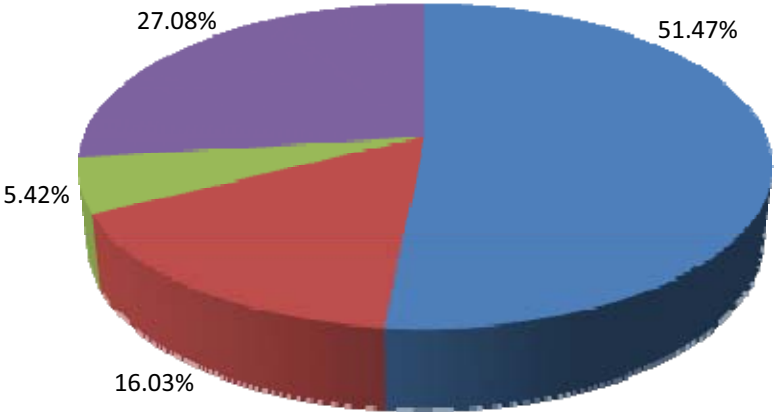
Financial Plan

Operating Budget Comparisons by CIP priority area:

<u>Priority Area</u>	<u>2011-12</u>	<u>2012-13</u>
Higher Literacy & Achievement	\$98,703,936	\$107,998,668
Equitable Opportunities	\$31,641,501	\$33,640,378
Smooth Transitions	\$10,881,227	\$11,364,804
*Accountability & Governance	<u>\$54,474,151</u>	<u>\$56,823,273</u>
Total Operating Expenditures	\$195,700,815	\$209,827,124

**Includes plant operation and maintenance expenditures.*

2012-13 Operating Expenditures



New Schools:

In 2012-13, Regina Public Schools will open two new facilities to replace Arcola Community School and Douglas Park School. These buildings, built to LEEDS Silver environmental standards, have been designed to complement and support the learning program and to meet the ongoing and evolving needs of the school communities they serve.



Conclusion

The Board of Education for Regina Public Schools affirms its commitment to the Continuous Improvement Framework and the Division-Level Targets and priority areas identified in this plan. Ultimately, it will be the engagement and daily efforts of the Board's employees that make our stretch Division-Level Targets achievable. The Board extends its appreciation to the Division and school-level leaders whose collective efforts and expertise are reflected in our long-range targets for the Division and in the incremental short-term goals in school-level Learning Improvement Plans.

The Board also expresses its belief in the capacity of its employees and students to achieve their personal best and thus make **progress towards** our achievement targets a reality.

Regina Public Schools
1600 4th Avenue, Regina, SK S4R 8C8
Ph: (306) 523-3000
Fax: (306) 523-3031
E-mail: info@rbe.sk.ca
Web: www.rbe.sk.ca



REGINA PUBLIC SCHOOLS
www.rbe.sk.ca