Winston Churchill High School
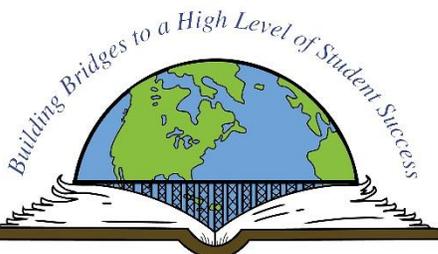
2017/18 Three Year Education Plan

and

2016/17 Results Report

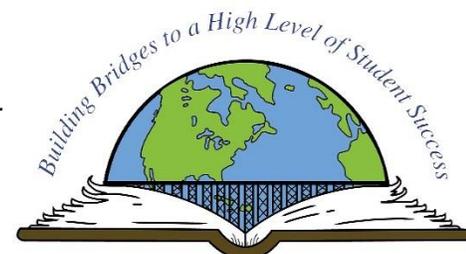**Churchill School Philosophy**

A Culture of Success.

Churchill Mission Statement

Winston Churchill High School is dedicated to providing a quality education that challenges students of all abilities in a caring environment in order that they might become life-long learners and responsible, contributing members of an ever-changing society.

www.wchs.lethsd.ab.ca

Building Bridges to a High Level of Student Success

Lethbridge School District No. 51

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PROVINCIAL GOALS
- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership
- Engaged and effective governance.

OUTCOMES:
- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

Performance Measures
- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy *for all program opportunities*.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- ELL transitions to regular high school programs (WCHS)

Strategies
- A framework of coordinated and targeted professional learning opportunities for teachers focusing on best practices based on research, standardised Provincial examination results and survey feedback (Accountability Pillar, Tell Them from Me) to inform teacher practice. Clearly defined professional learning goals will be integrated into school based PD and PL activities, Teacher Professional Growth Plans, the school 3-Year Education Plan and the school Moving Forward with High School Redesign plans and opportunities. For 17-18, increased emphasis on student wellness and well-being results from Tell Them from Me and Accountability data for growth considerations.
- Teacher Professional Growth Plans will reference goals to specific Teacher Quality Standard statements with a pedagogical emphasis on *Student Learning* utilising high impact strategies through KSA connected Professional Growth Plans and distributed leadership practices. Continue to incorporate time in PL/PD to revisit TPGP plans individually and as teacher cohorts. Continued emphasis on the dynamic nature of TPGP work rather than a static point in time statement. Weekly Teacher Collaborative Time supports and promotes ongoing growth and the growth mindset. Teacher understanding and implementation of improved assessment practices continues.
- Continue to offer comprehensive program opportunities to meet student abilities, needs and goals (breadth of mainstream programs, International Baccalaureate, Knowledge & Employability, Inclusive Education, ELL pathways). Evaluate current and potential complimentary course offerings to better meet current student needs. Access to low enrolment complimentary courses through The Learning Centre. Access District program opportunities at other school sites.
- Continue to offer supportive programs that target overcoming gaps in student achievement: integration The Learning Centre environment, Read 180 for ELL learners, targeted and specific pathways to support ELL learners, creating flexible K & E pathways, continued growth in off-campus learning opportunities, classroom based educational assistants, effective use of I-2 opportunities for students and scheduled collaborative time for staff. Continue connections with students and parents to determine and decide on academic pathways.
- Staff participation and leadership in Curriculum Redesign and High School Redesign learning, planning and implementing opportunities. Continued emphasis on student centred considerations for growth and change. Continue to access MFWHSR opportunities to learn and incorporate best practices. An increased focus on the needs of our student population with respect to literacy (including ELL students), skill development programs, K & E by utilising tools, strategies and best practices learned through committees and professional learning communities.
- Continue to access and utilise available FNMI supports, programs and resources targeting student achievement, student support and school completion. Include FNMI content to assemblies, announcements and gatherings where appropriate (acknowledgements, welcome, honours, and blessings) as well as increased general school participation in events such as Orange Shirt Day, Rock Your Mocs, etc.
- Proactive and timely communications from school to home regarding attendance and achievement as an intervention strategy utilising Phone Home Reports, PowerSchool, e-mail and teacher contacts.
- Use of ELL benchmarking results to support transitions to mainstream program opportunities for ELL learners. Staff will have access to training in ELL benchmarking to ensure consistency in assessment for assessing transition readiness.
- Continue to offer flexibility in transitions between program opportunities for students that meet their ongoing and changing needs (IB/mainstream, certificate of achievement/diploma, ELL/mainstream, Skill Development/mainstream). Incorporate The Learning Centre opportunities when needed.

Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers

OUTCOMES:
- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

Performance Measures
- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

Strategies
- Supporting and promoting teaching-learning strategies that seamlessly embeds technologies and their applications into the learning environment aimed at meeting curricular outcomes and improving student learning. Include a focus on utilising technologies as tools for innovation, creativity and critical thinking while also recognising that innovation does not need to be technology based and should be used appropriately, but not unnecessarily. Further considerations for school growth in technology supported learning opportunities for students (secure exam access, growth in online resource utilisation, etc.).
- Ensure security and equity for all students.
- With evolving needs and student skill sets coupled with future considerations for complimentary course opportunities, a reassessment of the efficacy of scheduling all grade 9 learners in a Computer Skills course targeting base skills applicable to classroom use and meeting digital citizenship outcomes.
- Program and course opportunities that reflect the needs of students and their opportunities beyond high school. Continue utilising Career Counsellor services to enhance student access to program and career opportunities in collaboration with all courses and programs at the school.
- Through MFWHSR initiatives, use scheduled teacher collaborative time to plan and implement: cross-curricular opportunities; collaborative approaches to effective learner based assessment strategies; extended and/or supported student learning opportunities beyond regular class meetings; student learning opportunities that support curricular outcomes through innovation, creativity and critical thinking: opportunities to foster innovative thinking through differentiates instruction and formative assessment. Weekly teacher collaborative time (Friday T-2) is a positive and impactful practice supporting professional work within and between department groups. Student Individualised Instruction Time (I-2) continues to evolve and grow as a beneficial opportunity (increased opportunities for one-on-one support, extra time, group collaboration, targeted and alternative assessments).
- Continue to evolve and enhance the Learning Commons (The Learning Center – TLC) initiative to better serve student learning opportunities, student supports and accessibility to resources, supported alternative program deliveries and student ownership of learning goals. Our TLC team will continue to work towards satisfying Alberta Education's Ministerial Order on Student Learning The Learning Centre will continue to expand the collection of digital literature and resources for student use.

PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and school leadership.
- Engaged and effective governance.

Lethbridge School District Priority: Supporting Student Diversity

OUTCOMES:
- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring for others, learning respect for others and are treated fairly at school.

Strategies

- Foster and encourage student citizenship through benevolent activities and initiatives occurring outside regular school hours (noon hour, after school) by participating in clubs and service organisations such as Students' Council, InterAct, IB-CAS, Amnesty International, etc. Further emphasis on engaging grade 9 students and students new to the school with clubs, activities and opportunities through early promotions such as a "club fair" and mentorship from more senior students.
- Create and support opportunities that promote healthy lifestyles (physical, social, emotional). Continue to grow and promote activities and opportunities such as unified bocce, Thursday afternoon tea, I-2 events and opportunities, wellness initiatives and supports for students, healthy nutrition practices promoted by the Foods program and exam week breakfasts. Staff will investigate alternative programming options for reluctant physical education participants and supported program access to facilities (Life Skills, ELL-LFS, K & E).
- Continue to investigate strategies to actively engage parents and the community with the school, including effective parent council connections.
- Develop and implement school based strategies for building parent knowledge regarding provincial initiatives and subsequent change utilising input form parent council and other stakeholder connections.
- Monitor safe and caring school results from the Accountability Pillar and Tell Them from Me surveys. Consider strategies for enhanced student feedback using round-table discussions or focused feedback on specific results form the surveys. Incorporate survey feedback in to the school PL/PD plans where applicable.

School Priority: Individualized growth and learning opportunities for students and staff.

Outcomes:
- Students have ownership and control of their learning opportunities.
- Teachers are active participants in their professional growth.

Performance Measures
- Continue to monitor course completion rates, monthly attendance statistics, graduation rates, grade 9 core completion rates and Diploma/PAT results.
- Satisfaction results from surveys including Tell Them From Me and the Accountability Pillar.
- Teachers create Teacher Professional Growth Plans based on reflection on their own practice, with connection to the Teacher Quality Standard KSA statements and professional learning opportunities (school based and external).

Strategies
- Continue to offer Individual Instructional Time (I-2 Time) in the daily schedule to allow students the opportunity to receive small group and individualised instruction and support from teachers, and to pursue individualised learning associated with their course work. Classroom teachers determine how and when I-2 Time will be made available to their students and use professional discretion in making their decisions. Staff will evaluate best practices and potential learning opportunities and strategies available for students through effective use of the I-2 time. Continue to provide students with I-2 learning opportunities through ongoing and timely feedback on daily learning as well as non-curricular learning opportunities. Students make informed choices on their need for added supports through I-2. Continue to work proactively with parents on the benefits afforded students with I-2 opportunities. Provide ongoing supports to students utilising I-2 opportunities through The Learning Centre and other school areas.
- Opportunities for student learning through alternate program options like the Registered Apprenticeship Program (RAP), Work Experience, Stepping Away, K&E/ELL Work Placement in collaboration with courses (Health, CALM, CTS programs). Explore and support alternative delivery opportunities to support RAP placements if required.
- Investigating and considering possible scheduling options that may better meet alternative program needs while maintaining current classroom based learning and scheduling needs is ongoing.
- Teachers are active participants in school based professional learning opportunities focusing on effective student learning strategies. Teacher leaders, in partnership with administration, will plan and facilitate professional learning opportunities. Teachers assume ownership and leadership opportunities for staff growth and learning.
- Administrators engage in a variety of instructional leadership activities, including a coordinated classroom supervision model emphasising professional learning themes to facilitate individual staff professional growth goals. Administrators support individual staff members through identified needs and growth aspirations.

