



Regina  
Catholic Schools

# RCSD STRATEGIC PLAN

2023 - 2026

The Regina Catholic School Division Board of Education has established this strategic plan in consultation with its stakeholders, and within the framework of our vision, mission and core commitments.



Visit Our Website:  
[www.rcsd.ca](http://www.rcsd.ca)



## ALL BELONG

2023-24

### WELCOME

*"With open arms we welcome all peoples inspired to journey with us."*

2024-25

### EMBRACE

*"With open minds we embrace all aspects of identity that shape us."*

2025-26

### CELEBRATE

*"With open hearts we celebrate all individuals as created in the image of GOD."*



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# Education Calls to Action

## #62:

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

## #63:

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

## #64:

We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

# Land Acknowledgement



We are blessed to serve, live and learn on Treaty 4 territory, traditional lands of the nêhiyawak, nahkawé, Nakota, and homeland of the Métis, Lakota, and Dakota. Collectively, we are committed to seeking the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in our communities.

## Our Leadership



**Kelley Ehman**

**Director of Education/CEO**

On behalf of the entire staff of Regina Catholic Schools, I'm proud to present the 2023-2026 Strategic Plan. RCSD has provided a high-quality Catholic education for over 120 years. This plan provides the foundation for our organization to uphold our tradition of provincial leading academic achievement.



**Ryan Bast**

**Board of Trustees Chair**

On behalf of the Board of Trustees we are proud of the strategic plan for the years 2023-2026. Our division's reputation of high-quality academic and faith learning is regularly demonstrated. As Trustees we are looking forward to continuing to witness the strategic plan in action.



*More [About Us](#) & [Our Team](#)*

## Board of Trustees

**Ryan Bast**  
Chair

**Greg Fischer**  
Deputy Chair

**Vicky Bonnell**

**Rob Bresciani**

**Bob Kowalchuk**

**Shauna Weninger**

**Darren Wilcox**



*Regina Roman Catholic Separate School Division #81 exists so that, students will be informed, responsible citizens, living the teachings of Jesus through the Catholic faith and building the Kingdom of God. This is accomplished through staff who are committed to the teachings of the Catholic faith, and with a responsible stewardship of resources.*



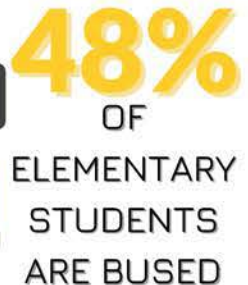
23 ELEMENTARY SCHOOLS  
4 HIGH SCHOOLS  
4 SPECIALIZED SCHOOLS



**1687 Employees**

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910 Teachers  
63 Administrators  
395 Support Staff  
80 Facilities  
239 Substitutes



# OUR

# FAITH



The Regina Catholic School Division (RCSD) believes that every child whose family wants to pursue faith, has a right to a Catholic education in an atmosphere in which the Gospel values of Jesus Christ are lived and taught. The Board recognizes that the excellent Catholic education students of the RCSD are receiving is due, in large part, to the dedication and quality of its staff. The belief statements of our school division are:

1. We are called to develop and deepen our relationship with God, self, family, and community.
2. We have a responsibility to strive to exemplify the message and vision of Jesus Christ and promote these gospel values and Catholic teachings.
3. We are an instrument of the local church that evangelizes, educates, and fosters the formation of a healthy and morally sound lifestyle.
4. All people are interdependent.
5. Our community (students, parents/guardians, trustees, staff, clergy, and supporters) has a right to have input into major decisions that affect our education community.
6. All people have unconditional worth and an irrepressible human dignity.
7. All people have a right to an education.
8. All people have a moral responsibility to create a better world.
9. Education is a personal, lifelong, truth-seeking journey that supports all facets of human development.

**Blessed Sacrament - Christ The King - Champion College Chapel - Holy Child - Holy Cross  
Holy Family - Holy Rosary Cathedral - Holy Trinity - Little Flower - Our Lady of Peace  
Paroisse Saint-Jean Baptiste - RCMP Chapel Depot Division - Resurrection  
St. Anne - St. Anthony - St. Cecilia - St. Martin de Porres - St. Mary - St. Peter**

# DIVERSITY EQUITY INCLUSION & ACCESSIBILITY

The Regina Catholic School Division listens to and values the opinions of its employees, students and families. We are committed to fostering an inviting, diverse and inclusive environment for all. Our mission “to work with the community and the local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of informed, responsible citizens”, is the foundation for understanding, growth and action in creating an inclusive, socially just and informed workforce grounded in faith. Our values of Accountability, Collaboration, Honesty, Integrity, Respect and Wellness further support the call to cultivate a diverse organization while honouring the teachings of Jesus Christ.

