

**2019-2020
Business Plan**

South Shore Regional Centre for Education

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1.0 INTRODUCTION AND PLANNING CONTEXT

The South Shore Regional School Board (SSRSB) was formed in August 2004, when the Province of Nova Scotia dissolved the Southwest Regional School Board and created two regional Boards. On April 1, 2019 provincial legislation changed the name of SSRSB to the South Shore Regional Centre for Education (SSRCE).

The SSRCE serves the 59,000 residents of Lunenburg and Queens Counties, an area of 5250 square kilometers. In 018-19, the SSRCE provided English-language education to 6449 students in 26 schools in the region – eleven elementary schools, four elementary / middle schools, two middle level schools, two junior/senior high schools, three high schools, one elementary / junior / senior high school, two adult high schools and one alternate school. School enrolments ranged from a low of 6 at Big Tancook Elementary School, to a high of 940 at Park View Education Centre. The SSRCE also operates Verge House, which is a community-based educational transition program for students aged 18-21 who have individual program plans and who would benefit from skills training in the areas of employment, social skills, independent living skills and functional academics.

2.0 MISSION

To provide our students with a learning environment that engages and inspires them to reach their full potential.

MOTTO

Inspiring our students to reach their full potential.

BELIEF STATEMENTS

- Our primary focus is student learning and achievement
- All students have the ability to learn and become contributing members of society
- Students learn at their own pace, and in different ways
- We are committed to the development of the whole student in an equitable and inclusive environment
- School communities must be safe, supportive and socially just, where everyone is treated with dignity and respect
- Education is a partnership among home, school and community and ongoing communication and dialogue strengthens this partnership
- We value diversity and the opportunity for our students to be enriched by diverse cultures and abilities
- Evidence-based decision-making and accountability are important

3.0 ORGANIZATIONAL STRUCTURE

ORGANIZATIONAL STRUCTURE

The Regional Centre is structured into four departments under the overall direction of the Regional Executive Director. Under the Education Act, the Regional Executive Director is accountable to the Deputy Minister for the educational performance of the students and schools in the school region. To meet this responsibility, the Programs and Student Services Department provide direct educational supports to schools and ensures school based Student Success Planning addresses areas requiring growth.

PROGRAMS AND STUDENT SERVICES

The Programs and Student Services Department, through the office of the Director, is responsible for the overall leadership in the delivery of the Public School Program (PSP) from implementation to evaluation. Core functions are broadly described as follows:

- Reviews and recommends curriculum-based pilot projects and school-based programs
- Leads curriculum implementation and instruction
- Provides leadership in the area of programs, student services, health promotion, technology integration, and education and accountability as they relate to students
- Provides for the professional development of all teachers and educational support staff



- Provides for the delivery of special education student services under the provisions of legislation and policies
- Provides leadership and support of the SSRCE school improvement process in support of student learning
- Evaluates provincial examination results provided by the Department of Education and Early Childhood Development and develops appropriate education responses if South Shore students are not meeting expected learning outcomes
- Ensures the effectiveness of delivery processes of all programs and services for students.
- Coordinates provincial, national, and international assessments of program and student performance
- Partners with post-secondary and community agencies to facilitate the transition of students beyond public education and provides support in establishing other positive partnerships with the community
- Supports principals in their role as school-based instructional leaders and their responsibility for the Public School Program implementation
- Undertakes all other duties as may be assigned by the Regional Executive Director

FINANCE

The Finance Department is responsible for the overall leadership and management of the finance function. Core functions include:

- Providing payroll and accounting services
- Financial planning, budgeting and forecasting
- Procurement of goods and services
- Financial statements, contracts, insurance issues, and employee pension plan accounts
- Banking, cash management and trust accounts
- Developing new policies, and reviewing existing ones, pertaining to finance
- Taxation and charitable donations
- Pension plan oversight
- School based funds
- Undertakes all other duties as may be assigned by the Regional Executive Director

As well, the Finance Department performs various transactional type functions for the Tri-County Regional School Board.

OPERATIONS

The Operations Department is responsible for property services, transportation services, health and safety, and IT network support for the Board. The Department operates a fleet of 83 regular and 24 spare school buses, carrying more than 90 percent of the region's student population to and from school every day. Department responsibilities include:

- Reviewing and recommending capital construction and renovation priorities
- Maintaining and operating the student transportation system
- Building maintenance, custodial services and grounds programs
- Developing policies and procedures relating to student transportation and school property maintenance
- Providing a student transportation safety education and awareness program
- Providing health and safety services to the Board to ensure compliance with the provisions of the Nova Scotia Occupational Health and Safety Act
- Undertakes all other duties as may be assigned by the Regional Executive Director

HUMAN RESOURCES

The Human Resources Department is responsible for providing all staffing requirements for the Regional Centre. This includes: staffing, labour relations, and employee relations. Department responsibilities include:

- Monitoring and overseeing the recruitment and hiring processes for all employee groups
- Employing the most competent and qualified staff
- Developing staff allocation plans for inclusion in the annual budgeting process
- Succession planning
- Labour relations, including support of local and provincial bargaining, and administration of collective agreements
- Supporting employees to remain at work in a healthy and safe environment
- Providing job evaluation and compensation management services
- Undertakes all other duties as may be assigned by the Regional Executive Director

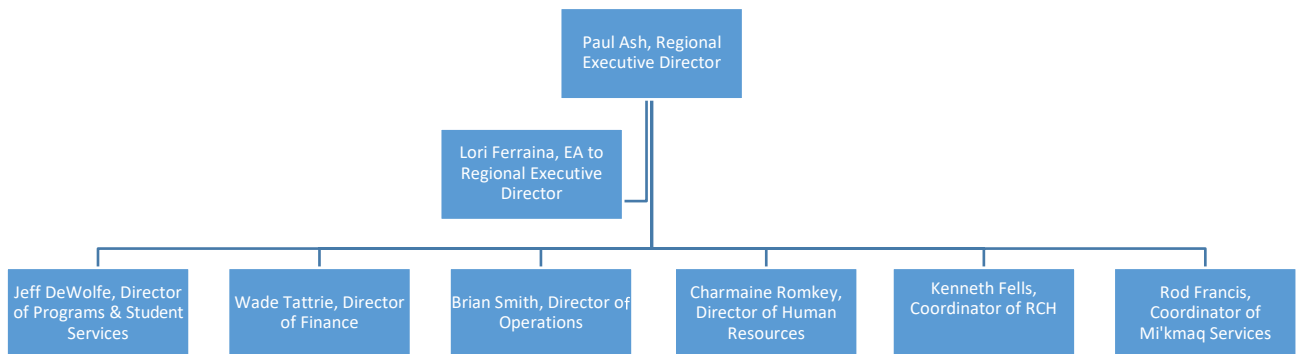


OFFICE OF THE REGIONAL EXECUTIVE DIRECTOR

All Directors, the Race Relations, Cross Cultural Understanding and Human Rights (RCH) Coordinator, the Coordinator of Mi'kmaq Service, and the Executive Assistant to the Regional Executive Director report to the Regional Executive Director of Schools. Department responsibilities include:

- Overall responsibility for the delivery of the public school program to students of the South Shore Regional Centre for Education
- Management and administration of all aspects of the region
- Involvement in school-based issues when necessary
- Communication with staff, department staff, media and the public on School Board business

SSRCE ORGANIZATIONAL CHART (Summary)





4.0 PRIORITIES 2019-2020

The SSRCE is committed to supporting the initiatives and actions outlined in the 3Rs: Nova Scotia Action Plan for Education 2015. To focus our work, the following three goals have been established:

1. To improve student achievement
2. To strengthen safe and inclusive school environments
3. To strengthen teacher practice

Goals 1 and 2 are common goals that have been established in collaboration with all School Boards in partnership with Education and Early Childhood Development (EECD). This alignment of goals and priorities directly supports the pillars as identified in the *3Rs: Nova Scotia Action Plan for Education 2015 (3Rs)*.

Through Goal 1, the SSRCE will support the implementation of recommendations from the Council to Improve Classroom Conditions. Through Goal 2, the SSRCE will support the implementation of recommendations from the Commission on Inclusive Education, support the user experience for TIENET through Ask the User project and continue to ensure that schools are conducting all required emergency drills.

Board-level goal 3 “to strengthen teacher practice” aligns with pillar three of advancing excellence in teaching and leadership by strengthening collaborative learning team practice and the instructional leadership role of principals and revising the hiring practices of school-based instructional leaders to ensure strong supports are in place for teachers.

Priorities have been established for each of these Goals. These priorities are the strategies and initiatives the SSRCE will undertake over the next year to move toward these stated Goals.

PRIORITIES

Goal 1: To improve student achievement

Priorities:

SSRCE has developed the following priorities to reach Goal 1 and in support of DEECD priorities. These priorities are linked to Performance Measures.

- a. Implement provincial literacy strategy for grades primary to 12.
- b. Implement provincial mathematics strategy for grades primary to 12.
- c. Support the development and implementation of renewed provincial curriculum (grades 7 and 8 and Health grades 4 to 8).
- d. Strengthen school improvement planning in all schools, including the role of School Advisory Councils.
- e. Implement an Achievement Gap strategy.

As an additional priority under Goal 1, all School Boards have agreed to:

- f. Support the implementation of recommendations from the Council to Improve Classroom Conditions.



Goal 2: To strengthen safe and inclusive school environments

Priorities:

SSRCE has developed the following priorities to reach Goal 2 and in support of DEECD priorities. These priorities are linked to Performance Measures.

- a. Monitor and report progress of students following Individual Program Plans (IPP's)
- b. Continue to implement recommendations from the IPP Review.
- c. Strengthen social and emotional learning within the Multi-Tiered Support Systems (MTSS) across SSRCE.
- d. Strengthen and expand opportunities to build partnerships with communities, municipal partners and family, children and youth agencies.
- e. Strengthen capacity of staff to be culturally responsive.

