



South Shore
Regional Centre for Education

2020-2021

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 2018-19, 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 Centre for Education.

OPERATIONS

The Operations Department is responsible for property services, transportation services, health and safety, and IT network support for the Region. 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 Region 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

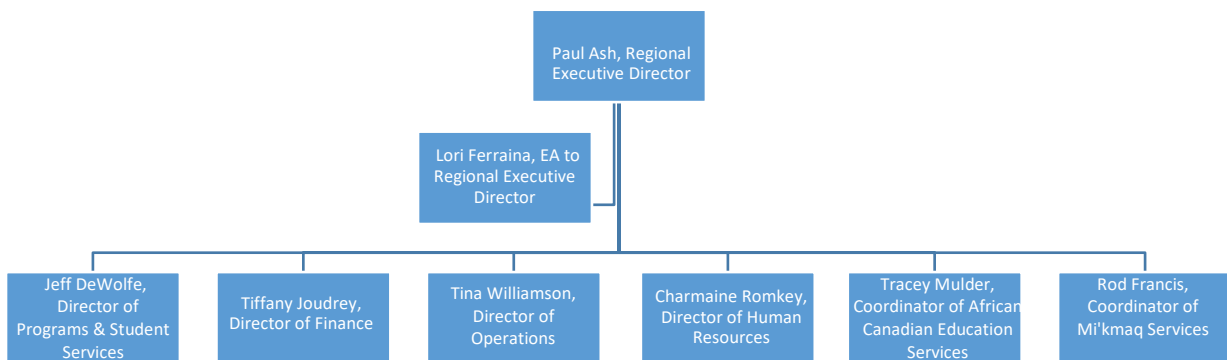


OFFICE OF THE REGIONAL EXECUTIVE DIRECTOR

All Directors, the African Canadian Education Services Coordinator, the Coordinator of Mi'kmaq Services, 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 RCE business

SSRCE ORGANIZATIONAL CHART (Summary)





4.0 PRIORITIES 2020-2021

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 RCEs 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.

Regional-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 RCEs have agreed to:

- e. 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 (IPPs)
- 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 RCEs 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 2019-20

Goal 1: To improve student achievement.

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

Priorities:	Results:
<p>a. Implement provincial literacy strategy for grades primary to 12.</p>	<ul style="list-style-type: none"> ● Summer institutes sessions were facilitated by SSRCE Literacy Coordinator and Mentor, in August 2019 for new (or new to grade level/course) teachers on best practices in literacy, focusing on System Improvement plan goals. ● Reading Recovery and Early Literacy support teachers were provided initial teacher training and ongoing development throughout the year. ● All Grade Primary and Pre-primary teachers were invited to PD: Supporting Best Literacy Practices; a Curriculum Focus. ● All Grade P-2 teachers were invited to full day PD: Strengthening Foundational Literacy Practices, which offered structures and materials for direct in-classroom support/implementation, supporting both theory and practice. ● A focus on writing was increased within SSRCE this year: a Grades P-12 focus group focusing on writing scope and sequence was formed; Writing Common Assessment Grade 9 team established; after school PD sessions offered across grade levels, including strategies for assessment and supports in the writing workshop, incorporating word study, and writing process rooted in curriculum (integrated learning). ● Elementary schools were supported in the development of 'data walls' to track student reading achievement. ● Schools were supported in the development of cross-classrooms models of support. ● Some 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 Coach in all Grade 6 classrooms to prepare students for Provincial Assessments. ● The Literacy team supported early literacy intervention to early French Immersion students; professional learning across Regions was supported. ● The Literacy team continued to develop early literacy supports and materials to support French Immersion Literacy. ● All Grades P-8 schools were provided with guiding texts to support best practices in literacy. ● The Regional Literacy team developed a draft Grades P-8 Regional Writing plan, in the form of a scope and sequence for writing, inclusive of assessment and integrated subjects, to be further developed, with plans for a pilot has been launched.
<p>b. Implement provincial mathematics strategy for grades primary to 12.</p>	<ul style="list-style-type: none"> ● All Grade 5 teachers participated in regional in-servicing to increase student understanding and achievement in mathematics at the upper elementary. Grade 5 teachers worked on the creation of a common cumulative assessment for all Grade 5 students in SSRCE. The assessment and



