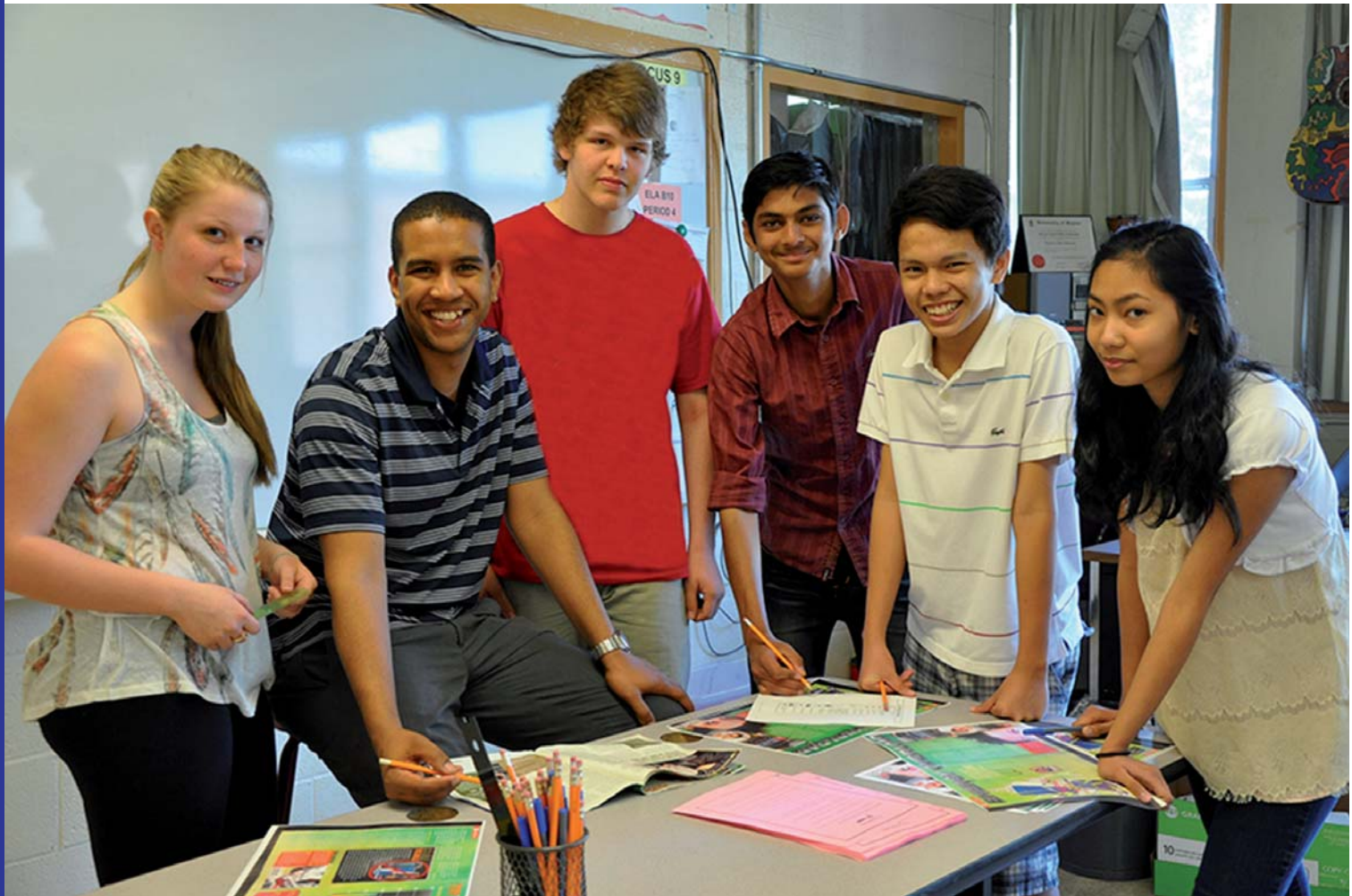


*Planning
for
Student
Success*

CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY PLAN 2013-14



REGINA
PUBLIC
SCHOOLS
www.rbe.sk.ca



We Are Your Public School Division

Regina Public Schools is one of the largest school divisions in 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 three alternative campuses. 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 39 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 three 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 and Victoria Campuses provides quality instruction and proven results in a non-traditional setting.

