

Regina Public Schools

Learning Improvement Plan for

Balfour Collegiate
2014 - 2017



School Context: September, 2016

This document is a snapshot of Balfour Collegiate at this time in our growth. It also outlines ‘who we are’ and ‘what we believe’ as a school and a community. The message that resounds throughout this profile is our commitment to learning and on-going improvement.

Balfour Collegiate is one of the oldest high schools in the Regina Public School Division, opening in 1930. All of the original building is still in operation. The school served as Regina’s Technical School from 1930 until 1983 when the school underwent a major change in focus.

Students at Balfour Collegiate are enrolled in grades 9 to 12 classes. Forty-five teachers are responsible for teaching and learning. Professional support staff includes administration, resource centre specialist, guidance, Aboriginal Advocates, Elders, school resource officer and learning resource teachers. We work to build a Professional Learning Community that is characterized by shared purpose, collaborative activity and a collective responsibility among staff. Our total enrollment is 699 students distributed in the following grades: grade 9 – 121, grade 10 - 163, grade 11 - 180, grade 12 – 235. Of this number, 211 students have self-declared as FNMI, 86 are in the Shirley Schneider Support Centre, and 151 are English as an Additional Language (EAL) students.

In addition to the regular program, Balfour provides Advanced Placement courses in Studio Art, English, Math, and Psychology. Special programs are delivered for English as an Additional Language Program and Balfour Shirley Schneider Support Centre Program (teen pregnancy and parenting program). The Aboriginal Advocacy Co-coordinator works hard to best meet the needs of students.

As well, we offer an extensive extra-curricular program that enables students to experience the arts, athletics, and recreation outside of the classroom environment.

Best Practices

At Balfour Collegiate, we take the best and most successful learning practices and make them part of what we do. This includes:

- *Flexible teaching arrangements and instructional groupings:* students matched with several teachers to better meet learning needs.
- *Teacher collaboration:* teachers working together to share their expertise and experiences with each other to help students succeed.
- *Interdisciplinary and inquiry based teaching and learning:* teachers and students working together on projects.
- *Inclusive practices:* helping all students regardless of their skills and needs to learn and grow within their own neighborhood school with their peers.
- *Credit Completion:* credit completion gives students an opportunity to receive the credit without redoing the entire course.
- *Flexible Outcome Based Assignments/Assessments:* students receive extended deadlines, tiered assignments, and other additional adaptations for assignments/assessments based on curriculum Outcomes.

- *Advisory*: students are placed with their teacher advocates who provide course selection advice, life skills coaching, and communication with home.
- *Self-Declaration*: emphasize the importance to FNMI students to self –declare.

Mission Statement

At Balfour Collegiate, we are creating a community of passionate, respectful, lifelong learners who explore and engage responsibly in their world.

Vision Statement

Balfour staff, students and parents together will build a community of healthy, responsible, and independent learners in a caring environment that creates high expectations with purposeful support and encourages individual growth through meaningful participation.

We will work together at Balfour Collegiate to do this by providing:

High Expectations

- Encourage personal growth and achievement of student potential
- Improve literacy and numeracy skills
- Cultivate creative thinking and problem solving
- Achieve higher graduation rates and guide students to post-secondary and employment opportunities

Purposeful Support

- Provide differentiated learning opportunities that adapt to individual learning styles
- Respond to student social, emotional, and physical needs

A Caring Environment

- Welcome everyone to a place where all feel safe and accepted
- Promote perseverance, resiliency, and responsibility
- Value diversity
- Communicate between home and school to help us reach common goals and our collective vision



Meaningful Participation

- Foster the values of excellence, generosity and empathy
- Support student's participation in meaningful community activities
- Maintain a strong reputation for quality education, school spirit, and engaged staff and students

School Goals

Literacy

2014 – 2017

95% of students will achieve grade-level performance in reading, writing and numeracy.

Graduation

2014 – 2017

With Tier 1 interventions to both differentiate and enrich learning, 85% of students will graduate.