	<p>professional development focused on student errors and misconceptions, cognitive levels of questions and best instructional practices when responding to evidence of student understanding in Mathematics. This assisted all Grade 5 teachers in the SSRCE in closing the achievement gap and ultimately increased student learning for all, as evidenced with the similar Grade 8 and Grade 10 SSRCE Common Cumulative Mathematics Assessments.</p> <ul style="list-style-type: none"> ● SSRCE System Plan for Improvement focused on creating high-leverage, evidence based strategies to build consistency in effective mathematics classrooms. Numeracy goal: To strengthen, with intention, student achievement and engagement in Numeracy (number) included identifying three strategies in building quality Mathematics learning: consistent implementation of three part math lesson, fostering multiple ways of representing and consistently following the DEECD yearly plan in mathematics. ● SSRCE Mathematics Coaches offered a variety of engaging one-hour professional development sessions for all teachers in all grade bands in areas such as: <ul style="list-style-type: none"> ● 1. Engagement and instruction in the virtual teaching world through the use of Google Slides to make Math instruction more collaborative, engaging, and effective in the virtual classroom. ● 2. Mathematics in the younger grades has a hands-on focus and what that looks like in the digital environment, including resources and accessing Mathematics manipulatives virtually. ● Google Classroom has many features that are helpful to the daily operations of a mathematics classroom. Coaches shared tips and tricks to help make Google Classroom run smoothly, focusing within specific grade-appropriate tools and supports. ● SSRCE continued to promote and grow the use of the DEECD Homework Hub for students in Grades 9-12, through the support of Open Houses and school promotion. ● Continued implementation of Grade 8 and Grade 10 Common Cumulative Mathematics Assessment, and the implementation of the Grade 5 Common Mathematics Cumulative Assessment in February 2020. ● Mathematics intervention continued in Grades 2 and 3, using the regionally created 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 interventionists continued to provide intervention on a needs-based model for Gr 7 and 8 students.
<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"> ● Our Region moved from the initial two pilot schools for Grades 7 and 8 Renewal to the recommendation that all Grades 7 and 8 teachers expand to teach one course using the new curriculum. ● PD was provided to all Grades 7 and 8 teachers, along with the resource Think Q Inquiry Based Learning in the Intermediate Classroom in September 2019. ● Steps of Inquiry and the Power of Provocation PD was also conducted with all Grades 7 and 8 teachers in the areas of



	<p>Structured Inquiry, Controlled Inquiry, Guided Inquiry, and Free Inquiry.</p>
<p>d. Strengthen school improvement planning in all schools, including the role of School Advisory Councils.</p>	<ul style="list-style-type: none"> ● All schools participated in SSP, where mandatory goals in Literacy, Numeracy, and Well-Being were required for 2019-20. ● Alignment of strong Tier 1 instructional practices were identified in System Plan for Improvement in the areas of Well-Being, Literacy and Numeracy. ● “Strengthen, with Intention became the anchor for coaching, regional professional development focus and instructional leadership professional development for 2019-20. ● COVID shutdown from March-June 2020 impacted continued development and work in this area.
<p>e. Implement an Achievement Gap strategy.</p>	<ul style="list-style-type: none"> ● Hired one Achievement Gap (AG) Regional Lead and four AG Teachers. ● CRP Lead Team attended sessions by Dr. Sharroky Hollie. ● Treaty Education Lead Team for Grades P-2 resources. Attended 3-day training session. ● Provided extra academic support. ● Provided Inclusive Resource Materials. ● Embedded diverse cultures within the curriculum. ● All schools have access to a Student Support Worker.
<p>As an additional priority under Goal 1, all RCEs 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"> ● All current council recommendations have been implemented to date.



Goal 2: To strengthen safe and inclusive school environments.