In the 2013-14 school year, students in every high school will have access to 12 Career Pathway courses through Campus Regina Public. Based at the Cochrane campus, 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 the opportunity to experience practical and applied arts classes through the 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 and Accountability 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 psychologists, school counsellors, speech-language pathologists, occupational therapists, 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, Regina Public Schools provides professional supports for the learning needs of all elementary EAL students in their neighbourhood schools.



Continuous Improvement and Accountability Framework

Regina Public Schools uses the Saskatchewan Ministry of Education Continuous Improvement and Accountability Framework (CIAF) 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 (in no particular order):

- Ensuring literacy and numeracy development that supports attainment of achievement targets
- Delivering core curricula in an era when knowledge is expanding at a rapid pace
- Preparing students for a changing and increasingly technological society
- Meeting the needs of growing First Nations/Métis and EAL populations
- Facilitating appropriate interventions to serve the needs of more students in neighbourhood schools
- Preparing students to move successfully into employment and post-secondary educational opportunities
- Maintaining strong parental and community involvement in schools
- Supporting program offerings and providing efficient and effective school facilities
- Working with the Ministry of Education to deliver educational services in an era of evolving educational funding

The following Continuous Improvement and Accountability 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 established 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 four years. They represent our highest aspirations for our system.

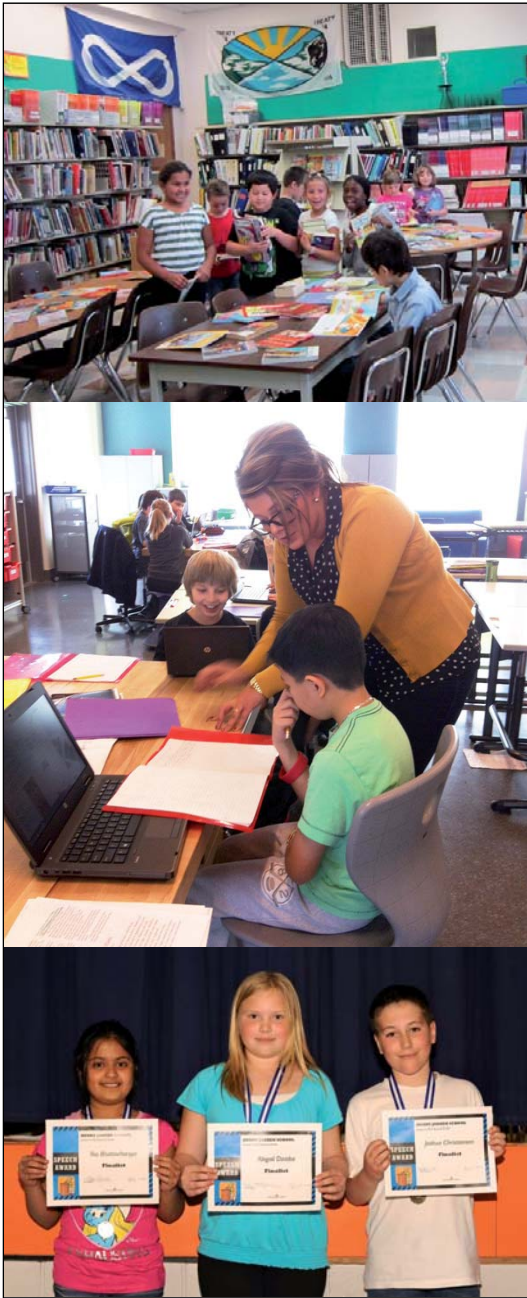
The diversity of our neighbourhoods, student learning needs, and levels of community support for schools across the Division dictate that a differentiated and incremental approach to target setting and goal attainment is necessary at the local school level. Therefore, Learning Improvement Plans at the school level will be designed to achieve realistic effective 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 Fountas and Pinnell Benchmark Assessment System 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 Reading Assessment District (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.