Our faith is built on the belief that to be Catholic is to see the beauty of God in all creation and all humanity as made in God’s image. We resolve to honour and embed all elements of diversity, equity and inclusion in our organization.



The Regina Catholic School Division is committed to supporting the mental health and well-being of our students and staff. This theme resonated throughout stakeholder engagements conducted for the strategic plan, and a variety of other feedback loops. The division also administered the *Guarding Minds at Work* employee survey in October 2022 which captured the thoughts of 350 staff members. The results of data gathering have informed strategies and initiatives for our staff and students, in conjunction with the related local and provincial priorities.



# Mental Health & Well-Being

## Foundational Commitments



### Vision

The Vision of the Regina Roman Catholic School Division is to provide a quality Catholic education that is faith-based, student-centered, and results-oriented.

### Mission

The Mission of the Regina Roman Catholic School Division is to work with the community and the local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of informed, responsible citizens.



educational  
partners

community partners

family

engagement

students

catholic school  
community councils (CSCC)

Board of  
Trustees

student trustees

executive council

staff

church leaders

civic partners

# Core Commitments to Students & Families



## **Catholic Communities of Faith**

The school community understands, nurtures and supports the value of Catholic education.



## **Literacy / Numeracy**

Students meet or exceed grade level expectations in reading, writing and mathematics.



## **Equitable Opportunities & Transitions**

Student diversity, well-being and overall development is supported.



## **Essential Skills & Practices in 21st Century Education**

Students develop and share their skills, gifts and knowledge.



# Goals

## **Trustees, staff and students demonstrate commitment to the Catholic faith.**

- Trustees, staff and students can articulate the Catholic faith through their words and actions.
- Trustees, staff and students are servant-leaders, and proclaimers of our Catholic faith.
- Trustees, staff and students demonstrate commitment to the teachings of Jesus Christ through the welcoming and accompaniment of all in our school communities by celebrating Diversity, Equity, Inclusion and Accessibility.
- Trustees, staff, and students demonstrate a commitment to Truth and Reconciliation.
- Trustees, staff and students demonstrate stewardship of talent, treasure and time.

## **Students have foundations for success.**

- Students demonstrate achievement consistent with curriculum requirements.
  - Students demonstrate continuous academic growth.
  - Students demonstrate proficiency in the use of technology.
  - Students demonstrate an understanding of Catholic values and social teachings.
- Students demonstrate social skills for success.
- Students make positive healthy choices.
- Students are engaged in learning.
- Graduates are able to meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
- Students have an environment conducive to learning.

## **The community understands and supports the value of Catholic education.**



# Enterprise Risk Management (ERM)

## Top 2025-26 risks as identified by our Trustees and Senior Administration



### Privacy & Cybersecurity

There is a risk that RCSD may incur privacy breaches or cyber-attacks (including ransomware) directly or via partners resulting in legal or reputational impacts.



### Recruitment & Retention of Staff

There is a risk that RCSD may struggle to recruit and retain enough qualified staff—including teachers, caretakers, Educational Support Staff, and other critical roles—especially in specialized areas such as French Immersion, Inclusive Education, and EAL. Increasing substitute shortages and heightened competition from the recent provincial budget could affect service levels, student supports, program continuity, and overall division operations.



### Labour Relations

There is a risk that RCSD's relationships with CUPE Local No. 1125, LINC, or the unions themselves could deteriorate, affecting operations. This may arise through negotiations, grievances, labor disruptions, or loss of trust. Recent provincial negotiations and new PCBA Article 17 reporting requirements may increase tensions, complexity, and administrative workload if not managed effectively.



### Aging & Capacity of Facilities

Many RCSD schools are nearing full capacity with limited ability to expand, creating risks of larger class sizes, boundary changes, and safety concerns. In addition, several facilities are aging, leading to increased repair needs, roof and asbestos issues, air quality concerns, and accessibility challenges. Together, these factors risk facility degradation, higher costs, and a diminished learning environment.