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

Priorities:	Results:
a. Monitor and report progress of students following Individual Program Plans (IPPs)	<ul style="list-style-type: none"> • The percentage of IPPs in the SSRCE is 3.95%. • Indigenous student percentage is 6.9 % (26/378) • African Nova Scotia student percentage is 7.4% (8/108)
b. Continue to implement recommendations from IPP Review	<ul style="list-style-type: none"> • The Student Services team continues to meet with the RCH team to conduct in-depth IPP reviews for all Indigenous and African Nova Scotian students on IPPs. • A member of the review team meets with school administration to review the findings and steps moving forward. • The Student Services team collaborates with the RCH team and the students planning team to review and design culturally responsive programming.
c. Strengthen social and emotional learning within the Multi-Tiered Support Systems (MTSS) across SSRCE.	<ul style="list-style-type: none"> • Regional professional development sessions with Jennifer Katz. • Regional Professional Development days with elementary MTSS teams. • Designed an implementation plan and professional development framework to support schools in strengthening social emotional learning in an MTSS framework.
d. Strengthen and expand opportunities to build partnerships with communities, municipal partners and family, children and youth agencies.	<ul style="list-style-type: none"> • SchoolsPlus holds monthly SchoolsPlus Advisory Hub meetings with managers/directors from local agencies and organizations to identify gaps and work together to deliver needed services. SchoolsPlus also facilitates monthly Interagency meetings with frontline service providers and community partners from various agencies and organizations at three hub sites; Queens, Bridgewater, and Chester. Through email, all parties are able to keep each other abreast of programs and services being offered in the community. • SchoolsPlus staff work with School administrators and service providers from local organizations to support services being delivered in our schools where they can be accessed by our students/families. • SSRCE is working collaboratively with our First Nations and African Nova Scotian communities to ensure culturally diverse needs are incorporated within local school communities. Examples of this include land based learning initiatives, culturally responsive youth groups and community consultations. • Through OST Grant virtual and in-person tutoring was accessible to students despite COVID. Referrals came from community organizations, schools, parents and students. Tutoring was academic, social and emotional skill development.
e. Strengthen capacity of staff to be culturally responsive.	<ul style="list-style-type: none"> • The SSRCE has established a number of leadership teams to provide leadership to create regional RCH strategic plans. One of these groups is specific to culturally responsive practices with our classrooms. Training is focused at the regional level this year. • Treaty Education professional development has been provided to school leadership teams at the P-2 level.



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

- f. Support the implementation of recommendations from the Commission on Inclusive Education.
- g. Continue to ensure that schools are conducting all required emergency drills.

- CRP training provided to lead schools through Sharroky Hollie provincial in servicing.
- The Inclusive Education Policy was launched this year with extensive consultation and Professional Development at the regional level. Schools were consulted on how to embed the new policy in their SSP goals with a focus on strengthening TIER 1 practices.
- All schools have completed the required emergency drills. Results were tracked with “Safe Schools”.



Goal 3: To strengthen teacher practice.

Priorities:

Results:

a. Strengthen school-based and regional collaborative learning team practice.

- 2019-20 CLT work continued to support school administrators in “strengthening with intention” with alignment of System Plan for Improvement.
- COVID shutdown from March-June 2020 impacted this work.

b. Improve instructional coaching support to classroom teachers by strengthening the instructional leadership role of principals and the instructional coaching role of mentors.

- Implementation of the SSRCE System Plan for Improvement, to Strengthen with Intention consistency for Literacy, Numeracy with coaching support through the use of consistent pedagogical approaches such as the “Workshop Model” for Literacy instruction and the “Three Part Lesson” for Numeracy instruction. High priority was given to working with SSRCE teachers new to our Region to grow depth of practice with these approaches.
- Coaching and interventionist support continued to be responsive to low and high priority schools for math, literacy and instructional coaching and intervention as prioritized through the system Data Mapping in 2017-18.
- Coaches created a menu of learning opportunities for both educators and administrators with a variety of one-hour sessions for all grade bands in areas such as virtual learning platforms/technology integration; expanding competencies in instruction/assessment; grade level sharing sessions (Literacy, Numeracy).
- Collaborative Learning Team/PD sessions facilitated/supported by Instructional Coaches in areas such as Common Grades 8 and 10 Mathematics Assessments, and the expansion of a teacher-created Gr 5 Mathematics Common Assessment.
- Instructional Coaches provided “Writing Think Tank” professional learning sessions with Grades P-12 teachers around the four areas of Writing (Ideas, Organization, Language Use and Conventions) to build consistency around writing tasks in each grade level, with general delivery and assessment guidelines for educators.

