



*Vision 2020: Eyes on Student-Focused Success*

# REGINA PUBLIC SCHOOLS STRATEGIC PLAN

2017-2020



REGINA PUBLIC SCHOOLS

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### Planning for Student Success

Regina Public Schools has a long-standing tradition of strategic planning with student success as the end goal.

The school division and this strategic plan are directed by its Mission Statement: *To instil the value of knowledge, the dignity of effort, and the worth of the individual* and by the Shared Values that are practised by staff and students. These Shared Values are *I belong; I am responsible; I respect and I want to know*.

The Regina Public Schools Strategic Plan serves to identify the school division's direction, priorities and goals for itself and for all its students, regardless of their abilities, aspirations, life circumstances or ethnicity. These priorities and goals include our Indigenous students, as well as our students who need intensive supports and those whose first language is not English.

This 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 (ESSP).

### Education Sector Strategic Plan

In 2014, the provincial Education Sector Strategic Plan (ESSP) was endorsed by the Regina Board of Education and 27 other school boards in Saskatchewan. It outlined five outcomes to be achieved by the Saskatchewan education sector by June 2020.

Regina Public Schools serves over 23,000 of Saskatchewan's publicly funded school students. If the short-term objectives or the long-term outcomes of the ESSP are to be realized, then Regina Public Schools, which enrolls 12.5% of the province's students, plays a significant role.

Specifically, the school 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.

This document outlines Regina Public Schools' adherence and support for the outcomes of the ESSP to June 2020 and details the strategic objectives that align with the students' needs of Regina Public Schools.

The most recent division-level plan (2014-2017) was developed in response to the introduction of the provincial ESSP and the conclusion of division-based planning to 2017. The extension and update of the division's strategy to align with government planning is demonstrated in this plan (2017-2020)

A review of the current strategy by the administration and the Board of Education, during 2017, has resulted in the continuation of six key strategies that work toward achieving the division's mandate while aligning with governmental expectations.

Updated and new targets have been established to set expectations for achievements over the term of the Plan.

The implementation of the division strategy is founded upon, and supported by, the effective committed leadership of elected trustees, division and school-based administrations, teachers and support employees. The division employs a Leadership for Learning framework to guide daily work.

## Leadership for Learning

### The Big Rocks for Regina Public Schools

- High expectations for all students
- Literacy achievement for all students
- Climate of belonging
- Authentic engagement for all students and families
- Focusing on Attendance Matters
- Improvement and success... celebrating what we do well
- Improving graduation rates of Indigenous students

*How are you leading the achievement of the Big Rocks in your work?*



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## Priority Strategies

The Regina Public Schools Strategic Plan (2017-2020) will outline the six core strategies the school division will employ to assist in continuing toward achieving its targets and objectives and those of the provincial education sector.

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, creating successful educational outcomes for all students.

The six core strategies are to:

- Improve Indigenous student retention and achievement
- Engage students, families, staff and community in education
- Increase the number of Kindergarten students who enter Grade 1 ready to learn
- Increase the number of students who achieve grade-level performance in literacy and numeracy
- Increase graduation rates
- Demonstrate effective governance, leadership and accountability

## Targeted Outcomes

All six strategies will be the focus of school division planning and implementation activities through 2020. The division's 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 ESSP as an A3) at the departmental level. Implementation plans will provide guidance to the development of strategic plans (and outcomes) at the school level. The key components and activities in support of these six strategies are outlined on the pages that follow.

The measures and targets for improved student and organizational achievement to 2020 have been identified below. Their attainment is critical to the success of both the Regina Public Schools Strategic Plan and the goals of the ESSP. The school division will increase the:

- percentage of students who stay in school (provincial educational program)
- number of students intellectually engaged in their education program
- number of parents/guardians engaged in their student's education
- percentage of staff who believe they are enabled to do their best
- number of Kindergarten students entering Grade 1 ready to learn
- number of students reaching grade-level proficiency
- number of students who graduate
- number of parents/community members represented on school community councils
- percentage of staff who believe there are the right conditions to do their jobs
- percentage of division expenditures allocated to instructional expenditures

## Priority Strategy One

### **Improve Indigenous student retention and achievement**

Self-declared Indigenous students represent 19% of Regina Public Schools' student population. Following many years of commitment and effort on the part of Regina Public Schools' staff, their graduation rate remains low. A more focused effort is required to keep Indigenous students engaged in their education and to help them achieve their potential.