First Nations, Metis & Inuit Achievement Initiative

2014 - 2017

First Nations/Métis/Inuit students will be supported to achieve a graduation rate of 70%. As well, 70% of FNMI students will also achieve grade-level performance in reading, writing and numeracy.

2015 – 2016 Goals and Core Group Actions

Literacy and Numeracy

2016 – 2017

95% of students will achieve grade-level performance in reading, writing and numeracy.

P.E. Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Teachers will collaborate to make a resource binder for phys. Ed. 9 and/or Health 9 and/or Wellness 10. Through this binder we are developing more suitable reading assignments for our students to better meet the need for outcome based assessment.	All Phys. Ed. teachers.	Both Semesters PLST Dates have been provided. Nov 2 (am) Feb 13 (am)	This resource package project will better prepare teachers for outcome based assessment practices. It will ensure that there is consistency in our core. Students will be provided evaluations and assessments that are in line with the outcomes.	With consistency we are ensuring that students have the same opportunities to become more physically literate. This project will be an ongoing project for the school. Final project will be shared at a core meeting in May.
Science Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Teachers will make use of the Smarter Science Inquiry template in our classrooms.	All Science teachers.	Both Semesters	Students will be better prepared to explore science in through the inquiry method. By using this process students will become more fluent in the design and steps to follow when exploring science. The process encourages scientific literacy.	All teachers will provide examples of use in core meetings throughout the school year. Science teachers will create a list of nature of science activities that can be utilized throughout each grade level.
PAA Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
P.A.A. teachers will continue to address technical reading difficulties.	All core members	Throughout the year	Students will have a better understanding of the specific terminology used in each PAA class.	Each teacher will have their own measuring device(s). Results will be discussed in core meeting at end of each semester.

Fine Arts Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
All Fine Arts Students will participate in a critiquing process that includes terminology, discussion, critical thinking, and reflection. (See steps for critiquing art/Curriculum)	All Fine Arts Core Teachers 10/20/30	1 or more times per semester	Students will practice using Arts terminology in context. Students will increase their ability to confidently respond and discuss the arts in a meaningful way.	All students will receive feedback for reflection and be able to respond in a critiquing situation.
Student Support Services Core	Person Responsible	Timeline	Expected Result	Measure of Success
Improvement in literacy	LR, IND Study	Semester 1 and Semester 2	Through regular attendance and completion of assignments students will increase their literacy levels	75% of students placed in LR or IND Study as a Literacy intervention will be successful in their ELA courses
Improvement in Numeracy	LR, IND Study	Semester 1 and Semester 2	Through regular attendance and completion of assignments students will increase their numeracy levels	75% of students placed in LR or IND Study as a Numeracy intervention will be successful in their math courses
Student Services Tier 2 Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
As a Core that offers Tier 2 supports, we support literacy goals of other cores in the school by offering students supports to stay in school.	Aboriginal advocate, SSSC teachers, Shar in guidance	From Sept. to June	That students in our programs can attain academic credits and move from one grade through the next to graduation.	That credit attainment is closely monitored throughout the year and data are recorded which displays credit attainment and graduation.
Humanities Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
Social science teachers work together to develop common expectations and tiered writing assignment at the various grades	All social science teachers	Semester one and two	Increase students' literacy (reading and writing skills) Increased success rate in courses	Successful student completion of writing assignment and ultimately courses Increased grade level performance in reading and writing
Students will work to develop their historical thinking skills in order to improve their historical literacy	All social science teachers	Semester one and two	Increase students' literacy (reading and writing skills) Increased success rate in courses	Successful student completion of courses Increased grade level performance in reading and writing

EAL Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Students transitioning from literacy program to mainstream will be administered the Woodcock Munoz language assessment battery.</p> <p>EAL literacy teachers will meet near the end of semester 1 and 2 to highlight literacy students who should be assessed to determine whether they are ready to be transitioned to mainstream credit classes</p>	EAL Core	End of Semester 1 and Semester 2	EAL students transitioning from our literacy program to mainstream classes will be more successful	Students transitioned into credit classes will successfully complete 95% of their classes
Math Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Students will have multiple opportunities to find success.</p> <ul style="list-style-type: none"> • Noon hour support • Strategic timetabling • Communication with support staff (LRT, Aboriginal Adv., EAL) • Mark replacement • Credit Completion • Support students in their choice of Math Pathways 	Math Core	Year long	<p>Better quality work</p> <p>More assignments finished</p> <p>Students will be set up to succeed</p>	90% of students, who miss fewer than 20 classes, will be successful in their credit math class(es)