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.

- All position requirements and hiring practices have been reviewed.
- Ongoing support and assistance is provided to school-based instructional leaders as required.

d. SSRCE will work collaboratively with regional leadership to ensure alignment of school-based Student Success Plans and SSRCE Regional Plan for Improvement.

- SSRCE regional education team worked collectively to develop a System Plan for Improvement framework, using the anchor “Strengthen with Intention” for 2019-20.
- Our regional staff introduced this plan for improvement and all schools adopted the Well-Being goal “Strengthen, with intention the engagement of students through personalized learning and building developmentally positive relationships among staff, students, families, and communities.
- COVID shut down from March-June 2020 significantly impacted our professional development and implementation of this model.



Goal 4: To enhance organization processes and controls

Priorities:	Results:
<p>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.</p>	<ul style="list-style-type: none"> After completing a fraud risk self-assessment toolkit in 2018-19, a formal fraud risk assessment was completed; the final report was to be available by March 31, 2020, but is still in draft. The RCE staff is working on final details of the report with the external consultant. A final report will be available in early 2020-21, as COVID-19 impacts caused delays.
<p>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.</p>	<ul style="list-style-type: none"> A draft fraud policy was developed with EECD, CSAP, and other RCEs, and has been finalized. Original implementation was scheduled for March 2020. However, given the impact of COVID-19 on the public education system, the policy release has been deferred to 2020-21.



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 2018-19	<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: 79.1% Grade 6: 75.7% Grade 8: 64.4% Grade 10: 66.1%</p> <p>2019-20 Grade 3: Not Written(COVID) Grade 6: 73.8% Grade 8: Not Written(COVID) Grade 10: Not Written (COVID)</p>	<ul style="list-style-type: none"> ● 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. For 2018-19, 79.1% of SSRCE students were meeting expectation for Reading. ● 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%. In 2018-19 - 75.7% of students were meeting expectation for Reading. ● In Grade 8 Reading, our 2018-19 results indicated 64.4%, which is 5.6% below meeting the targeted regional benchmark 70% of students achieving expectation in Reading. ● In Grade 10 Reading, our most recent examination results indicate 3.9% below our regional target of 70%, with performance at 66.1% meeting expectation.



Percentage of students meeting writing expectations:	2018-19	An increase over baseline by 2018-19	2014-15	
Grade 3 Grade 6 Grade 8 Grade 10			<p>2014-15</p> <p><i>Grade 3:</i> Ideas: 78.0% Organization: 62.3% Language Use: 64.8% Conventions: 59.3%</p> <p><i>Grade 6:</i> Ideas: 64.3% Organization: 49.7% Language Use: 54.2% Conventions: 50.9%</p> <p><i>Grade 8:</i> Not Written Provincially (Reading Only, As Above)</p> <p><i>Grade 10:</i> Ideas: 67.5% Organization: 61.4% Language Use: 61.4% Conventions: 59.6%</p>	
https://plans.ednet.ns.ca/results			<p>2015-16</p> <p><i>Grade 3:</i> Ideas: 68.6% Organization: 57.9% Language Use: 62.3% Conventions: 52.5%</p> <p><i>Grade 6:</i> Ideas: 71.1% Organization: 53.1% Language Use: 59.1% Conventions: 53.2%</p> <p><i>Grade 8:</i> Ideas:85.7% Org:75.3% Language Use: 75.3% Conv: 64.5%</p> <p><i>Grade 10:</i> Ideas: 62% Org.56.4% Language Use: 58.2% Conv. 55.6%</p>	
			<p>2016-17</p> <p><i>Grade 3:</i> Ideas:70.6% Org: 52.9% Language Use:61.3% Conv: 55.4%</p> <p><i>Grade 6:</i> Ideas: 67.5% Org: 54.5%</p>	