Accountability Pillar Results

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Winston Churchill High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.1	82.3	83.6	89.5	89.5	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	80.0	82.2	83.1	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	82.8	82.0	84.0	90.1	90.1	89.6	Low	Maintained	Issue
	Drop Out Rate	3.9	3.4	3.8	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	72.9	70.8	71.3	77.9	76.5	76.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.7	47.8	54.1	73.4	73.6	73.2	Very Low	Improved	Issue
	PAT: Excellence	17.0	7.6	9.0	19.5	19.4	18.8	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.4	82.0	85.0	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	9.2	13.8	14.7	22.2	21.2	21.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	41.7	37.5	40.2	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	56.8	55.7	55.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.7	58.3	60.3	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	64.2	70.9	75.3	82.7	82.6	81.9	Very Low	Declined	Concern
	Citizenship	73.5	70.4	72.1	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.2	68.5	71.1	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	70.0	71.8	72.1	81.4	81.2	80.2	Low	Maintained	Issue

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Highlights identified by staff:

- Changes/evolution of Learning Commons as a place to learn (The Learning Centre – TLC).
- Ongoing work with MFWHSR pillars focused on student opportunities and ownership of learning strategies.
- Individualised Instructional Time (I-2) for meeting students out of class time for support and targeted growth. Students use areas in the school in addition to classrooms during I2 time for academic and social purposes – TLC and Café are well utilized.
- Teacher Collaborative time (Friday T-2).
- Meeting with admin to go over TPGP's making sure they connect to TQS. Teachers believe they have choice in what they pursue and find ways to relate it to the TQS. Teachers make professional goals as they progress through the year and determine how they relate to the TQS.
- Teachers are reflective on current teaching practices and continue to evolve their practices to enhance student learning and engagement.
- Teacher-driven PL. Teachers feel they have a voice and say in PL activities.
- TTFM and Accountability Pillar survey results are shared and incorporated in to staff learning and growth.
- Communication with home through Phone Homes, PowerSchool, Email, and teacher contact when necessary.
- Churchill offers a wide array of programs to meet all levels of abilities and aspirations, including ongoing growth in cross curricular opportunities.
- Growth in some curricular areas with inquiry based projects focusing on creativity, design, environmental responsibility and consumer demand.
- Engaged and proactive student clubs and groups, created and led by students' (examples include Queer Straight Alliance (QSA), Board Games Club, Harry Potter Club, Anime).
- Benevolent and community service student groups including Student Council, Wellness Club, Human Rights Club, InterAct.

Highlights from APORI and Learning Bar results:

- Safe & Caring Schools – 3 year rolling average has increased and our parent and student perceptions have increased. Student perceptions that staff treat them fairly and teachers care about them has increased.
- Our achievement is considered high for Program of Studies.
- 3-Year High School Completion Rate remains constant, although slightly below the Provincial values.
- The school Transition Rate (6 yr) continues to be above the Provincial average.
- Drop Out rate is rated a Good, slightly above the Provincial Average, but relatively constant.
- PAT results showed overall results as Good, with one Acceptable and one Excellent.
- Diploma Exam course Participation Rates are above our 3-year rolling average, but still below the Provincial values.
- General trend for Parental Involvement has remained relatively constant.
- Learning Bar results showed Institutional Engagement and Intellectual Engagement for our students continues to be well above national norms. Social Engagement is improving, but slightly below the national norm.
- Learning Bar Skills/Challenge ratio remains very high and significantly above the national norms, indicating students feel they are appropriately challenged and programmed in our school.

Challenges to Address

Challenges identified by staff:

- Meeting the apparent and identified needs of students while also fostering independence, personal growth and self-sufficiency.
- Balancing and giving due attention to the multitude of programs, opportunities and potential supports presented to schools for consideration.
- Our diverse population profile continues to present challenges.
- Growth and responsibilities associated with Truth and Reconciliation.
- Ongoing pressures of managing the non-educational digital environment infused in schools. Digital responsibility continues to present an ongoing challenge in schools (tool vs toy; time and place, etc.). Future visions include not just learning to use technology, but truly making it a tool for innovation, creativity and critical thinking.
- Digital literature and resources. Demands are increasing, but curriculum resources are slow coming on-line. Impacts on school budgets, abilities to incorporate resources, and student abilities to readily access digital resources are possible challenges.
- Actions taken as a staff based on TTFM survey results.
- Flexibility to accommodate RAP and Stepping Away opportunities.

Challenges from APORI and Learning Bar results:

- APORI results show some decline in satisfaction with the opportunities available for students to engage in a variety of areas.
- Math 9 results continue to be of concern, although results from the 2017 cohort showed improvement.
- Staff will continue to consider strategies and opportunities to increase the Overall Diploma Exam results through more detailed analysis of results and possible trends that can be addressed at the school site. These will be connected to our MFWHSR strategies and learning.
- Learning Bar results show a continuation of our student rates of self-identified levels of anxiety and depression.