### Duty to Accommodate - Students

There is a risk that the RCSD is not equipped or funded to accommodate the growing number of complex and changing needs being presented by families to schools and staff (extreme behaviours, autism, unspecified learning problems, sexual identity, etc.) and accommodating them may be disruptive to the RCSD's core educational goals. Accommodations based on recommendations or restrictions may result in higher costs, increased resource demands, and additional training requirements to best support our students and their educational needs.



### Financial Management

There is a risk that RCSD may not have the fiscal capacity to sustain programs and services due to rising costs, limited funding increases, and one-time expenses. Ongoing financial pressures could deplete reserves, reducing flexibility to respond to unforeseen events, fund priorities, and maintain long-term stability.

## Planning Process & Timeline

To develop the 2023-26 Strategic Plan, we used our Division Goals and Core Commitments to Students and Families as a foundation that will drive our work forward, considering where our students are currently to determine where we want to go. We began by hosting staff and parent sessions to gather feedback on the early drafts of the new Provincial Education Plan to ensure alignment with our local plans. We then engaged more than 1000 family members, staff members and senior students to gather their feedback on our most recent strategic plan with specific attention to the mission, vision and priorities. Data gathered via multiple ThoughtExchange engagements was collected and shared back via the Community Hub website which hosted the responses of each exchange, and included responses from administration on many of the highest rated thoughts.

This Strategic Plan is built on the principles of transparent communication and engagement with our stakeholders, a commitment we believe will ensure the continued success of our students and attend to the needs of our workforce.

September 27, 2022

Provincial Education Plan - town hall to share initial draft with staff and stakeholders. Feedback collected, reviewed by the Board & Senior Administration, then provided to the Ministry of Education

January - February, 2023

Board and Senior Administration reviewed the current strategic plan in the context of the current draft of the forthcoming Provincial Education Plan

March 23-April 1, 2023

Staff and community exchanges requesting feedback on vision, mission, priorities, and other components of the current strategic plan

May 1, 2023

Staff and stakeholder exchange insight to action report shared with entire RCSD community

May 2023

Senior student engagement

June 2023

Updated draft of RCSD Strategic Plan shared for feedback

August 2023

Updated draft of RCSD Strategic Plan shared for feedback



mental support sizes class wellbeing families education language

good inclusion diversity focus based help teaching reading vision mission

statement children priority child writing great fine health expect areas important perfect goals catholic

behind kids faith learning math look french

# WHAT WE HEARD...

Mental health is a priority and meaningful work needs to be done to ensure that students are supported in a safe and inclusive environment for all students, including 2SLGBTQIAP+.

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Communication between parents, teachers, and students is vital and will be improved.

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Diversity and inclusivity will be addressed in alignment with Catholic teachings.

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Student-centered, strengths-based education will be the foundation.

We are committed to providing a high-quality Catholic education that is faith-based and student-centered.

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We are aware of the need for increased support for our refugee students, and are exploring ways to provide additional resources and services.

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We acknowledge the feedback provided by participants regarding the vision statement, mission statement, core commitments, and seven priority areas.

We are committed to providing adequate resources and personnel to support special education students.

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We are committed to ensuring that our Catholic system is strongly supported and that the faith and Catholic community are promoted.

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We are committed to providing a comprehensive education that includes physical, mental, spiritual, and cultural values.

We are committed to providing adequate mental health support for both staff and students.

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We have taken note of the feedback provided and are actively considering how to best address the issues raised.

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We are committed to providing a safe and inclusive environment for all students, including 2SLGBTQIAP+.

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We will ensure that our strategic plan is actionable and that our objectives are measurable.

# Priority Levels



## Level 1 Provincial

**Indigenous  
Education**

**Mental Health &  
Well-Being**

**Student  
Transitions**

**Learning &  
Assessment**



## Level 2 Division

**Faith Permeation**

**Early Years**

**English as an Additional Language**

**Graduation Rates**

**Indigenous Education**

**Mental Health & Well-Being**

**Reading, Writing & Math**



## Level 3 School

**Data Informed Locally  
Developed Goals**

**Responsive to  
Level 1 & 2 Priorities**

# Government of Saskatchewan

## 2023-2030 Provincial Priorities - Level 1

The long-term Provincial Education Plan (PEP) represents a commitment to Saskatchewan students and their families. The focus of the plan is on supporting students in learning what they need for their future, to ensure students feel safe and supported, and that they belong, are valued and can be themselves in their schools, families and communities.

