By June 2020, the RPS on-time graduation rate will be 85%. The five-year extended graduation rate will be 90%.

By June 30, 2018, all students in Grades 9 - 12 will have a graduation or post-graduation plan.

Schools will monitor all students’ progress towards graduation following the Triple 8 Strategy and will provide opportunities for Credit Recovery.

Starting September 2017, all schools will implement the recommendations developed by the Engagement Catalyst Team and Advisory Renewal Working Group.

All schools will establish specific targets regarding Indigenous students in the areas of attendance, credit attainment and increased graduation rates.

High Expectations  Literacy Achievement  Belonging  Engagement  Attendance  Celebrating Success  FNMI Graduation Rates

Achievement
- Develop early warning systems and provide academic interventions and supports.
- Develop multiple pathways and opportunities for students (ex. Regular, Alternative, Locally Developed, Advanced Placement and Locally Modified Courses).
- Communicate student progress by providing appropriate feedback.

Transitions
- Monitor and support graduation and post-graduation plans created by students.
- Create a plan to provide support for at-risk students struggling with academic, personal and emotional issues.
- Implement and utilize My Blueprint.

Engagement & Belonging
- Utilize a variety of high impact instructional and assessment strategies.
- Provide engaging learning experiences that embody high expectations, rigour and relevance.
- Ensure that each student has one adult advocate within the building.
- Build meaningful and supportive relationships with students.

FNMI
- Monitor student progress through disaggregation of data.
- Respond to the TRC Calls to Action.
- Provide training and ensure all staff are culturally responsive by integrating Indigenous Content, Perspective and World View.
- Respond to student voice and learning profiles.

Staff Goals
All staff members will create individual goals to align with the Strategic Plan.
By June 2020 the RPS on-time graduation rate will be 85%. The 5-year extended graduation rate will be 90%.

Analysis of Data:

Professional Development:

The Action Plan

Student Support Core:

- Learning Resource, Student Services and Indigenous Advocate will identify students who require the addition of a tutorial for academic support and make changes to their timetables by Nov 1 and March 29.
- Continue to work to welcome, engage, support, transition, and reflect on our FNMI students to programs, classes, supports and post-graduation plans that will help them focus on and achieve graduation.

We may be able to receive this data through the implementation of Dossier and with the information the Ministry is posting on Blackboard. We will review this at upcoming Leadership meetings.
English Core:
- Our core will focus on accountability for increased graduation rates by tracking our ELA students who are struggling, in order to provide in class supports and Tier One interventions with a special focus on our FNMI students.

Social Core:
- Students will be engaged in a greater variety of topics related to past and present colonization and reconciliation
- Teachers will create folders/continuum/sharing of level specific assignments and resources related to past and present colonization and reconciliation
- Students will receive diverse, culturally responsive, differentiated course material, relevant, engaging culturally responsive materials and practices in instruction
- Students will experience a variety of assessment strategies that measure growth and show achievement in outcomes in culturally responsive ways.

SSSC:
- As assisting students to meet graduation requirements is a primary function of the SSSC, opportunities will be given for students who have not achieved the required outcomes within the usual instructional period to complete courses through flexible course completion structures.
- Special attention will be given to monitoring our FNMI students’ progress and offering appropriate supports where required.
- In an attempt to raise awareness of and outreach to community resources/agencies which can improve the lives of vulnerable communities, we will try to introduce at least two new agencies to our list of partnership organizations and we will try to use those agencies whose primary focus is FNMI citizens in Regina. By so doing, we will further enhance the sense of belonging for our FNMI students in SSSC while we bridge them to those agencies that may be able to provide them with additional resources and supports once they transition out of high school. Some examples might include Gabriel Institute (Training) or FNUC (Post Sec).

Science/Math Core:
- The Science and Mathematics Transition classroom is open to all students, however many FNMI students have struggled to earn credits in the traditional classroom setting. The Transition classroom teachers will make efforts to accommodate student needs as they arise, focusing on assisting students to achieve the 10 and 20 level credits needed for graduation.