			<p>Language Use:58.8% Conv: 51.8% <i>Grade 8:</i> Not Written Provincially in 2016-17 <i>Grade 10:</i> Not Written Provincially in 2016-17</p> <p>2017-18 <i>Grade 3:</i> Not Written Provincially in 2017-18 <i>Grade 6:</i> Ideas:72.6% Org:56.1% Language Use:61.5% Conv:57.4% <i>Grade 8:</i> Ideas: 84.8% Org. 75.3% Language Use:76.5% Conv. 52.5% <i>Grade 10:</i> Ideas:73.3% Org. 63.7% Language Use:62.4% Conv. 58.6%</p> <p>2018-19 <i>Grade 3:</i> Ideas: 70.4% Org: 52.5% Language Use: 56.8% Conventions: 47% <i>Grade 6:</i> Ideas: 71.5% Org: 57.5% Language Use: 62.4% Conv: 54.2% <i>Grade 8:</i> Ideas: 76.1% Org: 63.1% Language Use: 66.8% Conv: 54.7% <i>Grade 10:</i> Ideas: 62.9% Org: 52.3% Language Use: 53% Conv: 52.2%</p> <p>2019-20 <i>Grade 3:</i> Not Written(COVID) <i>Grade 6:</i></p>	
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			<p>Ideas: 63.1% Org: 51.7% Language Use: 57.3% Conv: 46.6% <i>Grade 8: Not Written(COVID)</i> <i>Grade 10: Not Written (COVID)</i></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>	<p>2017-18</p>	<p>An increase over baseline by 2018-19</p>	<p>2014-15 <i>Grade 4: 70.4%</i> <i>Grade 6: 59.2%</i> <i>Grade 8: 46.4%</i> <i>Grade 10: 49.7%</i></p> <p>2015-16 <i>Grade 4: 74.7%</i> <i>Grade 6: 62.9%</i> <i>Grade 8: 59%</i> <i>Grade 10:63.8%</i></p> <p>2016-17 <i>Grade 4:73.8%</i> <i>Grade 6: 65.3%</i> <i>Grade 8:</i> Not Written Provincially <i>Grade 10:</i> Not Written Provincially</p> <p>2017-18 <i>Grade 4: Discontinued Provincially</i> <i>Grade 6: 70.8%</i> <i>Grade 8: 56%</i> <i>Grade 10:74.8%</i></p> <p>2018-19 <i>Grade 3: 81%</i> <i>Grade 6: 70.7%</i> <i>Grade 8: 55.2%</i> <i>Grade 10: 63.6%</i></p> <p>2019-20 <i>Gr 3: Not Written(COVID)</i> <i>Grade 6: 68.7%</i> <i>Gr 8: Not Written(COVID)</i> <i>Gr 10: Not Written (COVID)</i></p> <p>2014-15 <i>MT10: 49.7%</i> <i>MAW10: 45.5%</i></p> <p>2015-16 <i>MT10: 63.8%</i> <i>MAW10: 49.6%</i></p>	<ul style="list-style-type: none"> ● In Mathematics, our Region continues to strive to have students reach 70% benchmark. In Grade 3 Math, students consistently and consecutively met this 70% benchmark in our Region. The newly implemented 2018-19 LM3 Provincial Assessment had SSRCE students achieving as top in the province, with 81% of students meeting or exceeding expectation. ● In Grade 6 Math, SSRCE has 70.7% of students meeting expectations, with 70.8% meeting last year. ● In Grade 8 Math, we continue to perform below our 70% target.



			<p>2016-17 MT10: Not Written Provincially MAW10: Discontinued Provincially</p> <p>2017-18 MT10: 74.8% MAW10: Discontinued Provincially</p> <p>2018-19 MT10: 63.6% MAW10: Discontinued Provincially</p> <p>2019-20 : Not Written Provincially (COVID)</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 Grades 7 and 8 teachers). • An additional expansion in SSRCE for 2019-20 will include one more pilot school involving three teachers (Grades P-12). 	<ul style="list-style-type: none"> • All teachers of Grades 7 and 8 increased courses to include at least one course using the new Grades 7 and 8 renewed curriculum.
Renewal of Health curriculum (Grades 4-8) complete and new curriculum implemented	2017-18	An increase over baseline by 2018-19	<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. 	<ul style="list-style-type: none"> • All Grades 4-6 implementing new Health curriculum. As well increased courses to include at least one course using the Grades 7 and 8 renewed curriculum for Grades 7 and 8 teachers.
Strengthen school improvement planning in all schools, including the role of School Advisory Councils	2017-18	All schools will have a school improvement plan and involve SAC in the development and	<ul style="list-style-type: none"> • All schools submitted a School Success Plan for 2019-20 year. • All schools have a Literacy, Numeracy and Well-Being Goal along 	<ul style="list-style-type: none"> • Provincial assessments and exams for Grades 3, 8, and 10 did not take place in 2020 March-June due to COVID