The long-term provincial education plan will focus on the needs of all Prekindergarten to Grade 12 students. This plan reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's Growth Plan – The Next Decade of Growth 2023-2030 and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the K-12 system toward participation in future learning, work, career, entrepreneurship and adult life.



# 2023-2030 Provincial Priorities - Level 1

## Priority Areas

Four priority actions of equal importance will be undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, priorities shift and we adapt to the ever-changing landscape of education.

### Indigenous Education

Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#).

- Achieving the Inspiring Success vision and goals will support the achievement of success for Indigenous students and an equitable and inclusive system that benefits all learners.
- This work will promote local action, develop measures to track progress and ensure effective practices are implemented and shared.
- Working toward an inclusive workforce strategy and continued efforts to include Indigenous voices in all areas of education will be important to this work.

### Mental Health & Well-Being

- [Enrich and enhance mental health and well-being capacity in students.](#)
- [Support Saskatchewan students experience toward a positive sense of belonging and connection while feeling safe in their schools.](#)
- [This work will create common language so that students, parents/guardians, teachers and administrators can speak openly and clearly about mental health and well-being.](#)
- [School systems will work to share effective practices and develop a planning tool to make a difference at the local level for the benefit of more students.](#)
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### Student Transitions

Foster connections for learners and their families while supporting transitions as learners enter and progress through school to graduation and determine a life pathway.

- Engaging families and caregivers from school entry throughout a child's education is an important focus of this action.
- Actions in this priority will support student attendance and engagement, particularly during key transition points.
- Through the work of this action, every student will have a plan for graduation that will prepare them for their career and life pathways.

### Learning & Assessment

Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

- A provincial assessment plan will focus on improving student results.
- The plan will include assessments at pivotal points to better support each student's learning.
- It will build on and support the valuable work of teachers by providing precise and timely information to guide instruction.

## Division Priorities Detailed Implementation Plans (DIP) Level 2

Regina Catholic School Division is committed to the seven priorities listed. Administration creates Detailed Implementation Plans (DIPs) which detail actions, deliverables and measures for each priority. The priorities are aligned with the *Provincial Education Plan* while adding essential local context. Each priority is assigned a primary owner from the senior administrative team and expert advisors from the Division's Achievement Team which is made up of coordinators and consultants. Principals act as secondary owners on the priority of their choice. The DIP concept holds staff accountable to execute the actions and meet the deliverables by including voice from all aspects of our leadership team.

The DIPs are reflected in each School Improvement Plan (SIP) which also includes locally determined goals in response to the uniqueness of each school community. The SIP is co-created with staff and supported by the Catholic School Community Council.



**Faith  
Permeation**



**Early  
Years**



**English as an  
Additional  
Language**



**Graduation  
Rates**



**Indigenous  
Education**



**Mental Health &  
Well-Being**



**Reading, Writing  
& Math**

# DIP - Faith Permeation

## Actions & Deliverables:

### Faith Formation

1. Facilitate new teachers' faith formation.
2. Catholic Education Centre (CEC) staff faith retreat.
3. Provide opportunities for staff faith leaders to plan each school's faith calendar of events.
4. Maintain a liturgical resource library for staff.
5. Student retreats for all schools.
6. Support Diversity, Equity, Inclusion, and Accessibility through Catholic faith — including support of the division DEIA committee and close collaboration between the Coordinator of Religious Education and the DEIA Lead.
7. Staff retreats for all schools.
8. Provide faith formation for classroom teachers who do not have two university religion classes through the Growing in Wisdom and Grace series.

### Faith Permeation

1. Our school division's faith theme — All Belong: Welcome, Embrace, and Celebrate — will permeate all school activities.
1. Lead daily prayers.
2. Celebrate Mass twice yearly in schools, with additional liturgies as appropriate.
3. Integrate faith permeation into subject areas.
4. Emphasize Catholic social justice teachings.

### Faith Community Partnerships

1. Create opportunities for parish and Archdiocese linkages.
2. Collaborate with faith community partners, including Visitation House, Marian Centre, Santa Maria, Archdiocese, Souls Harbour/Food Bank, Miriam Family, and Campion College.



# DIP - Early Years

**SMART Goal: Children aged 0-6 years will be supported in their development to ensure that 85% of students exiting Kindergarten are ready for learning in the primary grades.**

## Actions & Deliverables:

1. PreK data submission once per year.
2. Kindergarten data submission.
3. School data meetings throughout the year to discuss Early Years assessments and plan for Tier 1, Tier 2, and Tier 3 supports.
4. School and Early Learning & Literacy Consultant informal data conversations and collaboration twice per year.
5. Achievement Team will meet 3 times during the year to analyze data and create a summary to share with Area Superintendents. Data will then be shared with schools.
6. Use of a digital portfolio to document growth, facilitate student reflection and strengthen family engagement.
7. Invite families to participate in their child's learning (kindergarten orientation, family engagement events, take-home kits).
8. Instruction in phonological awareness.
9. Professional development targeting early learning instruction responsive to student needs.
10. Every school will actualize the Tiered Continuum of Supports.
11. Tier 3 and Tier 4 instruction responsive to student needs:  
SST meetings to develop plans, including further Tier 2 and Tier 3 adaptations, interventions, and supports.



# DIP - English as an Additional Language (EAL)

**SMART Goal: 70% of Grade 2 to Grade 12 EAL students with global Common Framework of Reference (CFR) levels of A1.1 to A2.2 who have been receiving EAL support for at least a year will increase one global CFR level.**

## Actions & Deliverables:

1. School administration and coordinator will collaborate as needed throughout the year.
2. Professional development for administrators will be delivered, focusing on collaboration.
3. Schools will improve family engagement with a focus on overcoming language barriers, create inclusive conversations, and promote higher participation.
4. School administration will regularly collaborate with EAL teachers.
5. Professional development for teachers will be provided by the EAL teacher at every school.
6. EAL teachers will submit CFR data twice per year.
7. EAL teachers and the Multilingual & Multicultural Coordinator will engage in data-driven conversations and collaboration three times per year.
8. EAL teachers will support second language acquisition learning using a push-in model in grades 1 to 8.
9. EAL teachers will provide pull-out support, as needed.
10. EAL teachers develop language-rich portfolios and digital activities for their students.
11. EAL teachers will have a focus on smooth transitions to high school.
12. Professional development will focus on the Literacy Playbook .
13. Supports provided for Tier 2 & Tier 3 students using a push-in model once per year in a four to six week block.



# DIP - Graduation Rates

**SMART Goal: RCSD overall graduation rate of 90%. First Nations, Métis and Inuit (FNMI) graduation rate of 75%.**

## Actions & Deliverables:

1. **Overarching Alignment with Division Strategic Plan** - All graduation initiatives will align with RCSD's Portrait of a Graduate and be embedded into parent and course selection meetings to ensure shared understanding and support division priorities.
2. **Grade 9 Transition Initiatives** - Support a smooth transition to high school through Spend-a-Day events, parent nights, school tours, orientation activities, and resources such as the Survival 101 manual and summer camps.
3. **Academic Integrity** - Promote academic integrity by implementing school-based AI policies, while aligning codes of conduct with Ministry directives on cell phone use.
4. **Graduation Checklist and Credit Tracking** - Ensure student success through regular reviews of graduation checklists, consistent credit tracking by guidance counsellors and Indigenous Advisors, and alignment with Ministry graduation and ELA requirements.
5. **Intervention Supports** - Strengthen student success through peer tutoring, outside tutor referrals, counselling, attendance tracking, credit recovery plans, Record of Adaptations (ROAs), Edsby group monitoring, and exam room support, while piloting the Classroom Complexity Teacher role, using data to measure impact and guide improvements.
6. **Student Support Team Monitoring** - Weekly meetings to track students requiring support (academics, attendance, behaviour).
7. **Mental Health Training & Capacity Building** - Strengthen student well-being by ensuring all counsellors and administrators complete Mental Health First Aid training and by providing resources and professional development to enhance mental health literacy across all high schools.
8. **Mental Health Training** - Build capacity to support student well-being by ensuring all counsellors and administrators complete Mental Health First Aid training.
9. **Mental Health Capacity Building (MHCB)** - Support student well-being by providing resources and professional development to strengthen mental health literacy across all high schools.
10. **Daily Mindfulness Practices** - Foster well-being by implementing daily mindfulness practices in all high schools and at St. Luke, with a focus on Grade 9 and 10 students.
11. **Supporting Student Assessment Guidelines** - Ensure consistent and effective assessment by annually updating RCSD Secondary Guidelines, reviewing gradebooks twice yearly, and providing professional development on best practices.
12. **Edsby Gradebook Student & Parent Portal** - Empower students and parents by providing instructions and reminders each semester on accessing Edsby for attendance, assignments, and grade tracking.