Fine Arts/Cooking Core:
- All students who have achieved between 30 – 49% in a fine arts or cooking class will be given the opportunity to improve their mark through course completion.
- Special attention will be given to monitoring our FNMI students’ progress throughout the semester, and offering appropriate supports where required.
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<td>gr 9</td>
<td>gr 10</td>
<td>gr 11</td>
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<td>Credit attainment</td>
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<td>FNMI Students</td>
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<td>Credit Recovery</td>
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<td>Gr 10 (S1)</td>
<td>Semester 1 2017-2018 # on track vs total #</td>
<td>Semester 2 2017-2018 # on track vs total #</td>
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Regina Public Schools Strategic Plan: ACHIEVEMENT

Balfour Collegiate

Formative assessment informs instruction across all areas of learning.

High Expectations    Literacy Achievement    Belonging    Engagement    Attendance    Celebrating Success

FNMI Graduation Rates

Schools will monitor all students' progress towards graduation following the Triple 8 Strategy and will provide opportunities for Credit Recovery.

The Action Plan
Student Support Care

- 75% of all students supported in LR as a Literacy intervention will be successful in their ELA courses through regular attendance and completion of assignments.

- 75% of all students supported in LR as a Numeracy intervention will be successful in their math courses through regular attendance and completion of assignments.

- Students who do not attend will be encouraged to return, or referred to the attendance committee. Documentation on referrals will be made available to staff through the use of SAC minutes, PowerSchool logs and CLEVR. This will be done by Learning Resource, Guidance and our Indigenous Advocate through weekly attendance checks and SAC referrals.

Professional Development:
Fine Arts/Cooking Core:
- We will focus on all students receiving 55% and below and will update progress and data at regular intervals throughout the year.
- Regular discussions will include the challenges students face that impacts their achievement and will also include supports and resources that the subject teacher has investigated and put into place.

E.A.L. Core:
- EAL tutorial students will successfully pass 90% of the credit classes they are enrolled in.
- Tutorial teachers will be in regular contact with classroom teachers when students are missing assignments or assessments.
- Weekly, tutorial teachers will check the marks of students in their tutorials and discuss with them.

Supported Modified Program:
All students including FNMI students will achieve credits in 100% of the courses they take.
- Support in classroom
- Working with classroom teachers to adapt or modify coursework if necessary
- Support in tutorial
- Use Powerschool as a tool for success
- Encourage classroom teachers to update PowerSchool frequently
- High standards of expectations for attendance and academics
- Work as a team with parents and student in program

Social Core:
- Students will work to develop their historical thinking skills in order to improve their historical literacy
- Students will receive differentiated course material, relevant, engaging materials and best practices in instruction
- Students will experience a variety of assessment strategies that measure growth and show achievement in outcomes.

Math/Science Core:
Teachers will utilize a variety of high impact instructional and assessment strategies. Specifically:
- Science teachers will incorporate “Smarter Science” inquiry activities into their courses. The inquiry approach provides an opportunity for students to learn that science is not just a body of knowledge, but rather it is a way of actively learning about your world through observation.
  (Jim Jo, Mike Mallett, Barry Houlden, Joel Schindelka, and Ron Sterling.)
- Some mathematics courses will have assessments that include multiple units of study. If a student has difficulty with one unit, he or she will have an incentive to master the material after the unit of instruction. Also, students that do well in a unit will have a reason to maintain their skills, which should lead to greater achievement in subsequent courses. (Pre-AP Foundations, Pre-Calculus, and Calculus mathematics courses)
  (Leah Constable, Karen Jackson, Joel Schindelka)
- Some Workplace Math 20 evaluation items will be scaffolded so that students can approach complex problems in an easier to understand format.
  (Claire Dore)
- Indigenous content and perspectives will be incorporated into science courses where it is appropriate. (Specifically in the Science 9 course, and we will examine other courses as the year goes on to identify areas where FNMI perspectives and content could be introduced.)
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<td># Jan 31</td>
<td># June 30</td>
<td># Jan 31</td>
<td># June 30</td>
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Formative assessment informs instruction across all areas of learning.