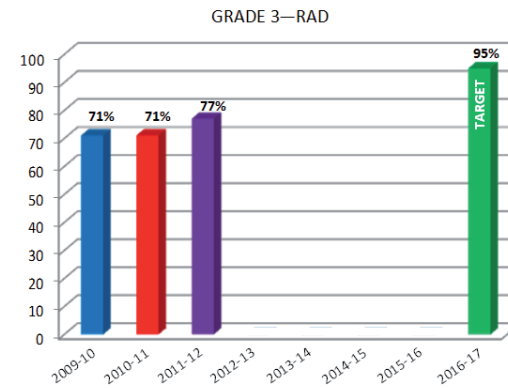
Regina Public Schools supports this focus on literacy and numeracy by providing a range of services for teachers and students that include:

- 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.

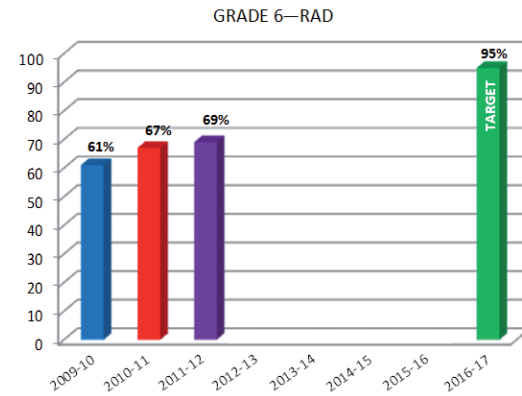
Division-Level Targets:

- ***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).***

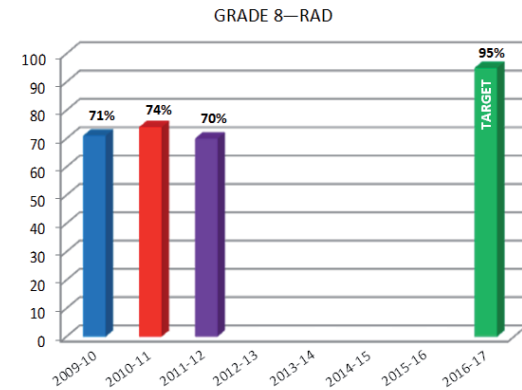




- ***By 2017, 95% of students will be reading and doing math at grade level by the end of Grade 6 as measured by RAD and DNA.***



- ***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. Develop Early Reading Intervention Program, including 10.5 full-time equivalent (FTE) teaching positions to provide intensive support to students exhibiting early reading difficulties.
3. Implement select recommendations from achievement results teams.
4. Continued development of key professional learning opportunities through Student Achievement (SA) teams to support teachers to implement best practices to address increasing student diversity.
5. Implement Levelled Literacy Intervention in all elementary schools to support students exhibiting reading and writing difficulties.



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

Key Actions:

1. Develop a Digital Learning Plan for the next three years.
2. Implement select recommendations made by the Director's Technology Advisory Committee.

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 integrated 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 at least one Pre-Kindergarten program as part of the support they offer students.