# DIP - Indigenous Education



**SMART Goal:** As a division and schools on Treaty 4 territory, we will embrace truth and work toward reconciliation. Annually, the Regina Catholic School Division will walk together with Indigenous peoples and engage in Indigenous ways of knowing and doing in a good way.

## Actions & Deliverables:

1. All teachers will embed Indigenous ways of knowing and doing into curricula.
2. Treaty education will be taught in grades K to 12.
3. All students and staff will gain a better understanding of Indigenous Spirituality or ceremony by learning about Indigenous traditional ways of doing or learning from the land in partnership with Elders and Knowledge Keepers.
4. Indigenous High School Advisors will support students and families to build relationships with schools, focusing on attendance and graduation rates.
5. Connect Indigenous learners with language through the Métis & Michif Language Early Learning Initiative.
6. Schools will create an environment for success where students feel supported.
7. Develop a recruitment and retention strategy to accurately reflect the school division student population.
8. RCSD will reaffirm our commitment to the Truth & Reconciliation Calls to Action 62 to 64 each year.
9. All staff will participate in required PD.
10. All Grade 10 students will take part in a Blanket Exercise.
11. The Indigenous Education Responsibility Framework will be used to support Indigenous Learning for All, Indigenous learners, and Truth and Reconciliation.



## DIP - Mental Health & Well-Being

**SMART Goal: All schools in RCSD will use division and community resources to support Mental Health and Well-Being.**

### **Actions & Deliverables:**

1. Division Culture - Staff - Create a safe, inclusive, caring, and positive school culture and climate for staff.
  - Facilitate and promote relationship building. Division wide gatherings and activities.
  - Facilitate and promote spiritual and emotional resources for staff wellness; HR Scroll, which will include a *Character Strong* section in their monthly notices.
2. School Culture - Staff - Create a safe, inclusive, caring, and positive school culture and climate for staff.
  - Provide staff with opportunities for Mental Health Capacity Building (MHCB) committee and the Indigenous ways of knowing. TRC committee will meet and plan ways to embed Indigenous ways of knowing into division-based resources.
  - Schools will establish an Assessment of Risk to Others (ARTO) Team which will have the opportunity to participate in professional development. Teams will take time at staff meetings as needed.
3. Share Division and community resources:
  - HR Scroll, Downtown Express, Ministry of Education Bi-Weekly Bulletin Board resources.
  - *Character Strong* Shorts will be incorporated into one staff meeting per month, linked to the meeting agenda. Establish with schools that *Character Strong* is not optional. As a division-wide resource, schools will actualize the resources for positive mental health and resilience in the school/classroom.
4. Create a safe, inclusive, caring, and positive school culture and climate for students.
  - Schools participating in Positive Behavior Interventions and Supports use the framework throughout the year while embedding *Character Strong* resources.
  - The TRC/Indigenous ways of knowing committee will collaborate with the School Culture/MHWPB committee to embed Indigenous ways of knowing into the *Character Strong*/Mental Health Capacity learning.
5. Implement Social and Emotional Learning instruction into the classroom using *Character Strong* in Elementary to deliver this action and, High schools will expand the Mental Health Capacity program.
  - Schools will ensure that they designate a *Character Strong* Champion/Leadership team.
6. The Dr. Martin LeBoldus Catholic High School MHCB Coordinator will collaborate with the School Support Specialists in the other high schools to share MHCB resources.

# DIP - Reading, Writing & Math

**SMART Goal: 75% of students will be at or above grade level in reading, writing and math (number strand only).**

## Actions & Deliverables:

### Responsive Instruction & Assessment

1. Use of portfolios to document growth in a variety of ways, facilitate student reflection and assessment, and strengthen family engagement.
2. Every school will actualize the Tiered Continuum of Supports.
3. School data meetings a minimum of three times per year to discuss data and plan for Tier 1, Tier 2, and Tier 3 supports; meeting and action plan is reflected on the School Improvement Plan (SIP).
4. Achievement Team (AT) will meet three times per year to analyze data and create a summary to share with Area Superintendents. Data will then be shared with schools with opportunities to book AT members to discuss further.
5. Leverage 1:1 devices to enhance student engagement, personalize instruction, and support curriculum-aligned learning.