Graduation

2016 – 2017

With Tier 1 interventions to both differentiate and enrich learning, 85% of students will graduate. Using the supports available, students will qualify for graduation in three or four years.

Science Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
Science teachers will support the completion of Science 10 and a Senior Science Course with tier 2 interventions when required. We will also access other supports such as Aboriginal Advocate and possible schedule change for students to put them in the year-long science classroom.	All Science Teachers	S1 and S2	Regular attending students will achieve a passing grade in science 10 and a Senior Science Course.	85% of students at the grade 10 and senior level will be successful in science.
Phys. Ed. Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
P.E. staff will support the completion of Wellness 10 or a Senior Phys. Ed. Credit with tier 2 interventions when required.	All Phys. Ed. Teachers	S1 and S2	Regular attending students will achieve a passing grade in wellness 10 or a Senior Phys. Ed. credit.	85% of students at the grade 10 and senior level will be successful in Phys. Ed.
PAA Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
Continue to offer credit completion to all students in need.	All PAA teachers	All year	The number of credits completed will increase.	# of registered students: # of completed credits will increase.
Fine Arts Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Fine Arts will concentrate on identifying and monitoring the progress of at risk Fine Arts students.	All Fine Arts Core Teachers 9/10/20/30 The Fine Arts classroom teacher will take the lead for students in their class.	Data will be recorded 3x's per semester however core will discuss students and plans at each core meeting.	Students with the mark of 55% or under will be identified and receive support to succeed. This may mean: differentiated instruction, additional time, outside resources, and varied learning plans.	Fine Arts Core teachers will refer to a google document to list and update student data. A data collection document will reflect progress, supports and success.

Student Support Services Core	Person Responsible	Timeline	Expected Result	Measure of Success
Assess students' course progress to make sure they have accurate supports	Independent Study, LRT, Guidance, Advisory Teachers	Throughout the semester/ year	Identify students who are struggling in courses and assess if they need LR or Independent Study as supports	80% of students whose schedules are adjusted will pass 75% of their courses per semester
Weekly Attendance Checks, SAC Referrals	Guidance, Independent Study, LRT, teachers	All Year	Families will be able to be more supportive of our shared goals for students of regular attendance and participation. Students who do not attend will be encouraged to return, or referred to the attendance committee	Documentation on referrals will be made available to staff through the use of SAC minutes, PowerSchool logs and CLEVR
Student Services Tier 2 Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
Work towards increasing the graduation rate of FNMI students, SSSC students, and Balfour students.	SSSC teachers, Aboriginal Advocacy, guidance	Sept. - June	We are working to provide Tier 2 supports to students to stay in school despite life obstacles with the view that they can and should be graduates.	The data will show that our graduation rate has increased since the 2015-2016 school year.
Humanities Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
Students will experience a variety of assessment strategies that measure growth and show achievement in outcomes.	All teachers	Semester one and two	Students will be able to demonstrate their understandings in a variety of different ways (not just different presentations of work)	<input type="checkbox"/> Increased engagement/ increased attendance <input type="checkbox"/> Successful student completion of courses
Students will receive differentiated course material, relevant, engaging materials and best practices in instruction	All social science teachers	Semester one and two	Students will be interested and engaged in the course material and thus enjoy the course experience Students will have the opportunity to work in differentiated ways on the learning outcomes (have choice and thus enjoy the course experience)	<input type="checkbox"/> Increased engagement/ increased attendance <input type="checkbox"/> Successful student completion of courses