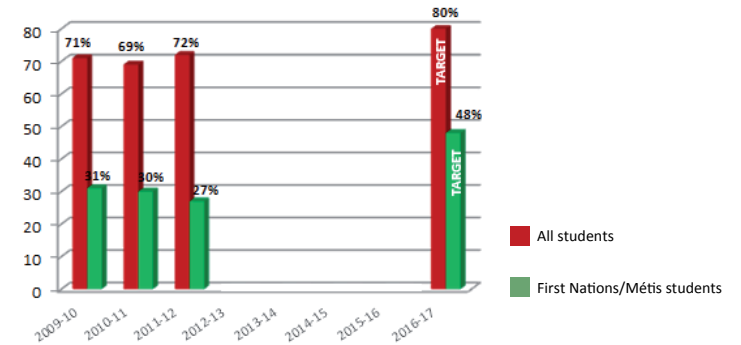
To support First Nations and Métis students, Regina Public Schools has also established an Elders' Advisory Council to provide input and a First Nations and Métis perspective into division policy and practices. Regina Public Schools will employ a supervisor and coordinator who are responsible for Aboriginal Education. In addition, four Aboriginal Education Instructional Consultants will be added to the Division Student Achievement teams. Regina Public Schools promotes the employment of Aboriginal teachers, educational assistants, teacher 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. Create an out-of-scope supervisor position to oversee the achievement of Aboriginal learners and four additional instructional consultants supporting Aboriginal Education.
2. Continued development and expansion of Help Me Tell My Story (Aski Oral Language Assessment).
3. Promote the use of self-declaration data to help define programming and services to assist in the success and achievement of Aboriginal students.
4. Increase opportunities for re-engagement and credit recovery for First Nations and Métis high school students.
5. Align the Elders-in-Residence program with the work of the Student Achievement teams.
6. Increase teacher advocate support for Aboriginal students.

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



2. Continue to promote partnerships and collaboration opportunities with human service agencies to enhance support for diverse learners.
3. Support teachers who are instructing English-as-an-Additional-Language (EAL) learners through additional support of four EAL Instructional Consultants working with division Student Achievement teams.
4. Incorporate Autism Pro-Trumpet Behavioural Health, a web-based support tool for school division staff and families to support students with Autism Spectrum Disorders (ASDs), developmental delays or other challenging behaviours.
5. Provide professional development support for staff implementing Inclusion and Intervention plans (IIP's).

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. Regina Public Schools has partnered with the Regina Regional Intersectoral Committee to open two Early Years Family Centres at Scott Collegiate and the Gathering Place.

Division Student Achievement teams participate in planning sessions with school-based teams to enhance smooth transition for students entering and leaving schools. 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. Students can also participate in Career and Work Exploration courses at all high schools. High schools have access to specialized



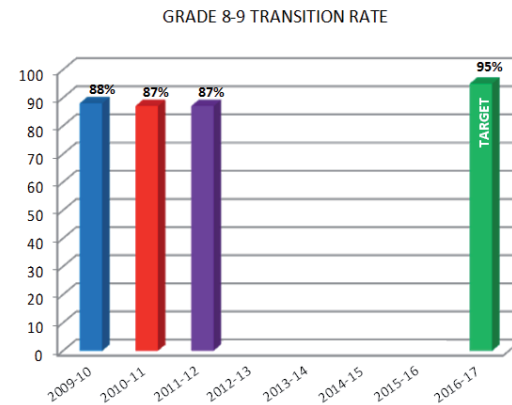
programs for students interested in an accelerated trades or skills pathway through the Regina Trades and Skills Centre (a partnership of 13 institutions and agencies) or through Cochrane High School's developmental work experience program. The creation of the Regina and District Industry Education Council (RDIEC) will connect students in high school to industry and the world of work through Career Spotlights, skills development boot camps, career internships and job and career fairs. With support from the RDIEC, students in Regina will also continue to benefit from existing partnerships with organizations such as the Saskatchewan Construction Association and the University of Saskatchewan's Pre-Health Professions Club.

Campus Regina Public

During the 2012-2013 school year, phase one of Campus Regina Public opened at the Cochrane Campus. Six courses were offered whereby Grades 11 and 12 students from across the school division were able to access two credit courses which assisted in developing career pathways. Students have the opportunity to attain a core subject and an elective credit during an afternoon schedule. Industry and post-secondary partnerships play an important role in collaborating with CRP staff on delivering relevant and engaging courses. In the 2013-2014 school year, 12 courses will be available for Grades 11 and 12 students. Future plans are in place to expand the Cochrane Campus to 20 course offerings by 2014-2015 and further expand course offerings to Scott Collegiate in 2016.

