Winston Churchill High School

www.wchs.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

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

School Mission Statement
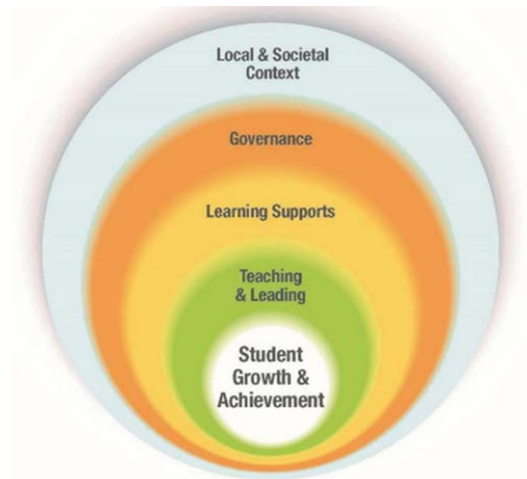
Build RELATIONSHIPS   Value DIVERSITY   Pursue GROWTH

Lethbridge
SCHOOL DIVISION

ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- **Inclusion**, **Well-being**, **Learning, Respect** and **Leadership**

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 1000 students from grades 9 through 12. Our school vision: A community of learners working to make our world a better place. We wholeheartedly believe that approaching life as a learner will 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 through challenging our preconceived ideas about education, teaching, and learning.

School Highlights:

We are proud of the many opportunities we provide our students, which include the International Baccalaureate Program (IB), our English for Access Program (EAP), 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. We are proud that our IB program continues to grow as we encourage students to challenge themselves academically. Churchill is a school committed to building positive school culture. Students identify the caring staff as a major strength in our community. Students also indicate that our school's commitment to creating an inclusive learning community is tremendously important to them. Our Leadership Class has 130 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.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
  - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
  - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
  - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
  - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What *strategies* will we *implement* to progress toward achieving this outcome?

- English as an Additional Language – Expand EAL specific course offerings (i.e. Sheltered English 10-2 class)

- Skilled Trades – Provide curriculum embedded opportunities for students to explore skilled trades.

- Alternative Learning – Offer a wide range of learning opportunities to meet student learning needs.

- Student Led Learning – Provide opportunities for students to lead learning in areas they are passionate about (i.e. Leadership class, Math Club, Culture Club).

- International Baccalaureate Program – Provide students with the opportunity to access an international curriculum and develop global perspectives.

- Off Campus Education – Promotion of off-campus opportunities, such as: RAP, Green Certificate, work experience, volunteering, Dual-Credit, job shadowing.

- Programs of Study – Offer a broad range of courses to support student interest and engagement (i.e. Musical Theatre, Tech Theatre, Outdoor Education, Agri-Gardening, Taekwondo, Industrial Arts)

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- WCHS is committed to exploring alternative learning opportunities to meet the needs of diverse learners in our community.
  - Wide range of offerings: IB, EAP, Flex, Agri-Gardening etc.
- Equitable opportunities (access to athletics and fine arts, alternative learning options)
- Administrative support, encouragement, and offerings of alternative learning options

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
    - o **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
    - o **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
    - o **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.

2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

Staff engage in ongoing professional learning to support optimal student learning.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Vision: WCHS is a community of learners working to make our world a better place.

- Mission: We work to build relationships, pursue growth, and value diversity. We are committed to equitable.

- Values: Work hard and be kind!

- Collaborative Learning: Committed to staff collaborative learning time weekly and opportunities for collaboration on professional learning days.

- Data-informed: Use a variety of data sources to inform decision-making (PAT, Diplomas, OurSchool, student roundtables, etc.).

- Staff Autonomy: Create a learning community where staff are engaged, inspired, and feel supported in leading their own learning.

- Distributed leadership: Provide opportunities for staff to actively engage in school-based decisions and the direction of our school.

- Learner mindset: Provide opportunities for staff to share their learning (ie. Learning sessions at staff meetings).

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Purposeful planning of PL opportunities for our learning community.

- Purposeful planning of PL opportunities connected to Indigenous Ways of Knowing.

- Purposeful professional learning about Trauma Informed Approaches.

- WCHS will use data to inform our decisions and direction.

- Intentional Admin team support of department learning using a collaborative approach to team meetings.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
  - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
  - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
  - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
  - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

To foster learning environments that enable each student to achieve learning success.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Warmth and Structure: Purposefully acknowledge the importance of balancing warmth and structure to support students.

- Structures to Support Learning: I2 time. C-Team meetings. Purposeful advisor-time to support connection. Digital Device Guidelines.

- Parent Partnerships: Learning sessions for parents (access online and in person), Churchill Family Wellness Nights, school staff communication with parents.

- Inspire Engagement and Curiosity: Strive to ignite student interest.

- Empowering Students: Increase student ownership of learning and awareness of their learning needs and goals.

- Equitable Access: Using technology and other tools to create more equitable learning environments (Microsoft Live Translate, fidget tools, standing desks, etc.)

- