

Winston Churchill High School



2022/23 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

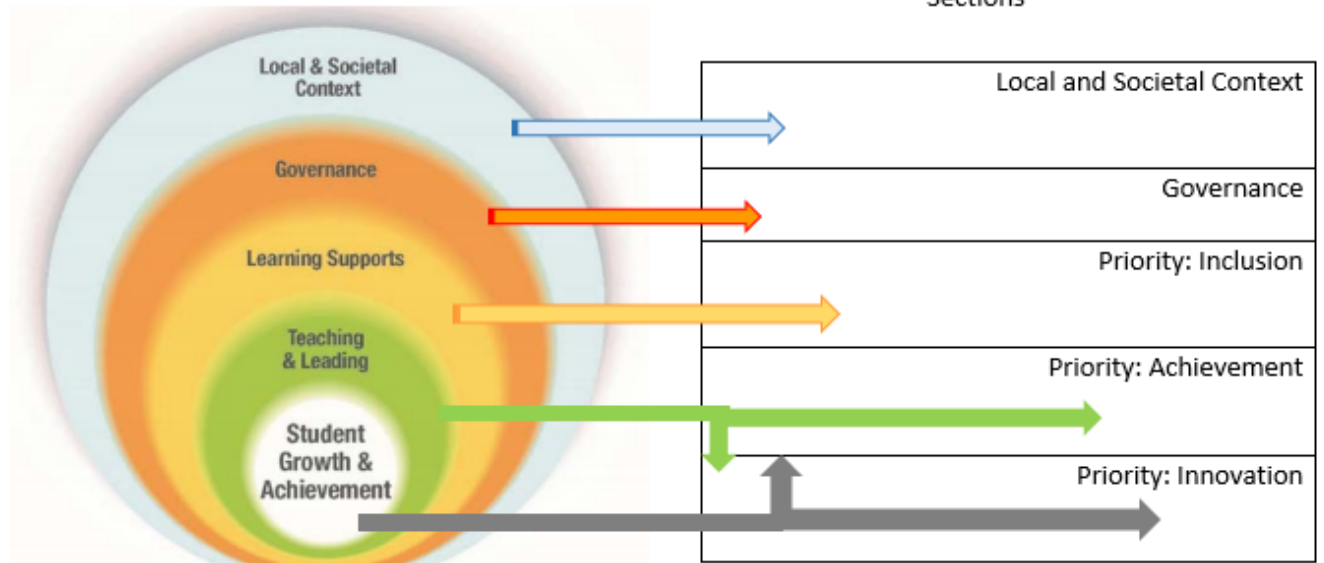
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

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 the International Baccalaureate Program (IB), our Limited Formal Schooling Program (LFS), and our inclusive Learning Commons philosophy where students have access to in-person learning support as well as print and online resources. We welcome learners from all over the world who speak multiple languages, which demonstrates a commitment to growth and learning. 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 not their first language presents some challenges to our school structures, however it is a challenge we welcome.

Over the past 24 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 two years 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. We have seen an increase in disengagement through attendance, increased mental health challenges for students and families, and substance use concerns. The challenges of systemic poverty and increased financial strain continue to be a concern for our community.

Churchill is a school committed to building positive school culture. Students identify the caring staff as a major strength in our community. They also indicate that our school's commitment to creating an inclusive learning community is tremendously important to them. Our Leadership Class has 110 students (over 10% of our student population). They are all working to make our learning community one that cares, supports, and encourages all. Our Leadership class is a demonstration of our school's commitment to inclusion.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students 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.

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

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

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of learning engagement
 High School Completion

Goal	Study/Resources	Strategies	Measures
Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.	Mental Math and Logic Resource Rational numbers and mental math Numeracy Lead Teacher Learning Commons LST	MIPI assessment and analysis of results—Sept./Oct. Grade 9—mental math practice everyday 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 apply knowledge, understanding and skills in real life contexts and situations.	K&E Teaching team Leadership Committee All Staff Leadership Class	Expansion of K&E Program -Aquaponics, Bike Maintenance, Gardening I2 Time student access Opportunities for students to have experiences in our community—exploring different ways of doing things Leadership student projects	Observable change in student engagement (attendance) Data collected from roundtable discussions with our K&E students Increased enrollment in Leadership Class
Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.	Leadership team, Juliette Toledo, Kade Hogg, Craig Findlay, Yvette Lowen, WCHS Admin Team, WCHS Anti-Racist Committee WCHS English Department Learning Commons—collection of print and online resources “Ensouling our Schools” by Jennifer Katz LFS Teacher—SIOP (Sheltered Instruction Observation Protocol)	Staff PL connected to Indigenous Ways of Knowing In class presentations about Indigenous Ways of Knowing Creating visual/artistic commitments to Indigenous Ways of Knowing throughout the school Raising the Blackfoot Confederacy Flag Continued focus of staff PL of Anti-Racism and Anti-Oppression	Common language and Common understanding of Indigenous history Observable shift in student and staff conversation about Truth and Reconciliation Displaying visuals Number of students engaged in creation of visuals Expansion of Indigenous Collection in the LC
Students are active, healthy and well.	WCHS Physical Education Department Leadership Committee Wellness Team Community facilities and offerings Learning Commons	Promotion of lifelong healthy living through school based alternative opportunities for all students (i.e. hiking, canoeing, skiing, cross-country skiing, golfing) Our PE department now offers a grade 10 Active Living PE Class Increase in offerings of healthy living option classes (Sports Medicine, Physical Wellness, Churchill Health and Fitness) I2 Opportunities—Fitness Centre, Main Gym, yoga, Learning Commons	Student involvement numbers (in classes, trips) Student participation numbers in out of the timetable fitness opportunities (I2, athletics, before school, after school) Tracking of number of students using LC
Students demonstrate understanding and respect for the uniqueness of all learners.	Leadership class WCHS Anti-Racism Committee Cultural Calendar Learning Support Team Learning Commons—diverse texts	Focus on our school vision and values—Work Hard, Be Kind Leadership class focus on inclusion Staff PL—inclusion	Cultural celebrations (i.e. Ramadan) Observable increase in interactions between students with and without exceptional needs