### Reading

1. Utilize universal screening strategies to detect areas of potential concern related to reading acquisition. Utilize this screening process three times per year.
2. Utilize French universal screening strategies to detect areas of potential concern related to reading acquisition. Utilize this screening process three times per year.
3. Utilize universal screening strategies to detect areas of potential concern related to reading acquisition, including a screening period with early detection and intervention as key considerations in Grades 4-8.
4. Professional development targeting literacy instruction responsive to student needs.
5. Use progress monitoring to inform responsive literacy instruction in Grades 1 to 3 with early detection and intervention as key considerations.
6. Tier 3 & Tier 4 reading instruction responsive to student needs.
7. Utilize a research-based and evidence-based phonics program for core instruction in primary grades and intervention with struggling readers in any grade.
8. School UFLI Leads to support new teacher/new to grade training (using I DO, WE DO, You DO framework).
9. Create 'Reading 101' on the division portal to provide information on research and evidence-based practices related to reading instruction and assessment.

### Writing

1. Writing assessment data submission two times per year.
2. French language arts writing data submission two times per year.
3. Professional development targeting writing instruction responsive to student needs.
4. Writer's Workshop reflected on the weekly schedule, grades 1-8. Teaching a minimum of one division-developed writing unit during the year (English program).
5. Tier 3 & Tier 4 writing instruction responsive to student needs.

### Math

1. Number strand data collected throughout the year.
2. Teachers utilize pre-assessment prior to teaching grade level outcomes to address knowledge gaps.
3. Professional development targeting numeracy instruction.
4. Year three implementation in K-8. English and French Immersion, of a three-year roll out for the new math resource (MathUp).



# School Priorities School Improvement Plans (SIP) Level 3



**Regina  
Catholic Schools**

## MISSION

The Mission of the Regina Roman Catholic School Division is to work with the community and the local church to provide a quality Catholic education which respects the diversity of all staff, students and families and fosters academic excellence and the development of informed, responsible citizens.

## VISION

The Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered, and result-oriented.

# SCHOOL IMPROVEMENT PLAN

**School Name:** Select from dropdown

### RCSD COMMITMENTS



### LEVEL 1 PROVINCIAL PRIORITIES



### LEADERSHIP

**Principal Name:**

**Vice-Principal Name:**

**CSCC Chair Name:**

**Area Superintendent Name:**

- Responsive to Level 1 Provincial and Level 2 Division Priorities.
- Locally determined goal based upon data analysis.
- Schools are committed to involving their local CSCC voices to be part of their Improvement Plans.



# Portrait of a Graduate

## RCSD graduates are...

### 1. Ethical Global Citizens

- Demonstrate compassion, empathy, and a sense of purpose rooted in Catholic teachings.
- Value and respect diversity amongst all peoples and foster inclusive environments, actively engaging in matters of justice, and equality.
- Utilize knowledge and skills to champion positive change and advocate for self and others.
- Build meaningful, supportive relationships and effectively use personal, community, and professional resources.

### 2. Open-Minded Critical Thinkers

- Empathize with the perspectives of others.
- Act responsibly in promoting personal beliefs and ethics by seeking and reflecting upon new experiences and ideas.
- Critically consume, share, and act on information with integrity and clarity of impact.
- Employ a reflective, flexible, and growth-oriented mindset to resolve challenges and pursue opportunities.

### 3. Resilient Life-Long Learners

- Exhibit resilience and purposeful planning to achieve short and long-term goals.
- Welcome and apply constructive feedback for personal and professional improvement.
- Apply past learnings, skills, and experiences to solve problems critically and creatively in new areas.
- Accept personal responsibility and demonstrate life-long learning as they face the opportunities and challenges beyond high school.

### 4. Effective Communicators

- Proactively lead and collaborate with people across diverse backgrounds to achieve shared goals.
- Effectively convey messages in multiple mediums or languages.
- Engage actively and respectfully in interactions with others.



## Future Ready!



**Regina  
Catholic Schools**

# THANKYOU

Thank you for your interest in the Regina Catholic School Division. As we strive to meet the goals and priorities delivered in our Strategic Plan, we value your feedback and commit to having open lines of communication. Please watch for upcoming opportunities to participate in future communication engagements.



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