

Winston Churchill High School



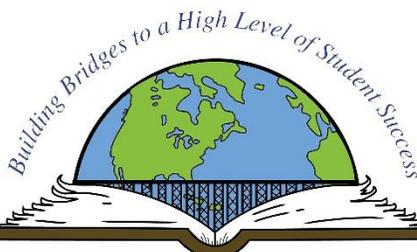
2018/19 Three Year Education Plan and 2017/18 Results Report

Churchill School Philosophy

A Culture of Success.

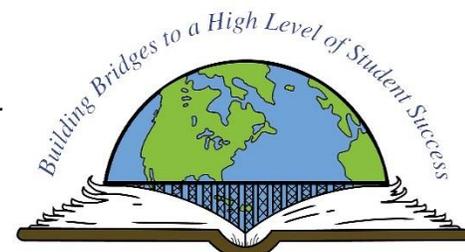
Churchill Mission Statement

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.



Lethbridge School District No. 51

www.wchs.lethsd.ab.ca



Lethbridge School District No. 51

Lethbridge School District Priority: Achievement.

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

Performance Measures:

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- 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
- Satisfaction with overall quality of basic education: students develop attitudes & behaviors that will make them successful workers

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. 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 18-19, continue with targeted and responsive PL activities at each staff meeting; enhance and grow the Leadership Team; adapting to the Generative Dialogue approach to TPGP development and implementation.
- Staff are encouraged to explore pedagogies, assessment for learning practices and approaches to learning that foster further student ownership of learning that reflects ongoing growth as learners. Areas of consideration include: assessment rewrites/redo's; re-teaching strategies; improved feedback practices; positive and guided use of I-2 opportunities to meet student needs.
- Incorporate Generative Dialogue practices to TPGP development for staff. 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.
- Continue to create individual program opportunities to meet student abilities, needs and goals with flexible transitions between learning opportunities and program options. Ongoing evaluation of current and potential complimentary course offerings to better meet current student needs and interests at all levels of achievement. Access to low enrolment complimentary courses through The Learning Centre. Access District program opportunities at other school sites and off-campus programming.
- Continue to offer supports to students that target gaps in achievement through: The Learning Centre supports; Wellness Centre supports; classroom based educational assistants; effective use of I-2 opportunities by students; scheduled collaborative time for staff (T-2); collaborate with parents/guardians and students to determine and support academic pathways (ISP, BSP etc.).
- Continue to explore and implement global wellness practices aimed at student well being to foster achievement. Implement inclusive strategies to all areas of wellness learning and growth.
- Staff participation and leadership in Curriculum Development, High School Redesign and the FinAI 2.0 project through learning, planning, leading and implementing opportunities for school growth and improvement. Continue to emphasize student centred considerations for growth and change; access MFWHSR opportunities to learn and incorporate best practices; action research findings through the FinAI project; enhance collaborative practices (T-2, District PL, teacher-leaders, MS/HS transitions).
- Continued emphasis on meeting the learning needs of our student population, particularly grade 9 students, focusing on literacy (including ELL students through ELL benchmarking for transitions), academic skill development, and achievement using tools, strategies and best practices learned through committees, professional learning communities and school based action research. Strategies include: UDL approaches to inclusion; literacy development in all courses; weekly teacher collaborative time (T-2); creating classroom libraries to promote daily reading; One District, One Book participation, reassessing opportunities using the Moving Forward with High School Redesign framework.
- 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. Purposefully embed FNMI history and understanding to the school culture.
- Continue 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.