Math Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Struggling math students will be given opportunities to access supports:</p> <ul style="list-style-type: none"> • Noon hour support • Course Completion • Suggested placement in Math Pathways • Communication with support staff 	Math Core	Year Long	Greater percentage of students will be successful in their Math courses.	85% of students will successfully complete their math class(es)
EAL Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Tutorial teachers will be in regular contact with classroom teachers when students are missing assignments or assessments.</p> <ul style="list-style-type: none"> • Weekly, tutorial teachers will check the marks of students in their tutorials and discuss with them. • Tutorial teachers will contact classroom teachers when students say they have no work to finish. 	EAL Tutorial Teachers	Year Long	Students in EAL tutorials will be more successful in their classes.	EAL tutorial students will successfully complete 90% of their classes.

First Nations, Metis & Inuit Achievement Initiative

2016 – 2017

First Nations/Métis/Inuit students will be supported to achieve a graduation rate of 70%. As well, 70% of FNMI students will also achieve grade-level performance in reading, writing and numeracy.

Phys. Ed. Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Struggling FNMI students will be given opportunities to access supports: <ul style="list-style-type: none"> • Communication with support staff (Rhonda) • Implement more FNMI games into our classes • Inviting elders into our class to incorporate FNMI traditional physical activities (Pow Wow) 	All Phys. Ed Teachers	All Year	More successful FNMI students	70% of FNMI students will receive a credit in Wellness 10 or Phys. Ed 20
Science Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Struggling FNMI students will be given opportunities to access supports: <ul style="list-style-type: none"> • Yearlong science course • Communication with support staff (Rhonda) 	Leona – Yearlong Science All science teachers	All Year	More successful FNMI students	70% of FNMI students will receive one or two credits by the end of the school year
PAA Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
Become involved in the Ribbon Project	All core members	All year	Ribbon project will have a positive impact on all members of the Balfour Community.	FNMI students will feel more welcomed in PAA classes.

Fine Arts Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
<p>All Visual Arts students will be involved in the ribbon project, which focuses on personal learning and understandings, related to Truth and Reconciliation.</p> <p>All music students will participate in a project that focuses on Truth and Reconciliation.</p>	All Fine Arts Teachers	Both Semesters	Students and teachers will have a greater understanding of the Truth and Reconciliation process. Students are guided to make personal connections.	<p>Each visual art student will create a tile or a visual piece to be displayed. The personal connection will be discussed and presented as it relates to the Ribbon project.</p> <p>Music students will perform material inspired by Truth and Reconciliation process.</p>
Student Support Services Core	Person Responsible	Timeline	Expected Result	Measure of Success
Support FNIM students through LR	LR, Guidance	Year	Students who are properly supported will achieve credits	70% of FNIM students who miss 15 or fewer classes who are supported by LR will be successful in completing 75% of their credits in the school year
Support FNIM students through Independent Study	Independent Study, Guidance	Year	Students who are properly supported will achieve credits	70% of FNIM students who miss 15 or fewer classes who are supported by IND Study will be successful in completing 75% of their credits in the school year
Student Support Tier 2 Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
As Tier 2 support providers, we are will connect with and track our FNMI students with the view to giving them supports they require to stay in school.	Aboriginal advocate, SSSC teachers, Shar	All year	That more FNMI students graduate as a result of our efforts.	That the data will show in June of 2017 that more FNMI students stayed in school and graduated than in previous years.

Humanities Core Action	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Students will be challenged to learn about the TRC and its calls to action and be challenged to actively engage with the process of reconciliation</p> <p>Teachers will share activities/action projects during core meetings</p>	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Semester one and two 	<ul style="list-style-type: none"> Students will see themselves reflected in relations within Canada including the processes of reconciliation Disruption of white normativity in the classroom 	<ul style="list-style-type: none"> Students will actively engage in process of reconciliation within class and ribbon project School wide ribbon project Establish connections between all students and staff Increased sense of belonging (course completion)
Math Core Actions	Person Responsible	Timeline	Expected Result	Measure of Success
<p>Struggling FNMI students will be given opportunities to access supports:</p> <ul style="list-style-type: none"> Advocacy Math classes Noon hour support Appropriate placement into Math pathways Communication with support staff 	All math teachers	All year	More FNMI students will successfully earn credits in their Math classes	75% of FNMI students will successfully complete their credit math class(es)