To improve Indigenous student retention and achievement, Regina Public Schools will:

- Establish a climate of belonging for all Indigenous people in Regina Public Schools
- Implement an Indigenous Education Framework which reflects culturally responsive practices
- Focus upon education-related calls to action from the Truth and Reconciliation Commission's Report
- Develop and leverage partnerships that support success of Indigenous students
- Dedicate resources to Indigenous language revitalization
- Engage Indigenous community leaders, Elders, students and staff in educational planning
- Identify, monitor and track Indigenous student achievement
- Increase the number of Indigenous staff in Regina Public Schools

Successful student retention is measured by keeping students in a Regina Public Schools program or confirming they are registered within another school system.



## Priority Strategy Two

### **Engage students, families, staff and community in education**

Regina Public Schools is dedicated to providing a wide variety of programs that engage students and enable them to successfully move from Pre-Kindergarten through to Grade 12 and prepare them to enter any post-secondary institution or the world of work.

Student achievement and success in the classroom requires the efforts of the entire school community, staff, parents, extended families and local communities. These partners must be harnessed to engage and inspire students to achieve their potential.

To engage students and their school community in education, Regina Public Schools will:

- Foster a school division culture that supports and encourages increased student engagement
- Ensure that students with special or enhanced learning needs have access to engaging and appropriate programs and services
- Leverage student, family, staff and community involvement to inform action planning and decision making in support of increased student achievement
- Encourage and foster staff communications that provide direction, gather feedback and celebrate student achievements
- Identify, establish, enhance and leverage educational partnerships
- Create opportunities to embrace, encourage and better understand diversity as defined through the Regina Public Schools Shared Values
- Expand the “Family of Schools” initiative to support student engagement at all grade levels

Success is measured when students are intellectually engaged in their education program.

Success in family/community engagement is measured through improvement in each of the seven measures as reported on the Parent Survey.

Success in staff engagement is measured when staff believe there are the right conditions to do their jobs, are committed to the school division’s goals and values, are motivated to contribute to organizational success and have an enhanced sense of their own wellbeing.



## Priority Strategy Three

### **Increase the number of Kindergarten students who enter Grade 1 ready to learn**

Students enter the school system with varied levels of readiness to learn. Regina Public Schools is responsible to support and build upon each student's level of readiness. The school division works in collaboration with families and educational partners to ensure all students acquire the skills and experience they need to achieve their personal potential and success as students, graduates and, ultimately, citizens.

To increase the number of Kindergarten students who enter Grade 1 ready to learn, Regina Public Schools will:

- Deepen understanding of readiness and the indicators by which it is assessed with early learning stakeholders
- Provide early learning teachers, school staff and school administrators with targeted professional learning and supports focused on holistic, emergent and play-based teaching and learning
- Build early learning teacher, school staff, and school administrator capacity in providing classroom-based intervention for students needing additional support
- Establish common expectations and best practices to ensure a consistent Pre-Kindergarten and Kindergarten student experience
- Promote and support attendance at Pre-Kindergarten and Kindergarten programs
- Develop family-based and interagency approaches to address vulnerability with a focus on family, community and educational partner engagement and empowerment
- Reduce readiness achievement gap between Indigenous and non-Indigenous Pre-Kindergarten and Kindergarten students

Success will be measured by the number of students who enter into their education program with the skills and experience they need to achieve their personal potential.





## Priority Strategy Four

### **Increase the number of students who achieve grade-level performance in literacy and numeracy**

The successful transition from one grade to the next is supported on developing grade-level proficiency in reading, writing and mathematics.