Lethbridge School District Priority: Innovation

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 capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

Performance Measures:

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Strategies

- Strive to ensure digital security, safety and equity for all students.
- 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.
- Continued focus on utilising technologies as tools for innovation, creativity and critical thinking while also recognising that innovation does not need to be technology based, should be used appropriately, and not used unnecessarily.
- Develop, offer and promote learning opportunities in all areas that require creative and critical thinking skills by developing an understanding and appreciation of the creative and critical thinking process for learning in all students.
- Further develop learning opportunities that allow and encourage student choice, learning risk, collaboration, creativity and innovation in a flexible environment when developing their products of learning to meet curricular outcomes. Students have multiple ways to show their learning.
- Current technology actions and opportunities include: app development (Computer Science classes), digital health monitoring (Physical Education and Personal Fitness programs), virtual reality tours of historical sites (Social Studies), digital scoreboard in gym as a teaching/learning tool (Physical Education, co-curricular programs), grade 9 option classes focusing on growth mindset and critical thinking (Critical Thinking, Churchill Connections, Power to Change, Business Challenge, Promotions), Tech Theatre (Drama, English), digital art development and appreciation (Art), Robotics Team, CTS/CTF strands.
- 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. Weekly teacher collaborative time (Friday T-2) is a positive and impactful practice supporting professional work within and between department groups. Growth opportunities include: further fostering interdepartmental relationships through sharing of research and topics of interest that may lead to increased cross-curricular opportunities; reassessing the current I-2 model and focus to increase engagement; embedding cross-curricular opportunities.
- Program, course and support services opportunities that reflect the needs of students and their opportunities beyond high school. Program and opportunities for post-secondary pathways include: Work Experience, Registered Apprenticeship Program (RAP), Robotics, CTS/CTF courses, Career Counselling Services, Job Shadow, K & E work placements, ADLC connections, Health & CALM programs, staff PL focused on transitions (PL day at Lethbridge College).
- 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 and provide leadership and direction on accessing and using appropriate source information.

Lethbridge School District Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

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 and 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.
- Promoting and supporting positive school culture through Churchill Family Day, Hall of Fame recognitions, Churchill Returns Work Fair, grade 8 to 9 transition and orientation in spring and fall, grade 9 options fostering social and cultural awareness.
- 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 continue to seek alternative programming options for reluctant physical education participants and supported program access to facilities (Life Skills, ELL-LFS, K & E).
- Continue with strategies to actively engage parents and the community with the school, including effective parent council connections. Activities from 17-18 included: breakfast by parents on Family Day, movie night for families, haunted house event (family oriented), parent council lunch for staff.
- Develop and implement school based strategies for building parent knowledge regarding provincial initiatives and subsequent change utilising input from parent council and other stakeholder connections.
- Monitor safe and caring school results from the Accountability Pillar and Tell Them from Me surveys. Continue to gather student feedback using round-table discussions and focused feedback on specific results from the surveys. Incorporate survey feedback in to the school PL/PD plans where possible.
- Promote and advocate inclusion opportunities for all students in all school activities, events and groups.

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. Staff will support students and develop strategies for students to use to better make informed choices on their learning needs. Provide ongoing supports to students utilising I-2 opportunities through The Learning Centre and other school areas.
- Continue to work proactively with parents on the benefits afforded students with I-2 opportunities through teacher-parent and advisor-parent communications. Promotion and awareness of the WCHS Guide to Achievement, Growth and Student Assessment
- 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.
- Investigate further opportunities for increased FNMI programming and instruction throughout the school community and TQS outcome incorporation.
- Continue to consider and investigate scheduling options that may better meet program and alternative learning needs while maintaining current classroom based learning.
- 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. The 7 Attributes of Churchill Family members identified in 17-18 will be incorporated in to student learning plans and staff PL.
- 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. New staff (first 3 years in the profession) will be a priority in supervision.