High Expectations | Literacy Achievement | Belonging | Engagement | Attendance | Celebrating Success

FNMI Graduation Rates

By June 30, 2018, all students in Grades 9 - 12 will have a graduation or post-graduation plan.
Social Core:

- Students will be engaged in a greater variety of topics related to past and present colonization and reconciliation.
- Teachers will create folders/continuum/sharing of level specific assignments and resources related to past and present colonization and reconciliation.

Student Support Core:

- Students who are successful in their courses will be supported in moving onto the next level of class, or provided with the transition supports required for post-graduation.

Math/Science Core:

Support at-risk students struggling with academic, personal, and/or emotional issues.

- Transitions Math classroom and Transitions Science classroom will provide students an opportunity to earn credits in an environment that might match their learning needs better. These are not modified course credits, however some adaptations and a more flexible timeline can be offered in this classroom. Furthermore, many students develop a meaningful relationship with their teachers and long term goals and employment opportunities are discussed. (ex. What kind of lifestyle would you like to have in 5-10 years? What kind of income is required? Which credits do you need to make this happen?)
  (Barry Houlden and Joel Schindelka)
- Workplace Math 10 and Modified Math students will conference with their teacher regularly so that they are aware of what they are missing and can make a plan to catch-up before they are too far behind. (Steve Parisien)

P.A.A. Core

- Incorporate myBlueprint into the grade 9 P.A.A. rotations to get students thinking about their futures as well as possible careers in P.A.A. fields of study.
Formative assessment informs instruction across all areas of learning.

High Expectations  Literacy Achievement  Belonging  Engagement  Attendance  Celebrating Success  FNMI Graduation Rates

Starting September 2017, all schools will implement the recommendations developed by the Engagement Catalyst Team and Advisory Renewal Working Group.

Schools will use OurSchool data to develop an action plan.

Analysis of Data:

Professional Development:
Math/Science Core:

Teachers will utilize a variety of high impact instructional and assessment strategies. Specifically:

- Science teachers will incorporate “Smarter Science” inquiry activities into their courses. The inquiry approach provides an opportunity for students to learn that science is not just a body of knowledge, but rather it is a way of actively learning about your world through observation.
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  (Leah Constable, Karen Jackson, Joel Schindelka)

- Some Workplace Math 20 evaluation items will be scaffolded so that students can approach complex problems in an easier to understand format.
  (Claire Dore)

English Core:

Our core will focus on measuring students’ perception of our instruction and assessment practices. Students will give mid-term and end of term feedback in the following area:

<table>
<thead>
<tr>
<th>Instruction &amp; Assessment</th>
<th>Totally disagree</th>
<th>Somewhat disagree</th>
<th>Somewhat agree</th>
<th>Totally agree</th>
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<tbody>
<tr>
<td>My teacher is prepared for class.</td>
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<tr>
<td>My teacher has several good ways to explain each topic that are covered in class.</td>
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<tr>
<td>In this class, we learn a lot almost every day.</td>
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<td>I understand the purpose of the work or activities we do in class.</td>
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<td>My teacher takes the time to summarize what we have learned.</td>
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<td>My teacher helps students who need extra help.</td>
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P.A.A./Phys. Ed. Core:

- Each teacher will provide enriched learning opportunities for students that will allow them to challenge their abilities, while also understanding the 2x10 strategy teacher will try to form a meaningful relationship with P.A.A. students.

*Get more students engaged in physical activity/Instructional Physical Education 20/30. We want a 15% increase of students*.

- Promote Physical Education at grade meetings, do an Instructional Phys. Ed. 20/30 fundraiser using our Wellness 10 classes and take the Instructional Phys. Ed. 20/30 classes.
- Incorporate more FNMI games/activities into Physical Education.
- Create a bulletin board outside of the Phys. Ed. offices to promote Instructional Phys. Ed. 20/30 by displaying pictures of activities that we participate in.

The Action Plan

**Fine Arts/Cooking:**
This core will provide one on one meeting time with each student to discuss achievement, celebrate success, and provide support. Meeting times will be scheduled within the class. Students will be able to prepare for the meeting as directed by the classroom teacher. We will know all students names, their strengths as well as challenges.

**Social Core:**

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