

Winston Churchill High School



2020/21 Three Year Education Plan

and

2019/20 Results Report

Vision

A community of learners working to make our world a better place.

Mission

Build **RELATIONSHIPS**

Pursue **GROWTH**

Value **DIVERSITY**



www.lethsd.ab.ca



Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- First Nations, Metis and Inuit student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

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.

Strategies:

- Continue to focus on, and live our new vision, mission, and values
- Purposefully nurture a culture of learning and thinking
- Staff opportunities to engage in "Creating Cultures of Thinking" by Ron Ritchhart
- School wide professional learning focusing on "thinking cultures"
- Continue to gather and engage in data analysis and strategic planning
 - Reflect on APORI results and Our School Survey results for the purpose of growth
 - Reflect on results as teachers and departments for the purpose of growth
- Based on reflection of school wide data, explore strategies to support diverse learning needs (e.g. English Language Learners)
- Math team is utilizing information provided by the MIPI to inform their practice
- Structured time for professional growth inquiry question (generative dialogue) and self-reflection
 - Time with admin team and colleagues
- Continue to emphasize our Leadership Committee as a collaborative/thinking group
 - Lead thinking and discussion that will focus on creating a culture of learning/thinking

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.

Lethbridge School Division 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

Opportunity for students to receive a broad program of studies,

Strategies:

- Continue to focus on, and live our new vision, mission, and values
- Regular team meetings with our Inclusive Education team to continue the work of creating an inclusive school environment
 - School wide approach that reinforces the creation of an inclusive school community is process based
- Creation of an ELL committee with the purpose of building foundational knowledge, strategies and resources. It includes members from each department, our Youth Settlement Worker, and the division lead teacher
- Professional learning that broadens understanding of Anti-Racist practices and perspectives, builds First Nations, Metis, and Inuit Foundational Knowledge and recognizes *Reconciliation* as action (not just acknowledgment)

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

Strategies:

- Purposefully focus on creating a culture of learning and thinking which leads to innovative environments
- Gathering student input and creating opportunities for staff and students to think, learn, and plan together
 - WCHS Spaces Committee
 - WCHS Student Leadership Class
 - Finland Alberta Partnership
- Continue to emphasize our Leadership Committee as a collaborative learning/thinking group
 - Lead thinking and discussion that will focus on creating a culture of learning/thinking during a pandemic
- Continue to explore assessment—project based learning, inquiry questions
- Flexible learning environments—at home learning, at school learning, use of Teams

School Priority: Creating and maintaining a culture of learning during a pandemic

Outcomes:

- Create a community of learners working to make our world a better place
- Student learning needs, social/emotional needs, and physical needs are met, so that students experience success

Performance Measures

- Student and staff feedback
- Staff and students continually engage in thinking; during complex times
- Results from surveys including Our School and the Accountability Pillar

Strategies:

- Build relationships
- Pursue growth
- Value diversity
- Continually reflect on the connection between wellness and the ability to engage in learning/ thinking
- Focus on meeting basic student and staff needs to ensure readiness to learn; understanding the challenges facing our students and staff during a global pandemic
- Continue to keep learning and growth at the forefront of conversations with students, while recognizing we are in a pandemic
- Structured time for professional growth Inquiry Question (generative dialogue) and self-reflection
 - Time with the admin team and time with colleagues
- Staff professional learning devoted to data analysis and strategic planning
 - Reflect on achievement results as teachers and departments to increase student learning and achievement
- Explore strategies during professional learning to support diverse learning needs (i.e. English Language Learners)
- Ensure our physical space supports student learning and represents our vision, mission, and values

Accountability Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6466 Winston Churchill High School



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	77.7	82.0	82.7	89.4	89.0	89.2	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	83.7	82.7	81.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	83.0	85.5	83.7	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	5.7	3.1	3.5	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	64.9	74.8	72.6	79.7	79.1	78.4	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	45.9	52.1	54.5	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	11.7	10.5	11.7	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	74.9	75.0	77.5	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	14.7	9.8	10.9	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	32.2	38.0	39.0	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	50.3	53.7	52.9	66.6	64.8	63.5	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.9	49.1	52.7	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	68.9	79.5	73.4	84.1	83.0	82.7	Low	Maintained	Issue
	Citizenship	69.9	72.3	73.1	83.3	82.9	83.2	Low	Declined	Issue
Parental Involvement	Parental Involvement	67.2	76.2	73.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	69.2	72.4	68.8	81.5	81.0	80.9	Low	Maintained	Issue

Highlights

WCHS is a vibrant and energetic environment that is sincerely student focused

We are proud of our diverse population and continue to focus on creating an inclusive environment (25% of our population identifies English as their second language)

The International Baccalaureate program continues to grow

Our Leadership class was immensely impactful in it's first year

Challenges to Address

Grade 9 PAT acceptable results continue to be a challenge

Diploma exam acceptable results continue to be a challenge

Sense of safety for students as they travel to and from school has emerged as a concern