



YRHS Learning Improvement Plan

2016-2017



COMPONENT ONE: Setting the Context

School: Yorkton Regional High School

Feeder Communities: Yorkton (Columbia, Dr. Brass, MC Knoll, Yorkdale) Springside, Saltcoats, Calder

Principal: Mike Haczkewicz

Vice-Principal: Johnna McBride, Dennis Nesseth

School Profile

Current Enrolment	Projected Enrolment (next year)
752	780

Source of Enrolment Projections

Baragar

Anomalies (local knowledge)

Transient students (families), Hockey players, EAL students, attached to Parkland College and Kids Zone Day-care, Universal Teaching Storefront School, Hybrid Modular Learning, Alternative Education-Functionally Integrated Classroom, SPARK Room,

Current Staff (FTE)

49.1

Educational Assistants (daily hours)

90

Administrative Assistant (daily hours)

30

Caretaker (daily hours)

22.180 hours / year (recorded like this, because one of the caretakers is a bus driver on student days working only 3.5 hours, but works full 8 hour days on non-student days).

Student Support Teacher (FTE)

3.8

Projected Number of Classrooms (next year)

n/a

COMPONENT TWO: School Learning Improvement Plan

SMS MISSION, VISION, & VALUES

Motto -- Students Come First

Mission -- "Building Strong Foundations to Create Bright Futures"

Vision -- "Learning Without Limits ... Achievement For All"

Values -- Belonging, Respect, Responsibility, Learning and Nurturing

School Mission, Vision & Values

Mission/Vision Statement -- Striving for Excellence

Statement of Values and Beliefs --

The family of Raiders includes students, staff and parents, both past and present. As family members we will:

- Conduct ourselves at all times in a manner that brings honour, pride, and dignity to ourselves and our school.
- Work towards a school atmosphere in which everyone feels safe and supported
- Recognize and respect differences in people, opinions and ideas,
- Encourage and celebrate each other's efforts and achievements.

District Level		School Level		
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (Including RTI Process)	Evidence of Progress (How Have You Done?)
By June 2020, at least 85% of GSSD students will be at grade level in reading, writing, and math.	By June 2017, at least 80% of GSSD students will read at or above grade level in Grades 1 to 6. By June 2017, at least 75% of GSSD students in Grades 4, 7, and 9 will score a 3 on the GSSD Compose and Create Rubric. By June 2017, at least 75% of GSSD students in Grades 2, 5, and 8 will score a 3 on the GSSD Number Strand Rubric.			
By June 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning.	By June 2017, at least 85% of students exiting Kindergarten in GSSD will be ready for learning.			
By June 2020, GSSD will achieve a 3 year graduation rate of 85%.	By June 2017, every GSSD High School will improve upon its graduation from the previous school year by 2%. This would equate to a 10% growth rate over 3 years. By June 2017, 90% of GSSD students in grade 10 will obtain a minimum of 8 credits. By June 2017, 90% of GSSD students in grades 11 will obtain a minimum of 16 credits. By June 2017, 80% of GSSD students in grade 12 will obtain a minimum of 24 credits, which includes both core and elective course necessary for graduation.	By June 2017 the YRHS Graduation Rate will have improved by 2% from the previous year.	All students will complete their minimum credits needed to attain their grade twelve diploma. 8 – grade 10 8 – grade 11 8 – grade 12 -YRHS counsellors and administrators utilize the Adult 12 Graduation Guidelines* as set out by the Ministry where circumstances warrant. (*presently not counted as having attained 24 credits in the Ministry's Outcome) RTI is used to support student learning. -Formalized RTI Help room with a subject specific teacher at noon hour. -RTI Team Referral Meetings (grade specific VP, SST, Counsellors, ACW)	% of students attaining 8 or more credits during the school year will be graphed by grade and year.

School Level		School Level		
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (Including RtI Process)	
			<p>-RTI responsive teaching at the classroom level.</p> <p>Study Hall will be used to help students stay caught up in their studies. Lost instructional time due to unexplained absences and/or submission of late assignments is addressed in this setting.</p> <p>Course failure rates are reviewed at mid-term and at end of each semester.</p> <p>YRHS Submission of Assignment Policy shall be followed by teachers and administrators to proactively support students in completing assignments on time.</p> <p>Currently we are establishing a base-line of incomplete assignments through <u>R360</u> reporting of Student Neglect of Duty incidents. We have started tracking these incidents in Semester 1, 2015 and will continue to monitor this incident rate. We will survey our teaching staff to access a subjective view of the policy's effect.</p> <p>Student Services shall track the number of credits recovered in</p>	<p>Evidence of Progress (How Have You Done?)</p> <p><i>Staff were surveyed informally at the October 2016 PD Day and were in favour of continuing with the present policy.</i></p>

