

# Winston Churchill High School

## Moving Forward with High School Redesign Summary

Our primary drivers for choosing to participate in Moving Forward with High School Redesign include:

- enhancing existing, proven practices to better meet student learning needs;
- the opportunity to explore teaching and learning practices that were often difficult to implement with existing constraints and structures for time and credit assignment;
- predictable and stable funding;
- opportunities for flexible and alternative delivery models to better meet student learning needs; opportunities to develop and enhance targeted teaching and learning opportunities driven solely by student learning needs;
- opportunities to enhance and further define the existing Advisor model responsibilities and actions that benefit student and parent connections between the home and school.

Our vision for high school is to be responsive to the learning needs of students by proactively providing pathways, programs, opportunities and flexible learning environments that develop motivated, independent learners for their chosen pursuits beyond high school.

Our desired Outcomes:

- **Engaged Students** - to see data supporting an increased level of student engagement in learning opportunities through *Student Ownership of Learning* strategies. The primary Foundational Principles for this Outcome are *Flexible Learning Environments* and *Meaningful Relationships*.
- **High Levels of Achievement** - PAT and Diploma Exam results at or above District and Provincial levels for measures correlated directly to achievement (levels of Acceptable and Excellence achievement, exam averages, school based mark vs exam mark differentials, SES comparative data for PAT results). The primary Foundational Principles for this Outcome are *Flexible Learning Environments* and *Meaningful Relationships*.
- **Quality Teaching** - To create a culture of professional growth that is responsive to identified learning needs of students, and proactive in creating multiple opportunities and pathways for student engagement in their learning based on ongoing formative assessment practices. The primary Foundational Principles of this Outcome are *Assessment* and *Educator Roles and Professional Development*.

How do we enable *Ownership of Learning* in students?

- By creating and offering opportunities for students to make informed and guided decisions to engage in individualised learning opportunities based on their achievement and goals for success.
- By providing students with timely and useful information on their learning on an ongoing basis through formative assessment practices and feedback that can be effectively used by students to make informed decisions regarding their educational needs.

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- By providing students time in their day to access instructional supports beyond the regular class schedule to actively engage in their identified learning needs.
- Growth, understanding and implementation by teaching staff on effective formative assessment practices based on research and current pedagogical approaches to teaching and learning.

### Strategies and Actions to support the Desired Outcomes:

- Scheduling Individual Instruction Time (I-2 Time).
- Early intervention strategies for students from teachers when learning and performance measures indicate possible difficulties or deficiencies in meeting curricular outcomes.
- Teacher communication with parents/guardians at the onset of identified learning or engagement deficiencies to share opportunities available to students for support and improvement.
- Advisor contacts with parents/guardians 5-6 weeks in to each semester to share concerns and to plan possible strategies for improvement if needed.
- Advisors meet with each advisee individually 2-3 times per semester to review attendance and performance and to assist and support students in making informed choices on accessing learning opportunities.
- School wide emphasis from all teaching staff on making I-2 Time learning opportunities available to students for individualised learning needs identified by the student or in collaboration with teachers and/or Advisors.
- Involve parents/guardians in identifying and supporting student learning needs and sharing opportunities available to access supports offered by teachers.
- Opportunities for grade 10-12 students to access *Credit Recovery* options if course completion is unsuccessful at semester end.
- Professional Learning/Sharing opportunities for staff focused on *Student Ownership of Learning* strategies and models.
- Creating a culture of learning where students *choose* to engage in learning opportunities through I-2 Time based on assessment feedback and individual goals for success.
- Teachers engaged in mentoring and directing students in strategies and considerations for learning using *Student Ownership of Learning* models.
- Teacher directed collaborative time incorporated in to the weekly schedule to research and plan opportunities to implement formative assessment strategies.
- Site based Professional Learning opportunities focused on proven and effective formative assessment practices and strategies through monthly staff meetings and as part of the school PL/PD plans.
- Opportunities for common teacher collaborative time to research and plan opportunities to implement formative assessment strategies.