

Winston Churchill High School



2021 /22 Assurance Plan

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

**Build RELATIONSHIPS
Pursue GROWTH
Value DIVERSITY**



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ASSURANCE PLANNING

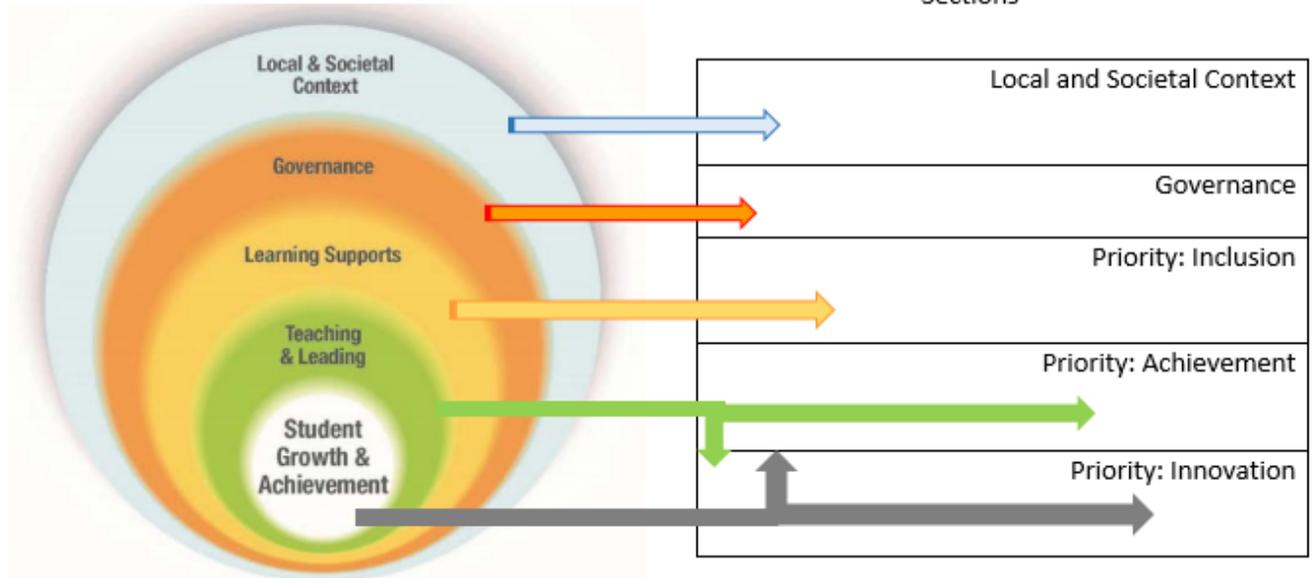
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

Description of the school context. Eg. Size, grade configuration, demographics (if appropriate), strengths and highlights, challenges.

Winston Churchill High School is a vibrant and energetic learning community that is sincerely student focused. We are proud of our diverse population and continue to focus on creating an inclusive learning environment. We have approximately 935 students across four grade levels; grades 9 through 12.

Our school vision: *A community of learners, working to make our world a better place.* We wholeheartedly believe that we are all learners in our community and that we can positively impact the world around us. Our mission: Build Relationships, Pursue Growth, Value Diversity. Churchill is a learning community committed to growth; we aim to be a little better today than we were yesterday. We endeavor to create an environment where thinking critically, creatively, and empathetically are a way of being. We are not satisfied with the status quo and understand that building positive relationships for the purpose of learning creates a safe environment where individuals can be curious, ask why, and aim to grow. We are committed to creating an anti-racist and anti-oppressive learning community, challenging our preconceived ideas about education, teaching, and learning.

We are proud of the many opportunities we provide our students, which include International Baccalaureate Program (IB) and our Limited Formal Schooling Program (LFS). We welcome learners from all over the world and choose to believe that learning English as a Second Language is a strength, not a deficit. We are proud that our IB program continues to grow as we encourage students to challenge themselves academically. A growing IB Program and a growing population of students for whom English is their second language presents some challenges to our school structures, however it is a challenge we welcome.

Over the past 19 months, our world has faced the challenge of navigating a pandemic. We see real impacts on students, staff, and families and are committed to supporting our learning community through an incredibly challenging time. Recognizing that our community has been in a heightened state of arousal for over a year and half means taking care of the social and emotional needs of our students while continuing to focus on creating culture of thinking. This is a challenge.

Churchill is a school committed to building positive school culture. Our Leadership Class has 95 students (over 10% of our student population). They are all working to make our learning community one that cares, supports, and encourages all.

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement practices that foster a deep understanding of number sense	Mental Math and Logic Resource Rational numbers and mental math Numeracy Lead Teacher	MIPI assessment and analysis of results—Sept./Oct. Grade 9—mental math practice every-day Participate in High School Numeracy Committee Create a department numeracy inquiry question Develop and review school based numeracy plan	MIPI results—post assessment (following year) Develop and review school based numeracy plan
Students are active, healthy, and well	Trauma Informed Practice Wellness Team—Teacher Counsellor, Family School Liaison Counsellor, Indigenous Grad Coach, Student Support, Students enRoute (Aaron Becking)	Our Wellness Team is providing Universal strategies to teachers and direct teaching to classes Providing opportunities for students in I2 School wide Youth En Route Initiative	Observable change in student ability to self-regulate Data collected from roundtable discussions
Students apply knowledge, understanding, and skills in real life contexts and situations	Creating Cultures of Thinking by Ron Ritchart	Complete shift of our K&E Program -Aquaponics, Bike Maintenance Direct teaching and connection to real life contexts I2 Time student access Incorporating "Thinking Routines into staff PL	Observable change in student engagement (attendance) Data collected from roundtable discussions with our K&E students
Students advance reconciliation	John Chief Calf, Juliette Toledo, Kade Hogg, Genevieve Ahart, Craig Findlay, Yvette Lowen, WCHS Admin Team, Dr. Farha Shariff, AR Committee WCHS English Department	School wide learning session about Anti-Racism Staff PL connected to Indigenous Ways of Knowing In class presentations about Indigenous Ways of Knowing	Common language and Common understanding of Indigenous history Observable shift in student and staff conversation about Truth and Reconciliation
Students engage in culturally relevant literacies and engage in literacy at home	Multi-modal literacies; novels, short stories, oral story telling, TikToks, videos Diverse texts available to students in the LC and in classrooms	Increasing time for student choice reading Having students engage with different texts to create a connection to texts and to others Reading option on timetable	Anecdotal evidence of students participating in class and self-perception of engagement in literacy Enrollment numbers in Reading 15, 25