Accountability Pillar Results

Combined 2018 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	84.1	82.1	83.8	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	82.9	80.0	81.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	82.9	82.8	83.1	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	3.5	3.9	3.7	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	70.0	72.9	71.8	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	52.1	63.7	55.4	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	10.5	17.0	11.3	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.0	75.4	81.3	83.7	83.0	83.0	Low	Declined	Issue
	Diploma: Excellence	9.8	9.2	13.2	24.2	22.2	21.7	Low	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	37.4	41.7	39.2	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	48.1	56.8	56.2	63.4	62.3	61.5	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.4	58.7	58.5	58.7	57.9	59.0	Intermediate	Declined	Issue
	Work Preparation	76.5	64.2	71.1	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	73.7	73.5	72.8	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.1	72.2	71.1	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	64.0	70.0	71.7	80.3	81.4	80.7	Very Low	Declined Significantly	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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).
- Participation in Provincial Achievement Tests was impacted 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 this event.
- 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.
- 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.
- Participation in Diploma Examinations was impacted 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 this event.
- 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.
- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Highlights

- Learning Commons (The Learning Centre – TLC) continues to evolve as a place to learn for all students. Classes often access TLC for collaborative activities. LST teacher has opportunities to work directly with teachers in their classrooms on student learning needs. Highest needs students are being supported more directly by classroom teachers.
- Teacher Collaborative time (Friday T-2). Staff cite this opportunity as something they value. The opportunity to collaborate and pursue professional growth weekly builds individual capacity and dynamic professional growth.
- 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. Staff have incorporated more timely feedback practices for students to assess their learning on an ongoing basis with a goal of daily, informed feedback.
- Team meetings with administration using Generative Dialogue approaches to professional sharing and conversations in the development of individual and team growth plans. Teachers feel they have choice in what they pursue as professional goals as they progress through the year. Opportunities to review and collaborate are part of the school PL planning for the year. 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.
- Providing opportunities to communicate with home through Phone Homes, PowerSchool, Email, and direct 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 many curricular areas through inquiry based projects focusing on creativity, design, environmental responsibility and consumer demand.
- Engaged and proactive student clubs and groups, created and led by students and supported by staff.
- 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 – current result improved by 2% over the previous year and is above the previous 3-year average indicating student and parent perceptions that staff treat students fairly and teachers care about them.
- Our achievement is considered Very High for Program of Studies with 82.9% (compared to 81.9% for the Province and the school 3-year average of 81.2%).
- Education Quality remains consistent at 82.9% compared to 82.8% in the previous year and 83.1% for the previous 3-year average.
- High School Drop Out Rate continues to improve. Current value of 3.5% is below last year (3.9%) and the previous 3-year value of 3.7%.
- Work Preparation result has increased to 76.5% from 64.2% the previous year, and a previous 3-year average of 71.1%.
- Citizenship remains consistent at 73.7% compared to 73.5% last year and a previous 3-year average of 72.8%.
- 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.
- 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

- Ongoing work and opportunities for improvement through MFWHSR pillars focusing on student opportunities and ownership of learning strategies.
- Infusing action research findings from the FinAI 2.0 project to school improvement.
- Continued stressors of effectively 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 and complex population profile continues to present challenges to pedagogy and some achievement measures.
- Growth and responsibilities associated with Truth and Reconciliation.
- Ability to continue offering programs of opportunity, enrichment and challenge for students with limited resources and funding.
- 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.). The impacts and demands on school culture generated by social media use and abuse is noticeable.
- Digital literature and resources continue to be an area of wanted growth with increasing demands, 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.
- Improving PAT and DE results with a complex and diverse student population.

Challenges from APORI and Learning Bar results:

- Grade 9 PAT results continue to be of concern. Specific and targeted analysis and improvement plans are being undertaken by all department groups. Reflection and critical analysis of current structures and practices is ongoing.
- Staff will continue to consider strategies and opportunities to increase the Overall Diploma Exam results (Acceptable, Excellence and Participation rates) through detailed analysis of results and possible trends that can be addressed at the school site.
- High School Completion Rate (3 yr) has declined slightly to 70.0% from the 72.9% in 2017. The previous 3-year average is 71.8%. Continue to monitor to determine if this is a trend or cohort effect.