Regina Public Schools offers a learning environment, instruction, assessment and resources to make learning meaningful, engaging and appropriate for all students.

To increase the number of students who achieve grade-level performance in literacy and numeracy, Regina Public Schools will:

- Actualize the provincial reading strategy
- Incorporate provincial writing and mathematics rubrics
- Provide teachers with access to professional learning opportunities in reading, writing and mathematics
- Build teacher and school administrator capacity in providing classroom-based intervention for students needing additional support
- Provide intervention for students who are not demonstrating proficiency in reading, writing and mathematics at grade level
- Reduce the reading, writing and mathematics achievement gap between Indigenous and non-Indigenous students

Success will be measured by the student's developing grade-level proficiency in reading, writing and mathematics.



## Priority Strategy Five

### Increase graduation rates

High school graduation is dependent on the attainment of the required number of credits as prescribed by the Ministry of Education. Students may attain these required credits in a three-year on-time graduation rate or be provided additional time in an extended-time graduation rate.

Regina Public Schools has seen growth in our graduation rates over the past number of years, but there is much work that still needs to be done, including the continued support and development of the high school attendance strategy.

Providing equitable access to relevant and engaging curricular and extra-curricular experiences through the supports of the school division's "Family of Schools."

To increase graduation rates, Regina Public Schools will:

- Develop intervention plan for non-attenders that is coordinated with the high school attendance strategy to reduce high school absenteeism
- Develop intervention plan for elementary schools to reduce absenteeism
- Encourage and support all students who are capable of attaining eight credits in each of the Grades 10, 11 and 12 years
- Connect every high school student with an adult advocate who will help them develop a graduation and post-graduation plan
- Use Credit Recovery to support students with credit attainment
- Promote the multiple pathways and opportunities available for students
- Develop strategies that are specifically tailored to focus on increasing Indigenous students' graduation rates

Success in education is measured by graduation.



## Priority Strategy Six

### **Demonstrate effective governance, leadership and accountability**

Regina Public Schools emphasizes commitment to public 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 is attentive to ratepayers and other stakeholders and that actively supports and interacts with school community councils in all schools.

To demonstrate effective governance leadership and accountability, Regina Public Schools will:

- Ensure all current and future program and service expenditures contribute positively to student success
- Continue to streamline processes and support the strategic recruitment and deployment of all school division personnel
- Conduct Intensive Supports Review to ensure equity, efficiency and effectiveness in the delivery of these supports to students
- Continue to identify and participate with other school divisions and the Ministry of Education in opportunities to realize efficiencies
- Develop a renewed 10-Year Capital Plan and Preventative Maintenance Renewal Strategy
- Collaborate with Regina Catholic Schools and other agencies in pursuing joint transportation opportunities
- Identify and support staff wellness and safety initiatives, including identifying training gaps
- Create a more responsive and effective professional development delivery model
- Explore cost-effective records management approaches
- Identify, develop and implement a succession planning framework for out-of-scope and administrative personnel

Success in governance is when parents/community are valued and provided opportunities to provide input and to participate in the division's local governance structure.

Success in leadership is realized when an environment is created for the organization to achieve a quality educational environment for students.

Success in fiscal accountability is measured by ensuring school division expenditures contribute positively to student success.

## Reporting

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

All school division employees share responsibility for achieving the outcomes of the Strategic Plan, for the student achievement goals within it, and for ensuring that all available fiscal, human and capital resources are aligned to support the attainment of student success.

The division produces an Annual Report that outlines, amongst other information, the school division's and provincial educational goals, objectives, outcomes and performance. Many of the measurable outcomes for the division's Strategic Plan are included in the Annual Report.

Other significant Strategic Plan progression and reporting on activities is presented to the Regina Board of Education at scheduled public Board meetings during the school year.

## Conclusion

The success of the strategies outlined in this Strategic Plan will ultimately be defined by the success of our students, by the number of students whose achievement has been demonstrably improved, and whose graduation track and attainment can be measured and demonstrated. 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.



## Contact Information

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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](http://www.rbe.sk.ca).



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