As additional priorities under Goal 2, all School Boards have agreed to:

- f. Support the implementation of recommendations from the Commission on Inclusive Education.
- g. Support the user experience for TIENET through the *Ask the User* project.
- h. Continue to ensure that schools are conducting all required emergency drills.

Goal 3: To strengthen teacher practice through collaborative regional leadership

Priorities:

- a. Strengthen school-based and regional collaborative learning team practice.
- b. Improve instructional coaching support to classroom teachers by strengthening the instructional leadership role of principals and the instructional coaching role of mentors.
- c. Review, and revise where appropriate, the hiring practices of school-based instructional leaders, including an examination of the method of supporting their on-going professional development.
- d. SSRCE will work collaboratively with regional leadership to ensure alignment of school-based Student Success Plans and SSRCE Regional Plan for Improvement.

Goal 4: To enhance organization processes and controls

Priorities:

- a. Continue building on the work of the fraud risk self-assessment by having an external fraud risk assessment completed. This includes actioning any recommendations from the assessment to better strengthen controls and reduce fraud risk exposure.
- b. In addition, SSRCE will implement a new fraud policy during 2019-20. Implementation of the policy includes effectively communicating to staff, and monitoring compliance.



5.0 ANNUAL REPORT OF ACHIEVEMENTS FOR 2018-19

Goal 1: To improve student achievement.	
<p>Priorities: SSRCE has developed the following priorities to reach Goal 1 and in support of DEECD priorities. These priorities are linked to Performance Measures.</p>	<p>Results:</p>
<p>a. Implement provincial literacy strategy for grades primary to 12.</p>	<ul style="list-style-type: none"> • SSRCE Literacy Mentor facilitated PD sessions for new (or new to grade level or course) teacher on Literacy practices in August 2018, with a focus during September, 2019 to provide additional each teacher around questions and individual needs. • All Grade 4 teachers attended a “Striving Readers” PD session • Oral Language focus PD was increased within SSRCE this year, with after school sessions for Grades 3-6 as well as strategies for assessment and supports in oral communication. • Joyful Literacy Sessions continued this year each month, with the addition of Pre Primary Educators at the end of 2018-19. • After school PD sessions were offered around the themes of word study, writing process and P- 3 “Striving Readers” • High Schools were supported with regional leadership to create school-based Literacy Lead teams to support student success plans in their focus on high-leverage best practices in Literacy across content. • Preparation and presentations from Literacy Coaches in all Grade 6, 8 and 10 classrooms to prepare students for Provincial Assessments and Examinations. • Literacy Coaches supported Grade 10 teachers with a release day to attend a co-marking session for Grade 10 provincial examinations in English. This was also done with new teachers in other grade levels as a way to expand this high-leverage practice and grow capacity. • Literacy Coach provided early literacy intervention to early French Immersion students • The literacy team is in the preliminary stages of creating early literacy supports and materials to support French Immersion Literacy for 2019-20. • There was a newly created regional Literacy Framework which operated within alignment of the provincial literacy strategy.



<p>b. Implement provincial mathematics strategy for grades primary to 12.</p>	<ul style="list-style-type: none"> • All Grade 1 and 2 teachers attended regional PD “Flexibility with Numbers: Understanding and Developing Early Numeracy” to build depth of understanding in numeracy development through hands-on activities and strategies to help students work more flexibly with numbers. • All Grade 3 teachers participated in regional in- servicing on recognizing and developing rich mathematical questions and understanding about Cognitive Levels of Questions in Mathematics. • Student Success Plans focused on creating high- leverage evidenced based strategies to build consistency in creating effective mathematics classrooms. Strategies included identifying learning targets in all lessons, consistent implementation of three part math lesson, fostering multiple ways of representing and consistently following the yearly plan in mathematics. • Summer institutes in Mathematics featured sessions on navigating curriculum yearly plans and curriculum documents to direct planning, instruction, and assessment as well as sessions on how to recognize, describe and create deep questions in Mathematics. As well, elementary teachers showcased “Open House” summer sessions to share key elements literacy and numeracy rich classroom environments, important routines and procedures for literacy and numeracy small group instruction and material organization, anchor charts. • Continued implementation of Grade 8 and Grade 10 Common Cumulative Mathematics Assessment, and an identified strategy to develop and implement a Grade 5 Common Mathematics Cumulative Assessment in 2019- 20. • Mathematics intervention in Grade 2 and 3 implemented a regional universal screening tool to identify and intervene with students who were “at risk” for meeting grade level expectation based on this screen. Grade 7 and 8 intervention continued to provide intervention on a needs-based model for students and schools
<p>c. Support the development and implementation of renewed provincial curriculum (grades 7 and 8 and Health grades 4 to 8).</p>	<ul style="list-style-type: none"> • For this school year, we kept in contact with the two pilot schools and administrators through CLT visits and regular check ins and followed the direction of DEECD and participated in the interviews with the feedback session (St FX research) • Professional Development Sessions around IBL with both pilot schools