Division Level Strategic & Performance Goals		School Level		
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (Including Rtl Process)	Evidence of Progress (How Have You Done?)
			<p>the course of the school year. It should be noted that students may be recovering credits from the previous school year.</p> <p>Credit Recovery (CR) will be used to help students recover credits in courses that may otherwise be lost. CR access is determined on an individual basis based on a referral from the classroom teacher in consultation with Admin, and/or SS counsellors. CR takes three forms at the YRHS:</p> <ul style="list-style-type: none"> -Module Based instruction of previous unit(s) retaught in the UTP setting -Distance Learning Model, where students are registered in a class offered outside of the school division to make up the deficient credit(s). Distance Learning credits used to enable students to access needed credits for graduation. -Distributed Learning Model, where students access online unit(s) and course(s) through the GSSD. These course(s) and/or unit(s) are facilitated through the UTP classroom. Distributed Learning Centre credits are used to enable flexible access to credits for graduation. 	<p><u>Principal Mike Haczewicz shall monitor all CR opportunities utilizing the new GSSD Forms.</u></p>

Division Level <small>Supports Long-Term Goals</small>		School Level	
Long-Term Goals <small>(Supports Sector Plan)</small>	Short-Term Goals <small>(Supports Long-Term Goal)</small>	Short-Term Goals <small>(Supports Division Goals)</small>	Action/Work Plans <small>(Including RTI Process)</small>
			<p>UTP teaching staff will track how many credit classes (10, 20, 30) that are begun and completed by students enrolled in courses distributed in modular format.</p> <p>Block scheduling in the UTP and Hybrid settings. This will maximize student opportunities to earn credits if time/attendance are factors.</p> <p>Math 9 Teachers will administer a common assessment to grade 9 students in regular and pre-AP courses to ensure they are in the proper program. This common assessment also informs instruction.</p> <p>English 9 Teachers will administer a common assessment to grade 9 students in regular and pre-AP courses to ensure they are in the proper program. It is also used by our SST's and teachers to determine levels of support needed in the classroom at a Tier 1 level.</p> <p>Student Services conduct seminars with our grade 10-12 students to ensure that they are kept abreast of credits needed for the pursuit of a career.</p>
			Evidence of Progress <small>(How Have You Done?)</small>

Division Level School Level		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (Including RtI Process)
			<p>Evidence of Progress (How Have You Done?)</p> <p>-Grade 10 Junior Grad Interviews done in math classes' semester two. An introduction to career research and the many resources that the YRHS Student Services Dept offers.</p> <p>-RCR goal setting in study skills, attitude, attendance and academics.</p> <p>Goal reflection takes place in subsequent RCRs in preparation for SLC's</p> <p>-Grade 11 and 12 students will utilize RCR periods to fill in a Reaching Graduation Form, during Semester 1 and 2. This process shall be introduced to Grade 10 students in Semester 2. SDS transcripts shall be used for this process.</p> <p>-Comprehensive Grade 12 Graduation Interviews are conducted based around the 'Reaching Grad Form' that is completed by the Grade 12 VP. An individualized graduation and post-secondary plan is developed by students and counselors.</p> <p>A Grad list will be created each year by October 30. This year's list has 205 prospective grads. This number will be reviewed with the June Grad Lists. This will inform the school on reasons that students leave the</p>

Division Level		School Level		
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (Including RTI Process)	Evidence of Progress (How Have You Done?)
			<p>grad list and allow the school to address those reasons.</p> <p>Grade 11 and 12 students enroll in sessions offered by SUTIL during instructional time to explore post-secondary possibilities.</p> <p>-Grade 12 students attend a Grad/Post-Secondary Information Evening. (Scholarships, applications, apprenticeship, graduation ceremony, etc.)</p> <p>Everybody is working to increase student engagement through such things as maintaining a wide variety of program choice, improving the effectiveness of classroom feedback and assessment practices. In-house Professional Development and Professional Staff Supervision focusing on instructional strategies based on responsive teaching.</p> <p>Work Experience opportunities allow students to gain credits in valuable career-oriented situations.</p> <p><u>Special Project Credits</u></p> <p>YRHS monitors attendance and intervenes immediately when attendance issues threaten to interfere with student learning.</p>	<p><u>The 2016 ITFM data will be examined.</u></p> <p><u>Jessica Kyle shall monitor all requests for Special Project Credits.</u></p>