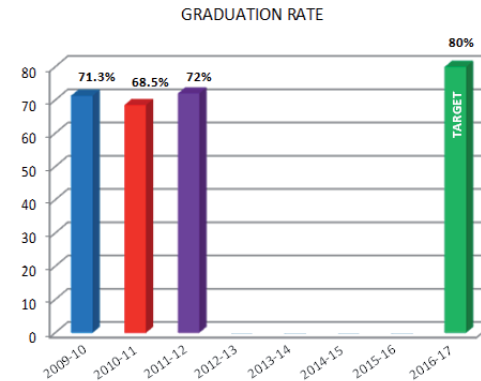
Division-Level Targets:

- ***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 39 programs.
2. Implement Grades 7- 8 Practical and Applied Arts project kits for 2013-2014.
3. Develop links between Middle Level Practical and Applied Arts programming and Campus Regina Public.

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

Key Actions:

1. Expand Campus Regina Public in the 2013-2014 school year to 12 courses offered at the Cochrane Campus to increase learning relevancy and engagement for Grade 11-12 students while developing career pathways. Develop further expansion plans for 2014-2015.
2. Continue a focus on credit recovery programming at all high school campuses.
3. Increase advocacy support for all students struggling with attendance and engagement issues.
4. 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.
5. Improve planning and increase support for elementary students transitioning into system high schools.



Priority Area: Governance and Accountability

Background:

Regina Public Schools has a strong tradition of strategic planning strengthened through the completion of eight Continuous Improvement and Accountability Plans (2006-2013). 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 and Accountability Plan focused on improved student achievement,
 - b) a 2013-14 budget in support of the Continuous Improvement and Accountability Plan's strategic direction,
 - c) the 2012-13 Audited Financial Statements, and
 - d) a 2012-13 Annual Report summarizing progress in advancing improved student achievement.
2. Conduct a Board self-evaluation in May/June, 2014, 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 2013-14, Regina Public Schools approved an operating budget of \$219.66 million. Of this investment in public education, almost 78.63% was dedicated to the provision of educational programs and services. Another 15.53% was dedicated to maintaining facilities to support instructional programs and services. The remaining expenditures relate to the areas of transportation (3.75%), administration (1.83%) and governance (0.26%). In addition, the chart to the right graphically depicts expenditures by CIP priority area.

Overall, the 2013-14 budget represented an increase of \$9.8 million from 2012-13, in recognition of the changing instructional needs and facility requirements. In this section, budgeted expenditures are compared between 2012-13 and 2013-14.

Audited Financial Statements
for 2011-12 can be viewed at
www.rbe.sk.ca

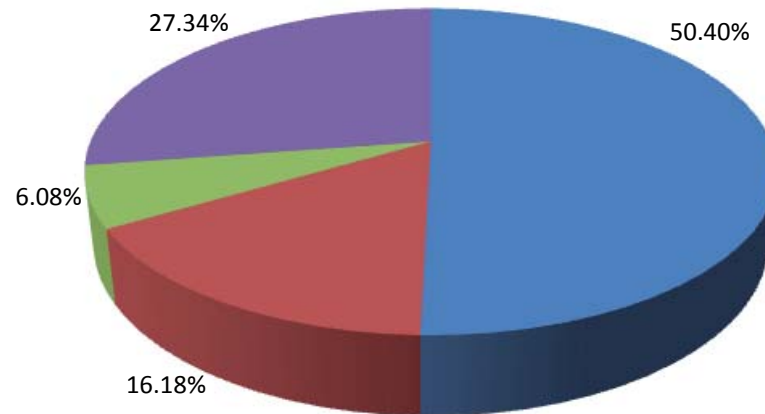
Financial Plan

Operating Budget Comparisons by CIAP priority area:

<u>Priority Area</u>	<u>2012-13</u>	<u>2013-14</u>
Higher Literacy & Achievement	\$107,998,668	\$110,694,473
Equitable Opportunities	\$33,640,378	\$35,547,796
Smooth Transitions	\$11,364,804	\$13,357,397
*Accountability & Governance	\$56,823,273	\$60,063,243
Total Operating Expenditures	\$209,827,124	\$219,662,909

**Includes plant operation and maintenance expenditures.*

2013-14 Operating Expenditures





Conclusion

The Board of Education for Regina Public Schools affirms its commitment to the Continuous Improvement and Accountability 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.