<p>d. Strengthen school improvement planning in all schools, including the role of School Advisory Councils.</p>	<ul style="list-style-type: none"> Schools were provided professional development in “Deep Data Dive” in-servicing where staff reflected on trends and patterns in macro and micro data (celebrations, gaps and vulnerabilities, strengths) in numeracy; examined cohort and provincial assessment data as well created an intervention plan to support Level 2 at risk students in grade levels. This evidence was then be used to identify and leverage key instructional strategies and practices to help raise the bar and close the gap for students in 2019-20. All schools participate in SSP, where mandatory goals in Literacy, Numeracy and Well Being were required for 2018-19.
<p>e. Implement an Achievement Gap strategy.</p>	<ul style="list-style-type: none"> Student Services team and RCH team began the process of reviewing Indigenous students on IPPs Two SSRCE schools were selected for an Achievement Gap strategy. One school targeted the grade 4 to grade 8 populations. The staffing complement focused on providing intervention support to staff and students; provided skilled trades experiences to enhance community connectedness through community trips. Instructional leaders working with students to address outcomes connected with real world applications. The second school targeted the grade 9 -10, as well as the feeder school. Older students were identified to work with younger students at the feeder schools through mentoring and leadership in Math. Supported academic support through tutoring Provided cultural opportunities for self-identified students
<p>As an additional priority under Goal 1, all School Boards have agreed to:</p> <p>f. Support the implementation of recommendations from the Council to Improve Classroom Conditions.</p>	<ul style="list-style-type: none"> SSRCE Attendance Support Worker continued to support students identified as “at risk” Continued to operate within the ministerial Attendance Policy High School educators were provided additional FTE allocations to provide more individualized support



Goal 2: To strengthen safe and inclusive school environments.

Priorities:	Results:
<p>SSRCE has developed the following priorities to reach Goal 2 and in support of DEECD priorities. These priorities are linked to Performance Measures.</p>	
<p>a. Monitor and report progress of students following Individual Program Plans (IPP's)</p>	<ul style="list-style-type: none"> • We still continued a strong focus on reporting the progress of students at Program Planning meetings, including evidence of that progress, involving parents. • Student Services team members working collaboratively with program planning teams developing appropriate IPPs. • Focused PD on developing student specific strengths, challenges, and interests. • Professional development on the process for establishing clear and measurable goals.
<p>b. Strengthen social and emotional learning and restorative practices across SSRCE.</p>	<ul style="list-style-type: none"> • The PATHS is now in full implementation in SSRCE schools P-6. • SSRCE conducted PD with elementary school behavior lead teams in the area of self- regulation, neuroscience of behavior, and supporting students within an MTSS (Multi- Tiered System of Supports) model. • SSRCE provided training for Elementary Behaviour Support Teachers called Understanding and Promoting Positive Behavior Support Strategies (a module co-designed by NSCC and SSRCE Student Services team for a total of 6 day long sessions)
<p>c. Strengthen and expand opportunities to build partnerships with communities, municipal partners and family, children and youth agencies.</p>	<ul style="list-style-type: none"> • Queens County schools represent an area of priority for our Region and we are working with the local municipality to create community schools and broaden the programming and facility usage for families. • Regional partnerships for high school co-op students have expanded to include local law enforcement agencies, NSCC and Nova Scotia Health Authority (NSHA). • The SSRCE is partnering with the NSHA to develop a system wide approach to provide nutritious, local food options for the students (SSSFP). Included in this project involves creating a not-for-profit board, tracking student food insecurity and an equity fund for feeding hungry students. • Based on our Early Development Instrument results, which indicated increased vulnerability • SSRCE partnered with NSCC to do Teacher Assistant training and credentialing SSRCE provided access for all IB students to the local NSCC Library and Data Base



<p>d. Strengthen capacity of staff to be culturally responsive.</p>	<ul style="list-style-type: none"> • All SSRCE staff attended a region-wide in service event with Sharroky Hollie on Culturally and Linguistically Responsive Teaching and Learning. • All SSRCE staff attended a region-wide in- service on Universal Design for Learning and Assistive Technology (Teaching and Learning Above the Line) • SSRCE held the first region wide launch of Mi'kmaq history month. • All SSRCE administrators were trained on Intergenerational Trauma as it related to Mi 'kmaq people • Our region initiated the Red Dress Project (Missing Murdered and Indigenous Women and Girls) with all high schools, and partnered with local elders and Band Councils within communities. • SSRCE was involved with the implementation of a regional "Seven Sacred Teachings" for all Grade 4 students. Teachers were trained to build capacity around these teachings.
<p>As additional priorities under Goal 2, all School Boards have agreed to:</p> <p>e. Support the implementation of recommendations from the Commission on Inclusive Education.</p> <p>f. Support the user experience for TIENET through the <i>Ask the User</i> project.</p> <p>g. Continue to ensure that schools are conducting all required emergency drills.</p>	<ul style="list-style-type: none"> • SSRCE sent regular updates to schools around policies and procedures for emergency drills • One half day session in August 2018 for existing resource teachers updating TIENET changes including those as a result of the Ask the User project • All guides were updated and reflective of all Ask the User updates for both admin and teachers • They communicated through the PANRT for new prospective resource teachers any changes as a result of Ask the User



Goal 3: To strengthen teacher practice.