Appendix A

Equity Audit 2014 - 2016

	April 30, 2014			October 28, 2014		
	Total Balfour students	FNMI Balfour students	%	Total Balfour students	FNMI Balfour students	%
Grade 9	166	47	28%	152	29	19%
Grade 10	206	58	28%	202	66	33%
Grade 11	170	40	24%	189	44	23%
Grade 12	196	62	32%	230	78	34%
Total	738	207	28%	773	217	28%
	May 26, 2015			Nov. 2, 2015		
	Total Balfour students	FNMI Balfour students	%	Total Balfour students	FNMI Balfour students	%
Grade 9	146	26	18%	141	34	24%
Grade 10	171	47	27%	172	53	31%
Grade 11	176	43	24%	185	54	29%
Grade 12	197	59	30%	221	74	33%
Total	692	175	25%	719	215	30%
	February 2, 2015			June 16, 2016		
	Total Balfour students	FNMI Balfour students	%	Total Balfour students	FNMI Balfour students	%
Grade 9	148	32	22%	144	35	24%
Grade 10	182	52	29%	170	38	22%
Grade 11	165	49	30%	161	39	24%
Grade 12	207	69	33%	194	60	31%
Total	702	202	29%	669	172	26%

	September 16, 2016			November , 2016		
	Total Balfour students	FNMI Balfour students	%	Total Balfour students	FNMI Balfour students	%
Grade 9	121	37	30.6%			
Grade 10	163	46	28%			
Grade 11	180	48	26.7%			
Grade 12	235	80	34%			
Total	702	211	30%			
	February , 2017			June , 2017		
	Total Balfour students	FNMI Balfour students	%	Total Balfour students	FNMI Balfour students	%
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						

Appendix B

Projected Graduation for 2016 - 201

	Number of Students	Probable Graduates	Possible Graduates	Will Not Graduate This Year
All Grade 12's	235			
Gr. 12s not incl. SSSC				
EAL				
FNMI	80			
SSSC				
SSSC FNMI				

Appendix C

Advanced Placement at Balfour Collegiate 2016-2017

Pre-AP and AP Matrix

	Number	Percentage of grade population**
Total pre-AP and AP students		
AP Calculus		
AP English Lit & Comp		
AP Studio Art		
AP French Language and Culture		
Pre-AP courses		
Gr. 10 ELA		
Gr. 11 Precalc 30		
Gr. 10 Precalc 20		
Gr. 10 Found/Pre-calc 10 + Found 20		
Gr. 11 ELA & Comm St		
Art 20L		

* Some Core French students may wish to challenge the AP French Language and Culture Exam.

** Does not include SSSC students.

Appendix D

Credits Earned

June 2016

	Math	Social Sciences	Fine Arts	Sciences	PAA	ELA	Phys Ed	Other	SSSC	Total
Grade 10-12 (All)	468/518 = 90.3%	479/499 = 96%	364/372 = 97.8%	456/510 = 89.4%	545/579 = 94.1%	675/721 = 93.6%	220/240 = 91.7%	53/53 = 100%	281/357 = 78.8%	3541/3849 = 92%
Grade 10-12 FNMI	63/81 = 77.8%	77/86 = 89.5%	45/47 = 95.7%	61/86 = 70.9%	83/101 = 82.2%	96/119 = 80.7%	26/34 = 76.5%	None	215/283 = 76%	666/837 = 79.6%
Grade 9 (All)	113/129 = 87.6%	111/119 = 93.3%	85/89 = 95.5%	105/118 = 89%	86/86 = 100%	113/123 = 91.9%	222/236 = 94.1%	38/38 = 100%	NA	873/938 = 93.1%
Grade 9 FNMI	14/23 = 61%	13/19 = 68%	16/18 = 88.9%	11/21 = 52.4%	11/11 = 100%	17/23 = 73.9%	21/28 = 75%	7/7 = 100%	NA	110/150 = 73.3%