		evaluation of the plan by 2018-19	with evidence based strategies to assist in moving toward improvement during 2019-20 year. <ul style="list-style-type: none"> • COVID shut down from March-June 2020 impacted significantly the ability for schools to do this work. 	shut down. Growth over baseline was difficult to measure in each school during the 2019-20 year.
Implement an Achievement Gap strategy	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> • Three teachers and a regional staff. 	

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 (IPPs)	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> • The percentage of IPPs in the SSRCE is 3.95%. • Indigenous student percentage is 6.9 % (26/378) • African Nova Scotia student percentage is 7.4% (8/108) 	<ul style="list-style-type: none"> • The overall percentage of students on IPPs in the SSRCE has decreased slightly. However the percentage of Indigenous and African Nova Scotia students has slightly increased over the same time period.
Strengthen social and emotional learning across SSRCE.	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> • 75 % of students feel they belong at their school • 91% of students reported they feel they can do well in school. • 94% of students say their teacher feels they can do well in school. • 19% of students felt unsafe or threatened at school in the last 30 days (before the survey). 	<ul style="list-style-type: none"> • The SSRCE is focusing on intentional Tier 1 practices that strengthen the social-emotional learning for all students.
Strengthen and expand opportunities to build partnerships with communities, municipal partners and family, children and youth agencies.	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> • Schools Plus continues to host Tier 1 and 2 Hub meetings and participate in local interagency meetings. • SchoolsPlus continues to work with local agencies to develop/deliver services in schools where they can be accessed by students/families. • Schools and community partners kept up to date 	<ul style="list-style-type: none"> • The participation from these regular meetings continues to increase. Various agencies and community partners are collaborating on a regular basis to support families and students. Strong relationships exist between our community partners.



			on services available via meetings/email updates	
Strengthen capacity of staff to be culturally responsive.	2017-18	An increase over baseline by 2018-19	<ul style="list-style-type: none"> ● Attending staff meetings presenting to all staff who our ANS and Indigenous learners are and how they learn. ● Ongoing support to teachers and staff in the classrooms by providing cultural opportunities, resource materials and presentations. ● Presenting at Education and Leadership Team meetings to advise on best opportunities to support our learners. ● Offering presentations during regional professional development days. ● Attending Teacher Support Team and School Based Team meetings to provide a cultural perspective. ● Connecting staff with community resources as part of the student's learning. 	
The percentage of schools who are conducting and documenting all required emergency drills within the school year		An increase over baseline by 2018-19	<ul style="list-style-type: none"> ● COVID has delayed drills starts in schools, with lower than 100% meeting fall drill requirements ● Operations are managing the two month fire duties review and all schools are consistently complete ● It is expected that 100% of schools will complete drills for lockdown, hold and secure, and relocation prior to the end of school year ● OST Grant results: 53 students received virtual/in person tutoring 296 hours of tutoring provided. At least 8 students received credits and 3 students graduated due to the tutoring. 	<ul style="list-style-type: none"> ● 100% of schools have completed some/all expected drills to date (3 Fall drills) ● 75% have completed all drills ● 88% have completed all expected lockdown drills to date ● 54% have completed Hold and Secure drills, with a deadline of the school year end ● 42% of schools have completed relocation drills, with a deadline of school year end ● 100% of schools have completed 2 month Fire Duties review