Priorities:

- a. Strengthen school-based and regional collaborative learning team practice.
- b. Improve instructional coaching support to classroom teachers by strengthening the instructional leadership role of principals and the instructional coaching role of mentors.

Results:

- SSRCE Regional Team facilitated professional development on elevating CLT practices and strengthening quality instruction through CLT work and use of student evidence
- Instructional Coaches work expanded to support and work with school based CLT teacher teams directly over the 14 embedded afternoons within SSRCE
- System mapping with all SSRCE Instructional Coaches where a data wall for all SSRCE schools was created to identify low and high priority schools for math coaching and intervention based on: 1. number of students who were below expectation in Numeracy achievement; 2. teacher turn over/change to instruction in Mathematics in Grade levels leading up to and including the year of a benchmark provincial Mathematics assessment (3, 6, 8 and 10); 3. new teacher (1-5 years) to Mathematics;
- SSRCE Instructional Coaches continued to support educators with the implementation of identified non-negotiable high-leverage practices, with a focus on Literacy and Numeracy, through co-planning, co-teaching and collaboration
- Coaches facilitated Summer Institute PD sessions in Quality Instruction and Assessment areas; continued focus on building capacity of new teachers through participation of a minimum of 1 Instructional Coaching cycle to increase consistency of quality instruction in all SSRCE classrooms; Collaborative Learning Team/ PD sessions facilitated/supported by Instructional Coaches in areas such as Common Gr 8 and 10 Mathematics Assessments, Mathematics Running Records, Literacy Lead within the CLT model to enhance administrator practice
- This is year 4 of Principal CLT leadership meetings where groups are created based on school configurations, themes, and student success planning work Teams.



PERFORMANCE MEASURES

Goal 1: To improve student achievement

Performance Measure	Baseline Data and Year	Target and Reporting Year	Trends	Performance
Percentage of students meeting reading expectations: Grade 3 Grade 6 Grade 8 Grade 10	2017-18	An increase over baseline by 2018-2019	<p>2014-15 Grade 3: 68.5% Grade 6: 64.8% Grade 8: 67.7% Grade 10: 72.7</p> <p>2015-16 Grade 3: 63.6% Grade 6: 63.4% Grade 8: 59% Grade 10: 69.6%</p> <p>2016-17 Grade 3: 67.9% Grade 6: 66.7% Grade 8: Not Written Provincially Grade 10: Not Written Provincially</p> <p>2017-18 Grade 3: Not Provincially Written Grade 6: 75.9% Grade 8: 70.2% Grade 10: 67.6%</p> <p>2018-19 Grade 3: In progress (results anticipated in October, 2019) Grade 6: 75.7% Grade 8: In progress (results anticipated in October, 2019) Grade 10: In progress (results anticipated in October, 2019)</p>	<p>In Grade 3 Reading, our students, have demonstrated during 2014-15; 2015-16 and 2016-17 results that have been just below the 70% benchmark which SSRCE is hoping to attain (68.5; 63.6 and 67.9.</p> <p>We are hoping to realize 70% meeting expectation for Reading with the most recent 2018-19 provincial assessment results, which will be released in October, 20</p> <p>In Grade 6 Reading, we have been on a steady upward trajectory with regional results consistently increasing over the last three years: 63.4, 66.7 and 75.9%.</p> <p>In Grade 8 Reading, our most recent results in 2017-18 indicated meeting the targeted regional benchmark with 70.2% of students achieving expectation in Reading.</p> <p>In Grade 10 Reading, our most recent examination results indicate just below our regional target of 70%, with performance at 67.6% meeting expectation.</p>



<p>Percentage of students meeting writing expectations: Grade 3 Grade 6 Grade 8 Grade 10</p> <p>https://plans.ednet.ns.ca/results</p>	<p>2017-18</p>	<p>An increase over baseline by 2018-2019</p>	<p>2014-15</p> <p>Grade 3: Ideas: 78.0% Organization: 62.3% Language Use: 64.8% Conventions: 59.3%</p> <p>Grade 6: Ideas: 64.3% Organization: 49.7% Language Use: 54.2% Conventions: 50.9%</p>	
			<p>Grade 8: Not Written Provincially (Reading Only, As Above)</p> <p>Grade 10: Ideas: 67.5% Organization: 61.4% Language Use: 61.4% Conventions: 59.6%</p> <p>2015-16</p> <p>Grade 3: Ideas: 68.6% Organization: 57.9% Language Use: 62.3% Conventions: 52.5%</p> <p>Grade 6: Ideas: 71.1% Organization: 53.1% Language Use: 59.1% Conventions: 53.2%</p> <p>Grade 8: Ideas:85.7% Org:75.3% Language Use: 75.3% Conv: 64.5%</p> <p>Grade 10: Ideas: 62% Org.56.4% Language Use: 58.2% Conv. 55.6%</p>	