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 welcoming, caring, respectful and safe learning environment.
 Provincial survey measure of student inclusion.
 Provincial survey measure of access to supports and services

Goal	Study/Resources	Strategies	Measures
Learning environments are welcoming, caring, respectful and safe.	Staff Advisor Committee Admin Team Wellness Team Trauma informed practice Parent School Council Learning Commons	Reinvigorate advisor program through the advisor committee Welcoming students every day in the front entrance Student clubs that welcome all students (GSA, AR Committee) I2 (Individualized Instruction Time) Use of Teams to connect with students Connection with Immigrant Services	Student engagement Student anecdotal reports Student feedback from roundtable discussions Our School Survey
Learning environments are adapted to meet learner needs.	Learning Support Team (Learning Commons) Admin Team Wellness Team Learning Commons	School wide approach— people first, content second Student profiles shared with teachers Inclusion Fridays LST Collab Team Meetings Department Team meetings with Learning support and admin team Learning Commons Philosophy Room 50—Wellness Room	Students with neurodiversity are engaged in a wide range of classes and learning opportunities Common language and common understanding of inclusion Regulated & focused classrooms Improvement in student learning, tied to individualized plans
There is a shared understanding of an inclusive school.	Learning Support Team Admin Team Wellness Team Learning Commons—Professional Collection and online resources	Start of the year—Share vision of inclusion from Learning Support Team Monthly team meetings with LSTeam Department team meetings Inclusion Fridays LST Collab Team Meetings Connect Anti-oppression work to principles of inclusion	Common language Observable shift in role of Learning Support Teachers
Students and families work in collaboration with the school to support learning.	Parent School Council Advisor Program Student Support Position from Chinook (supporting all four high schools)	Fall Parent Evening—advisor time, BBQ, connection with staff Increase communication with parents - shift office admin support duties (create bi-weekly newsletter) Coordinated WCHS Calendar Multiple parent evenings—grade 11—grad planning, post-secondary, scholarships. Grade 9—high school planning, credits, etc.	Feedback from School Council Feedback gathered after each evening session OurSchool Survey

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 respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.	Learning Support Team Admin Team WCHS Anti-Racism Committee Wellness team Trauma informed practice ISPs Learning Commons Flex Days Teaching to Diversity—Jennifer Kat	Inclusion Fridays LSTeam Collab Team Meetings Monthly team meetings with LSTeam Department team meetings Inclusion Fridays Staff provide choice in projects, project based learning	Increased student engagement Attendance
Staff improve their professional practice through collaborative engagement	Inquiry Templates Inquiry Topics Staff Leadership Committee Admin Team Learning Commons— Professional Collection and online resources	PL funding available for staff to team teach and meet with Learning Support Teachers Inclusion Fridays LST Collab Team Meetings T2 Time collaborative opportunities; Inclusion Fridays, Anti-Racism (AR) Committee Dialogues on Growth (DOG) Committee	Staff engagement—Create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder Staff sharing Number of requests for new LC resources
Professional learning programs prepare staff to meet the standards for professional practice	Trauma Informed Practice Staff Leadership Committee Admin Team WCHS Anti-Racism Committee Wellness Team Teaching to Diversity—Jennifer Kat	Staff Book Study PL dedicated to UDL, connected to TQS Wellness Team to provide Universal strategies to teachers and direct teaching to classes	Staff engagement—Create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder Staff sharing Anecdotal reports from staff
Teachers and leaders use a range of data arising from their practice to inform continuous learning	Staff Book Study PL dedicated to UDL, connected to TQS Wellness Team to provide Universal strategies to teachers and direct teaching to classes	Dedicated T2 time for teachers to examine data Dedicated PL time for data analysis Connect data analysis to professional growth plans	Increase in student achievement and understanding