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

Provincial Assurance Survey measure of safe and caring schools.

Provincial survey measure of student inclusion.

Provincial survey measure of access to supports and services

Goal	• Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning which includes: <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice • Classroom Profiles • Universal Strategies 	Shelley Moore Learning Support Teachers (LST) Teacher Counsellor School Pyramids of Intervention	LST—support within classrooms and provide information to teachers and support staff Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers Inclusion Fridays during T2 (LST Lead)	Regulated & focused classrooms Common language Improvement in student learning, tied to individualized plans Increased opportunities for student engagement
Our learning environment is welcoming, caring, respectful, and safe	Year long PL with Dr. Farha Shariff from the UofA Trauma Informed Practice Leadership Students Youth Engagement Officer	Universal Programming— Wellness Team and Admin Team Re-introduction of designated Advisor time I2 (Individualized Instruction Time) Use of Teams to connect with students Connection with Immigrant Services	Student engagement Student anecdotal feedback
Our learning environments are adapted to meet learner needs	Shelley Moore Learning Support Teachers (LST) Teacher Counsellor	Inclusion Fridays Learning Sessions with Dr. Shariff Coffee with the Counsellors Learning Commons Philosophy Room 50—Wellness Room	Students with neurodiversity are engaged in a wide range of classes and learning opportunities
We have a shared understanding of an inclusive school environment	WCHS Admin Team Shelley Moore Learning Support Teachers (LST) Teacher Counsellor	Inclusion Fridays Learning Sessions with Dr. Shariff Coffee with the Counsellors ESL Committee Parent School Council is a learning community	Common language Observable shift in role of Learning Support Teachers
Increase parent engagement to support student success	Community supports—share with families https://www.cyfcaregivereducation.ca/virtual-education Parent School Council The Loop	Share helpful resources with Parents Gather feedback from our parent community	Increase in WCHS family use of community health/mental health resources Observable decrease in crisis intervention from the school

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff continue to develop their professional practice through collaborative engagement	Inquiry templates Inquiry Topics—Shared Document for all staff to support collaboration between staff interested in similar topics	Time scheduled for collaborative groups on PL days T2 Time collaborative opportunities; Inclusion Fridays, Coffee with the Counsellors, Anti-Racism (AR) Committee Dialogues on Growth (DOG) Committee	Staff engagement Observable change in instructional practice
School professional learning plan will center on creating a culture of thinking that uses an anti-racist and anti-oppressive lens	Year long PL with Dr. Farha Shariff from the UofA <i>Start Here, Start Now: A Guide to Antibias and Antiracist work in Your School Community</i> by Liz Kleinrock	AR Committee to meet 5 times with Dr. Shariff and 4 times independently School wide presentation from Dr. Shariff	Increased awareness and conversations that highlight and address inequities within our current system
Create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder	Inquiry templates Inquiry Topics—Shared Document for all staff to support collaboration between staff interested in similar topics	Leadership Committee Time scheduled for collaborative groups on PL days T2 Time collaborative opportunities; Inclusion Fridays, Coffee with the Counsellors, Anti-Racism (AR) Committee	Staff engagement and involvement in committee work, T2 opportunities, and Inquiry Question Process
Staff are confident to respond to the unique learning needs, interests, and cultural, social, emotional, and economic circumstances for all	Year long PL with Dr. Farha Shariff from the UofA Trauma Informed Practice Counselling Team	Our Wellness Team is providing Universal strategies to teachers and direct teaching to classes Coffee with the Counsellors during T2 Counselling team supports targeted students with emotional and social supports, economic and community referrals	Anecdotal responses from students and staff Engagement in class Observable change in student ability to self regulate ¹

School Goal or Inquiry

In what ways does a focus on anti-racist and anti-oppressive education contribute to building a culture of thinking and learning for all during a pandemic?

Possible Resources: Dr. Farha Shariff, Anti-Racism and Anti-Oppressive Committee, Leadership Committee, *Start Here, Start Now: A Guide to Antibias and Antiracist work in Your School Community* by Liz Kleinrock

Strategies	Timeline	Indicators of Success
Year long learning with Dr. Farha Shariff from the University of Alberta (Faculty of Education)	9 Scheduled learning sessions from August 26 until June 21 with Dr. Shariff	Increased awareness and conversations that highlight and address inequities within our current system
Purposeful use of an anti-racist and anti-oppressive lens when making all decisions at our school.	On-going	Increased awareness and conversations that highlight and address inequities within our current system
Staff and student Anti-Racism Committee	April 2021—June 2022	Increased awareness and conversations that highlight and address inequities within our current system