			<p>Grade 3: Ideas:70.6% Org: 52.9% Language Use:61.3% Conv: 55.4%</p> <p>Grade 6: Ideas: 67.5% Org: 54.5% Language Use:58.8% Conv: 51.8%</p> <p>Grade 8: Not Written Provincially in 2016-17</p> <p>Grade 10: Not Written Provincially in 2016-17</p> <p>2017-18 Grade 3: Not Written Provincially in 2017-18</p> <p>Grade 6: Ideas:72.6% Org:56.1% Language Use:61.5% Conv:57.4%</p> <p>Grade 8: Ideas: 84.8% Org. 75.3% Language Use:76.5% Conv. 52.5%</p> <p>Grade 10: Ideas:73.3% Org. 63.7% Language Use:62.4% Conv. 58.6%</p> <p>2018-19 Grade 3: In Progress (results anticipated in October, 2019)</p> <p>Grade 6: Ideas: 71.5% Org: 57.5% Language Use: 62.4% Conv: 54.2%</p>	
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			<p>Grade 8: In Progress (results anticipated in October, 2019)</p> <p>Grade 10 In Progress (results anticipated in October, 2019)</p>	
<p>Percentage of students meeting math expectations:</p> <p>Grade 4 Grade 6 Grade 8 Grade 10</p> <p>https://plans.ednet.ns.ca/results</p>	2017-18	An increase over baseline by 2018 – 2019	<p>2014-15 Grade 4: 70.4% Grade 6: 59.2% Grade 8: 46.4% Grade 10: 49.7%</p> <p>2015-16 Grade 4: 74.7% Grade 6: 62.9% Grade 8: 59% Grade 10: 63.8%</p> <p>2016-17 Grade 4: 73.8% Grade 6: 65.3% Grade 8: Not Written Provincially Grade 10: Not Written Provincially</p> <p>2017-18 Grade 4: Discontinued Provincially Grade 6: 70.8% Grade 8: 56% Grade 10: 74.8%</p> <p>2018-19 Grade 3: In Progress (results anticipated in October, 2019) Grade 6: 70.7% Grade 8: In Progress (results anticipated in October, 2019) Grade 10: In Progress (results anticipated in October, 2019)</p> <p>2014-15 MT10: 49.7% MAW10: 45.5%</p> <p>2015-16 MT10: 63.8% MAW10: 49.6%</p> <p>2016-17 MT10: Not Written Provincially</p>	<p>In Mathematics, our region continues to strive to have students reach 70% benchmark. In Grade 4 Math, students consistently and consecutively met this 70% benchmark in our region. The newly implemented LM3 Provincial Assessment will no longer see a provincial math assessment at Grade 4 moving forward.</p> <p>Grade 4 moving forward.</p> <p>In Grade 6 Math, SSRCE has been on an improving trajectory. Since 2014-15 through to 2017-18, our results have increased from 59.2; 62.9; 65.3 and currently 70.8% meeting expectations.</p> <p>In Grade 8 Math, we continue to perform below our 70% target. We are strengthening this through a regionally-based teacher-created</p>



			<p>MAW10: Discontinued Provincially</p> <p>2017-18 MT10: 74.8% MAW10: Discontinued Provincially</p> <p>2018-19 MT10: In Progress (results anticipated in October, 2019) MAW10: Discontinued Provincially</p>	<p>common assessment. Our most recent results saw 56% meeting expectation. In Grade 10 Math, our region has celebrated significant growth in Mathematics over a 4 year period. Results for Math 10 have gone from 49.7 in 2014-15, steadily increasing each year to 74.8% meeting expectations in 2017-18, meeting our SSRCE target.</p>
Renewal of grades 7 and 8 curriculum complete and new curriculum implemented	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> • During the 2018-19 school year two pilot schools were involved in the renewal with small groups of teachers at each of these schools piloting one new course each. • The two original pilot schools will continue expanding their implementation to include other courses (at least one per all grade 7 and 8 teachers) • An additional expansion in SSRCE for 2019-20 will include one more pilot school involving three teachers(P-12) 	
Renewal of Health curriculum (grades4- 8) complete and new curriculum implemented	2017-18	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> • An SSRCE elementary teacher who participated in the curriculum writing in 2017-18 continued on as an independent pilot teacher in 2018-19 for Grade 4-6 Health draft 	



<p>Strengthen school improvement planning in all schools, including the role of School Advisory Councils</p>	<p>2017-18</p>	<p>All schools will have a school improvement plan and involve SAC in the development and evaluation of the plan by 2018-2019</p>	<ul style="list-style-type: none"> • Held two regional sessions with SACs to ensure an alignment between regional goals and school based plans in Literacy and Numeracy and Safe and Inclusive areas. • Review and revised all letters of agreement and bylaws for all School Advisory Councils • Instituted a process for SACs to account for funding provided as it relates to SAC grant. 	
<p>Implement an Achievement Gap strategy</p>	<p>2017-18</p>	<p>An Increase over baseline by 2018-2019</p>	<ul style="list-style-type: none"> • SSRCE worked to develop curriculum Grades P-7 that reflect Treaty Education • Established intervention supports to help support African Nova Scotian students in Numeracy and Literacy. <p>SSRCE worked with guidance counselors to provide support for LGBTQ2 students and safe spaces were created in all high schools and some middle schools</p>	

