

Regina Public Schools

*Learning
Improvement Plan*

2013-2014

Winston Knoll Collegiate



Section One:
School Context

Demographics – Winston Knoll Collegiate has served the northwest area of Regina since 1996. Winston Knoll Collegiate currently has 1033 students enrolled. It offers a comprehensive 9-12 program. Winston Knoll Collegiate’s attendance area extends from North of 9th Avenue North and West of Pasqua Street. However, Winston Knoll Collegiate has had open boundaries and if registered prior to June of 2013, students from all areas of our city do attend.

School Programs and Services- Winston Knoll Collegiate has approximately 100 staff, and currently has a full time teaching equivalency of 66.5. The school offers an *Advanced Placement Art* program and an honours math program. Students have the opportunity to take post secondary classes through the University of Regina while still attending high school. Winston Knoll works collaboratively with the U of R to offer Sociology 100, English 100 and Mathematics 110 in our school. We also host SIAST Programs. The Advisory Program, now operating in all Regina Public High Schools, originated at Winston Knoll Collegiate in 1996 and is currently the only Advisory Program in the city where a student may earn a credit for work completed. Winston Knoll Collegiate offers a complete extra-curricular program which includes over 60 teams and clubs.

Winston Knoll Collegiate has 3.5 Learning Resource teachers and a Transitions Room program. Winston Knoll Collegiate also has 3 Functionally Integrated Academic Programs and a Developmental Classroom to meet the special needs of students.

School Governance Structure- Winston Knoll has a Learning Council comprised of a Principal, Vice Principal, two Learning Leaders and nine Core Leaders. There is a very active Student Representative Council led by a school Mayor and Deputy Mayor, with student representatives from each grade. The Winston Knoll School Community Council has a full slate of members and works in an advisory capacity to advise and support the school in all areas of its learning and extracurricular programming.

Our Learning Improvement Plan is designed to address each of the four continuous improvement priorities set out by Regina Public Schools and to achieve realistic, effective and incremental improvements in student results while promoting Regina Public Schools shared values of I belong; I want to know; I am responsible; and, I respect.

There are **three division level** targets that apply directly to WKC at the high school level:

- By 2017, the gap between performance of First Nations and Métis students and all Regina Public Schools students will have been reduced by 10% on all measures of achievement, including graduation.
- By 2017, the grade to grade transition rate for all students in grades 8 through 12 will be 95%.
- By 2017, the graduation rate in Regina Public Schools will be 80%.

Section Two:
Continuous Improvement Framework and School Goals

I. Continuous Improvement Priority: Higher Literacy and Achievement

Specific Goal:

95% of our student body will achieve sufficient credits required to complete their current grade level on target.

Measurement:

We will monitor all students continuously through TAG teachers (new Advisory expectations strongly promoted) and powerschool reports at the end of each semester.

Attainability:

This goal is attainable when considering our graduation rate of 92% last school year, our focus on improving advocacy for students through our TAG (advisory) program, plans to use some of our PL days on achievement in targeted areas, increased focus on the transition from grade nine to grade ten, the active Student Achievement Committee, and our long term expansion plans for both our Transitions Program and our Credit Completion program. At noon hour we offer a general homework room and a specific math help space.

Results Expected: Subject specific teachers will be working collaboratively to look at the ability levels of all students in their classes. A team approach will be used to plan for individual student growth by providing opportunities for enrichment, adaptations and alternate credit attainment. Tier one interventions will increase and a greater variety of opportunities to demonstrate learning outcomes will become available in our classrooms at Winston Knoll Collegiate.

Time Line:

August 27, 2013	Memo on Advisory Role presented to staff. All teachers review cumulative records for their TAG class. Cumulative Review Checklist due September 6 th .
October 15-25, 2013	Admin review of school wide achievement data and action planning
December 3, 2013	Grade Ten Team Achievement Review: Planning for semester two credit recovery or regrouping.
January 8, 2014	Science 10 Team Achievement Review: collaboration and action planning.
January 30-Feb 13	Admin review of school wide achievement data and action planning
March 17-31, 2014	Admin review of school wide achievement data and action planning
April 30, 2014	Grade Nine Team Achievement Review:
May 26, 2014	Grade Twelve Team Achievement Review and Action Planning
June 2014	Admin review of school wide achievement data and action planning

SAC will meet Thursdays at noon on a weekly basis.



Specific Goal:

80% of our students will be meeting expectations on questions two and five of the RAD assessments.