Division Level Supports Sector Plan		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (including RTI Process)
	<p>By June 2017, GSSD will improve the 3 year graduation rate for its First Nations and Metis students by 4%.</p> <p>By June 2017, 75% of FNMI students in grade 10 will obtain a minimum of 8 credits.</p> <p>By June 2017, 75% of FNMI students in grade 11 will obtain a minimum of 16 credits.</p> <p>By June 2017, 65% of FNMI students in grade 12 will obtain a minimum of 24 credits.</p>	<p>By June 2017 the graduation rate of our self-declared FNMI population will increase by 2% to 71.5%.</p>	<p>All students will complete their minimum credits needed to attain their grade twelve diploma.</p> <p>8 – grade 10 8 – grade 11 8 – grade 12</p> <p>Utilize the UTP (Universal Teaching Program) classroom to support FNMI students in a flexible manner.</p> <p>ACW will conduct home visits as needed with individual students' families.</p> <p>ACW is starting a Culture Club to engage FNMI students.</p> <p>ACW is scheduling monthly sweats and increasing the number of Elder visits.</p> <p>ACW in conjunction with SS is organizing a tour of the First Nations University of Canada. This institution was also present at the YRHS SUTIL evening.</p> <p>YRHS monitors attendance and intervenes immediately when attendance issues threaten to interfere with student learning.</p>
	<p>By June 2017, GSSD will reduce the number of students considered "at risk" in attendance by 10%.</p>		<p><u>The 2016 TTFM data will be examined.</u></p>

Divisional Student & Family Goals		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (including BR Process)
<p>By June 2017, a group of pilot schools will receive continued support to address issues surrounding mental health and substance abuse through the joint CCSA / CSCH Project.</p>	<p>By June of 2016 the YRHS shall have in place a CCSA/CSCH Project to support students with mental health and addiction concerns.</p> <p>By June of 2017 the percentage of students experiencing high levels of anxiety will decrease by 2% from 12.4% to 10%.</p>	<p>The YRHS will be a pilot school in the joint CCSA/CSCH Project. Resources such as; HUB Referral Process, AP 354, outside agencies, in-house counselors shall be utilized to assist our students.</p> <p>Alberta Mental Health Conference to be attended by Mike H., Johanna M., Grant B. and Shelly W.</p> <p>'Still Falling' - Drama Production was hired to perform for students.</p> <p>Johanna McBride is visiting English classrooms to educate youth on mental illnesses...depression, anxiety, stress. She is also providing youth with healthy coping strategies.</p> <p>Review previous years' TTFM Data: 2013 69% of YRHS students felt a sense of belonging (70% is Canadian norm) 82% of YRHS students had positive relationships (77% Canadian Norm) 2014 64% of YRHS students felt a sense of belonging (70% is Canadian norm)</p>	<p>Evidence of Progress (How Have You Done?)</p>

Division Level		School Level		
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals (Supports Division Goals)	Action/Work Plans (including ftd Process)	Evidence of Progress (How Have You Done?)
			<p>78% of YRHS students had positive relationships (77% Canadian Norm) <u>2015</u></p> <p>65% of YRHS students felt a sense of belonging (70% is Canadian norm)</p> <p>78% of YRHS students had positive relationships (77% Canadian Norm) <u>2016</u></p> <p>63% of YRHS students felt a sense of belonging (70% is Canadian Norm)</p> <p>76% of YRHS students had positive relationships (77% is Canadian Norm)</p> <p>Reflect on TTFM data from 2016, in specific, the student open responses related to student engagement and make changes accordingly. -Create an opportunity for "Student Voice" by adding student representatives from the SRC to the planning committee. -The Raiders Connecting Raiders (RCR) advisory class exists to create a culture of belonging beyond the classroom in the greater school community.</p>	<p>Lana Stanek-Sebastian's RCR Group has become the 'Student Voice' helping to lead the RCR Activities this school year.</p>

Commented [MHT]:

<div style="background-color: black; color: white; padding: 2px;"> Division Level <small>Strategic Plan 2017-2020</small> </div>		<div style="background-color: #e0e0e0; padding: 2px;"> School Level </div>		
Long-Term Goals <small>(Supports Sector Plan)</small>	Short-Term Goals <small>(Supports Long-Term Goal)</small>	Short-Term Goals <small>(Supports Division Goals)</small>	Action/Work Plans <small>(including Rti Process)</small>	Evidence of Progress <small>(How Have You Done?)</small>
	<p>By June 2017, all GSSD High Schools will reduce errors in credit tracking by 50% from the previous year.</p>			

How will the plan and progress be communicated to the school community? Note, a copy of the signed LIP should be posted on the school website.

The LIP will be a regular agenda item for all SCC and staff meetings.
The credit attainment graphs will be displayed on the hallway monitors and inserted into the school newsletters.
Post our LIP to our YRHS school web site as well as to the GSSD Portal.

In-School Administrator(s) Signature 	SCC Chairperson Signature 
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