Goal 2: To strengthen safe and inclusive school environments

Performance Measure	Baseline Data and Year	Target and Reporting Year	Trends	Performance
Monitor and report progress of students following Individual Program Plans (IPP's)	2017 – 2018	An increase over baseline by 2018-2019	<ul style="list-style-type: none"> Continued a strong focus on reporting the progress of students at Program Planning meetings, including evidence of that progress, involving parents. Student Services team members working collaboratively with program planning teams developing appropriate IPPs. Focused PD on developing student specific strengths, challenges, and interests. Professional development on the process for establishing clear and measurable goals. 	
Strengthen social and emotional learning and restorative practices across SSRCE.	2017-18	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> All schools were required to have a mandatory Safe and Inclusive /Well-Being goal with strategies for 2018-19. All elementary schools are trained in implementation of PATHS. 	
Strengthen and expand opportunities to build partnerships with communities, municipal partners and family, children and youth agencies.	2017-18	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> Worked with local municipalities to expand health promoting schools programming Collaborated with health and Invest Nova Scotia and local farmers to ensure healthy food options are available and accessible to all students 	



			<ul style="list-style-type: none"> • SSRCE facilitated a collaborative session with multiple community partners/sectors (Health, Recreation, etc.) in response to creating a strategy around the Early Development Instrument and the increased concern around vulnerability at school entry in SSRCE 	
Strengthen capacity of staff to be culturally responsive.	2017-18	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> • All SSRCE teachers have participated in the culturally responsive professional development event “Culturally and Linguistically Responsive Teaching and Learning 	
The percentage of schools who are conducting and documenting all required emergency drills within the school year		An increase over baseline by 2018 – 2019	During the 2018-19 school year, expected drills were completed and reported by schools.	

Goal 3: Strengthen teacher practice

Performance Measure	Baseline Data and Year	Target and Reporting Year	Trends	Performance
Strengthen school-based and regional collaborative learning team practice.	2017-18	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> • In August, 2018 during two day session with administrators, we reviewed survey from schools on CLT impact • Reviewed strategies on how to elevate CLT work in two areas where schools typically face barriers: reviewing student evidence of learning at CLTs and having a toolbox of instructional options when students don't respond with the instructional method used (deepening teacher practice) • Supported administrators on conditions that sustain CLT low leverage practices to creating conditions for high leverage CLT practices 	<p>73% of our elementary schools reported CLTs had an impact on student learning</p> <p>87% of our Middle Schools indicated CLTs had an impact on student learning</p> <p>28% of our high schools indicated CLTs had an impact on student learning.</p>
Improve instructional coaching support to classroom teachers by strengthening the instructional leadership role of principals and the instructional coaching role of mentors.	2017-2018	An increase over baseline by 2018 – 2019	<ul style="list-style-type: none"> • Classroom management & organizational structures. • Integrating various types of technology including, but not limited to: green screens, coding, video editing, and robotics within the curriculum. • Innovative instructional strategies such as Breakout Boxes, My Blueprint and Pasco sensors. • Inquiry-based learning techniques and questioning such as scaffolding questioning techniques, wonder walls, and the development of inquiry literature circles. • Continuing to focus practices to meet the new curriculum goals and competencies. 	



			<ul style="list-style-type: none"> • Facilitating Collaborative Learning Teams • Organization of Opportunities for Teachers to observe colleagues to improve best practices • Continued PBL opportunities at the regional level including, but not limited to: Science, Heritage, Art, Speech. 	
Review, and revise where appropriate, the hiring practices of school-based instructional leaders, including an examination of the method of supporting their on-going professional development.	2017-18	An increase over baseline by 2018 – 2019		



6.0 FINANCE AND OPERATIONS

Key Financial Indicators			
	2017-18 Actuals	2018-19 Actuals	2019-20 Budget
Revenue			
Province of Nova Scotia	61,902,464	64,484,137	66,836,918
Government of Canada	266,445	224,478	224,535
Municipal Contributions	18,431,178	18,961,500	19,274,066
School Based Funds	3,085,063	2,896,409	3,000,000
Other Revenues	2,188,724	2,077,116	2,015,615
Total Revenue	85,873,874	88,643,640	91,351,134
Expenditures			
RCE governance	447,753	-	-
Regional Management	2,405,898	2,476,276	2,366,237
School Services Administration	967,987	1,084,068	1,123,983
Instructional & School Services	63,841,533	65,987,241	68,042,061
International Student Program	1,256,665	1,271,212	1,295,915
Property Services	7,066,606	6,663,513	6,795,109
Technology Services	962,962	866,625	859,878
Student Transportation	5,615,783	5,752,104	5,661,735
School Based Funds	2,915,010	2,926,083	3,000,000
Pre-Primary Program	197,158	1,040,134	2,206,216
Total Expenditures	85,677,355	88,067,256	91,351,134
Annual Operating Surplus (Deficit)	196,519	576,384	-
Opening Accumulated Surplus (Deficit)	2,850,167	3,046,686	3,623,070
Closing Accumulated Surplus (Deficit)	3,046,686	3,623,070	3,623,070