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 2018-19	<ul style="list-style-type: none"> Improved opportunities for circuit teachers/ specialized content area teachers of small schools to participate in regional CLTs Of our 14 regional CLT dates, only 9 CLT days occurred due to COVID shutdown. 	<ul style="list-style-type: none"> Increased regional CLT participations and groupings (French, Outdoor Leadership) COVID shut down from March-June 2020 significantly impacted this work.
Improve Instructional coaching support to classroom teachers by strengthening the instructional leadership role of principals and the instructional coaching role of mentors.	2017-18	An increase over baseline by 2019-20	<ul style="list-style-type: none"> Expectation that all teachers new to schools and Region participate in coaching cycle (Literacy, Mathematics, Instructional) 	<ul style="list-style-type: none"> School Administrators partnering with SSRCE coaches to request coaching support for teachers to develop and deepen instructional strategies at the Tier 1 level.
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 2019-20	<ul style="list-style-type: none"> Continuous improvement in staffing processes Continued review of professional development trends through participation in professional development committee. 	<ul style="list-style-type: none"> Worked with DOECD to implement a new recruitment platform.



6.0 FINANCE AND OPERATIONS

Key Financial Indicators			
	2018-19 Actuals	2019-20 Actuals	2020-21 Budget
Revenue			
Province of Nova Scotia	64,484,137	68,318,277	69,044,413
Government of Canada	224,478	481,404	374,810
Municipal Contributions	18,961,500	19,274,066	19,855,427
School Based Funds	2,896,409	3,131,839	3,000,000
Other Revenues	2,077,116	2,174,859	1,591,883
Total Revenue	88,643,640	93,380,445	93,866,533
Expenditures			
Regional Management	2,476,276	2,327,509	2,491,053
School Services Administration	1,084,068	1,188,346	1,208,473
Instructional & School Services	65,987,241	68,859,924	68,934,835
International Student Program	1,271,212	1,317,460	1,183,174
Property Services	6,663,513	7,040,228	7,176,923
Technology Services	866,625	1,167,166	894,481
Student Transportation	5,752,104	5,942,294	6,305,386
School Based Funds	2,926,083	3,069,357	3,000,000
Pre-Primary Program	1,040,134	1,967,280	2,672,208
Total Expenditures	88,067,256	92,879,564	93,866,533
Annual Operating Surplus (Deficit)	576,384	500,881	
Opening Accumulated Surplus (Deficit)	3,046,686	3,623,070	4,123,951
Closing Accumulated Surplus (Deficit)	3,623,070	4,123,951	



7.0 KEY FACTS

Key Fact Category	September 30, 2018	September 30, 2019	September 30, 2020
Students			
Total Number of Students	6,449		
Average Class Size P-2	19.27		
Average Class Size 3-6	22.09		
Average Class Size 7-9	21.25		
Average Class Size 10-12	20.43		
Total Number of Classes & Sections	534		
Staff (FTEs)			
School based NSTU	520.91		
School Based Non-NSTU	209.46		
Programming Support NSTU	13.00		
Programming Support Non-NSTU	6.20		
Transportation	101.80		
Property Services	65.00		
Administration	30.30		
Technology Support	7.25		
Other Programs	24.40		
Technology			
Students/Instructional Computer	1.4		
Computers & Devices/Technician	947		
Property Services	2018	2019	2020
Total School Sq. Ft.*	1,124,306	1,124,306	1,124,306
Sq. Ft./Student*	174		
Private Operator Sq. Ft.*	104,802	104,802	104,802
Operating Costs**	6,663,513		
Operating Cost/Sq. Ft.**	5.93		
Transportation	2018	2019	2020
Total Buses on Regular Routes*	83	83	87
Total Spare Buses Operated*	24	25	30
Total Students Transported*	5,681	5736	6106
Total Student Transportation Cost**	5,752,104	5,942,294	6,248,072
Total Cost/Student Transported**	1,013	1,036	1,023
Total number of bus runs daily*	302	302	290
Average number of students/bus run*	36	38	42
Cost/Unit – Contracted**	N/A	N/A	N/A
Cost/Unit – RCE**	53,757	55,021	53,402
Total number of KM students transported*	2,764,091	2,755,941	2,819,817
Total number of KM buses traveled*	3,166,467	3,174,603	3,186,189

* As of June 30

**As of March 31



Definitions and Calculations:

Students (all based on Sept 30th statistics):

Total Number of Students: September 30 Total Enrolment (funded & unfunded)

Average Class Size P-2 = 18

Average Class Size 3-6 = 22

Average Class Size 7-9 = 21

Average Class Size 10-12 = 16

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