Measurement:

October 2013 Pre-RAD data available to be compared with June 2014 Post-RAD data.

Attainability: Grade nine teachers devised a specific RAD strategy to move students forward specifically in our two weakest areas: Comprehension: Retrieving Information (question 2) and Post Reading Comprehension Strategies (question 5). Grade ten ELA teachers are planning individually to address these same two areas.

Results Expected:

with continuous focused instruction we will improve our results on questions two and five school wide.

Time Line:

October 2013	Pre-RAD data available
November 2013	set RAD goal with Learning Council based on results from the pre-assessment.
December 2, 2013	Grade 9 Achievement Meeting: RAD on agenda
December 3, 2013	Grade 10 ELA Achievement Meeting: RAD on agenda
2013-2014 RAD	strategy: implemented beginning January, 2014
May & June 2014	Post-RAD administered
June 2014 Post-RAD	data available

Specific Goal: Development of a Digital Learning Plan.

Measurement:

2014 we will review and prepare a formal report on our current use of technology for learning.
2017 we will develop a formal digital learning plan for future direction.

Attainability: A group of teachers who are interested in being more innovative in using technology for learning and for communication at Winston Knoll Collegiate will begin meeting each week Fridays at noon.

Results Expected: We will identify what ways technology is currently enhancing learning at Winston Knoll and where we want to improve. We will form a clear direction and plan for technology use at Winston Knoll in the future.

Time Line:

2014 we will review and report on our current use of technology for learning.
2017 we will develop a formal digital learning plan.

II. Continuous Improvement Priority: Equitable Opportunities and Outcomes for All

Specific Goal:

Identify current performance gaps (in credit attainment, graduation rate, GPA, RAD/VAA) between self-declared FNM students and all WKC students. Close the gap 10% by 2017.

Measurement:

We will continue to encourage students and parents to self-declare.

We will monitor student achievement each reporting period paying special attention to our FNM students.

This year we will gather baseline data comparisons in the areas of credit attainment, GPA, RAD/VAA:

- We will compare the average number of credits attained by FNM students this school year with the total WKC population by grade and overall at the end of each semester.
- We will compare the average GPA of our FNM students to the GPA of the WKC total student population by grade and overall at the end of each semester.
- We will compare RAD/VAA levels between our FNM students and our total WKC population by grade after each assessment.

We will compare the graduation rate of our FNM students last year to the graduation rate this year. Last year 80% of our self declared FNM students graduated on time.

Attainability:

The FNM graduation rate from June, 2013: 16/250 graduates self declared (6.4%). We had a total of 21 self-declared students out of a total of 272 grade twelve students who began the year at WKC August of 2012. FNM students accounted for 5.8 % of our total grade twelve class. Four did not graduate and one was in our FIAP program. 80% of our mainstream FNM students graduated grade twelve in June of 2013. Two finished in Summer School. The graduation rate for all Winston Knoll students was 92% in June, 2013.

By June 2017 our goal is to graduate 90% of our FNM students.

Attainability will increase by close monitoring of FNM students and therefore increased interventions, informing staff of who our self-declared FNM students are and having the data presented as a standing agenda item to the whole staff on each system staff meeting/PD day, increased home/family contact, continued use of our elder in residence, continuation of our TAWOW ceremonies, expansion of special programs to support struggling students, increased support for staff to collaborate and develop professionally in ways that enhance our program for our FNM students.

Results Expected:

90% of the 23 self-declared FNM students from the class of 2017 who remain at WKC will graduate on time.



The gaps which will be identified in the measures of credit attainment, GPA, RAD/VAA levels between our FNM students and the total school population will also close by 10% for those same students.

Time Line:

Continuous/ongoing monitoring and interventions for all four years especially at each reporting period and following each system assessment.

October 15-25, 2013	Admin review of school wide achievement data and action planning
November 28-Dec 5	Admin review of school wide achievement data and action planning
January 30-Feb 13	Admin review of school wide achievement data and action planning
March 17-31, 2014	Admin review of school wide achievement data and action planning
June 2014	Admin review of school wide achievement data and action planning
June 2017:	Graduation Day

Specific Goal:

All EAL students level four or below will have tutorial supports offered to them and all EAL students will be monitored each reporting period.

Measurement: We currently have 53 EAL students at WKC (5% of our total school population). We currently have 15 EAL students being supported in a tutorial class (28.3% of our total EAL population).

Attainability:

is increased by delegating one LR Teacher two periods a day (one and four) specifically to support EAL learners.

Additional student and staff support is being provided by our SSWIS (Settlement Support Worker In Schools) through Regina Open Door Society who will be at WKC every second Tuesday this school year. She can be accessed through the referral process as presented to staff.

Results Expected: Students will be closely monitored and supports will be offered promptly when struggling students are identified.

Time Line:

Friday October 4 th	SSWIS worker Presentation to whole staff (to be accessed by referral form).
Tuesday October 8 th	first day of SSWIS worker being at WKC (ongoing every second Tuesday).
October 15-25, 2013	Admin review of school wide achievement data and action planning
November 28-Dec 5	Admin review of school wide achievement data and action planning
January 30-Feb 13	Admin review of school wide achievement data and action planning



March 17-31, 2014	Admin review of school wide achievement data and action planning
June 2014	Admin review of school wide achievement data and action planning

Specific Goal:

By June 2014 all FIAP students will be enrolled in at least one mainstream class, which includes TAG. One mainstream TAG will partner with the Developmental Center for at least one TAG class per week for Reading Buddies.

Measurement:

November 2013	Review student timetables
November 2013	Review mainstream timetable
November 2013	Organize integration classes for students who were not integrated in semester one.
May 2013	Review process with colleagues

Developmental Center will track dates of integration for semester one and two.

Attainability:

A number of teachers have been carefully identified who are willing to support the integration of FIAP students. We have also identified 7 seven classes that are students can achieve success in.

Results Expected:

It is expected that at least 29 out of a total of 31 students will be integrated in at least one mainstream class. Students who do not attend regularly will be integrated when classes are available and it is beneficial for the students.

Time Line:

August 2013:	Reviewed mainstream timetable for available classes
August 2013:	Developed FIAP timetable around integration and educational assistant availability
November 2013	Review student timetables
November 2013	Review mainstream timetable
November 2013	Organize integration classes for students who were not integrated in semester one.
May 2013	Review process with colleagues

Developmental Center will track dates of integration.

III. Continuous Improvement Priority: **Smooth Transitions into and through the System**

Specific Goal: Winston Knoll will be pro-active in preparing students for transitions into high school, between grades and finally to post secondary education and/or the work force. 100 % of grade 12 students will leave Winston Knoll with a completed exit plan.

Measurement: TTFM data, credit attainment and GPA data, promotion of and monitoring myBlueprint progress, grade twelve exit survey data, Transition Room data, Credit Completion data, Grade nine Re-entry outcomes.

Attainability:

will be increased by a continued focus on our grade 8 transitions to grade 9 but more focus will be on moving students into and supporting them during the grade ten year (with a new re-entry program to aid struggling students and two grade ten achievement reviews using PL time), re-emphasis on the TAG teacher as the student advocate, continued encouragement for students to consider CRP/Trades and Skills programs, continued partnerships with U of R and SIAST to offer evening courses at WKC, strong emphasis placed on the *myBlueprint* roll out, Promotion of the Pre-Health professions, the MAEI (Martin Aboriginal Education Initiative) mentorship program, Mock Trial, Skills Canada, AP Art, the RPS Career Fair, other career fairs and career Sspotlights.

Results Expected:

Improvements in the retention of students from grade to grade and in specific subject areas. Improvements in student engagement as reported by students.

Time Line:

November 20, 2013	Tell Them From Me Survey Administered in period two
December 3, 2013	Grade Ten Team Achievement Review: Planning for semester two credit recovery or regrouping.
January 8, 2014	Science 10 Team Achievement Review: collaboration and action planning.
April 30, 2014	Grade Nine Team Achievement Review:
May 26, 2014	Grade Twelve Team Achievement Review and Action Planning

Section Three:
Communication Plan

How will the plan and progress be communicated to the school community?

1. The Learning Improvement Plan will be communicated with Learning Council on Wednesday October 6th
2. The Learning Improvement Plan will be communicated to the entire staff on Friday November 8th
3. The Learning Improvement Plan will be discussed with our Superintendent on November 15th
4. The Learning Improvement Plan will be posted on our school website by November 29th
5. The Learning Improvement Plan will be shared with the Community Council on January 8th
6. The Learning Improvement Plan will be the focus of Leadership Council meetings, Learning Council meetings, Staff meetings and Core meetings throughout the school year.
7. A report will be published yearly in the spring (May, June) to celebrate success.
8. Reflections on and recommendations for future direction to be completed by the end of June.