7.0 KEY FACTS

Key Fact Category	September 30, 2017	September 30, 2018
Students		
Total Number of Students	6,358	6,449
Average Class Size P-2	19.66	19.27
Average Class Size 3-6	22.36	22.09
Average Class Size 7-9	21.57	21.25
Average Class Size 10-12	19.19	20.43
Total Number of Classes & Sections	560	534
Staff (FTEs)		
School based NSTU	512.91	520.91
School Based Non-NSTU	201.62	209.46
Programming Support NSTU	10.00	13.00
Programming Support Non-NSTU	6.00	6.20
Transportation	101.80	101.80
Property Services	68.12	65.00
Administration	31.54	30.30
Technology Support	6.00	7.25
Other Programs	6.20	24.40
Technology		
Students/Instructional Computer	1.9	1.4
Computers & Devices/Technician	850	947
Property Services		
Total School Sq. Ft.*	1,124,306	1,124,306
Sq. Ft./Student*	177	174
Private Operator Sq. Ft.*	104,802	104,802
Operating Costs**	7,066,440	6,663,513
Operating Cost/Sq. Ft.**	6.29	5.93
Transportation		
Total Buses on Regular Routes*	83	83
Total Spare Buses Operated*	24	24
Total Students Transported*	5,729	5,681
Total Student Transportation Cost**	5,615,782	5,752,104
Total Cost/Student Transported**	980	1,013
Total number of bus runs daily*	302	302
Average number of students/bus run*	38	36
Cost/Unit – Contracted**	N/A	N/A
Cost/Unit – RCE**	52,484	53,757
Total number of KM students transported*	2,767,450	2,764,091
Total number of KM buses traveled*	3,157,893	3,166,467

* As of June 30

**As of March 31

Definitions and Calculations:

Students (all based on Sept 30th statistics):

Total Number of Students: Sept. 30th Total Enrolment (funded & unfunded)

Average Class Size P-2

Average Class Size 3-6

Average Class Size 7-9



Average Class Size 10-12

Total Number of Classes & Sections

Staff:

School based NSTU: Includes Teachers (including resource Teachers, Principals and Vice Principals), School Admin staff, Guidance, Psychologists, etc.

School based Non-NSTU: Includes Education or Teaching Assistants, School Secretaries, etc. Programming

Support NSTU: School Administration Supervisors, Coordinators of school programming and school services

Programming Support Non-NSTU: Secretaries, administration assistants and those positions not captured in programming support NSTU

Transportation: Bus Drivers, Mechanics, and other related administration staff Property

Services: Custodians, Maintenance and Trades staff

Administration: Regional Executive Directors, Finance Staff, Human Resources Staff, Operations Staff, and other related administration positions

Technology Support: Supervisors of School Technology, Networking Specialists, and other related IT support positions

Other Programs: FTEs connected to programs including, but not limited to, international services programs, before & after school programs, etc.

Technology:

Student/Instructional Computer: Ratio of Number of Students: Computers

Computers & Devices/Technician: Total Computers & Devices across RCE/CSAP/Technical Support FTEs

Property Service:

Total School Sq. Ft.: Total square footage of all schools operated by RCEs/CSAP (schools, P3,) excluding RCE office, bus garages, maintenance buildings.

Sq. Ft. /Student: Total square footage from above divided by Sept. 30th unaudited student count

Private Operator Sq. Ft.: Total square footage of all P3 schools excluding net/net lease P3s

Operating Costs: Custodial, maintenance and utility costs for the previous fiscal year actuals. Includes repairs and maintenance expenses funded in the annual profile sheet, does not include any major capital expenditures (TCA) funded by the RCE/CSAP or by the department (TCA Major or repair funding over \$150K)

Operating Costs/Sq. Ft.: Total op cost/Sq. Ft. of all schools maintained by RCE/CSAP including net/net P3s

Transportation:

Total Buses on Regular Routes: Total units operated on a daily basis by RCE Total

Spare Buses Operated: Total number of spare buses

Total Students Transported: All students transported – includes courtesy bused and privately conveyed Total

Student Transportation Cost: Actual from previous year

Total Cost/Student Transported: Total transportation audited actuals/total students transported

Total number of bus runs daily: Total of all regularly scheduled bus runs/day

Average number of students/bus run: Average of all students/number of daily bus runs Cost/Unit –

Contracted buses: Total transportation contract cost/all buses

Cost/Unit - RCE: Total transportation cost/all buses

Total number of KM students were transported: Total KM of all regular bus run driven while transporting students on regular runs in a school year

Total number of KM buses traveled: Total KM of all regular bus runs, extra and co-curricular trips and transport of buses to and from the various stops during the school year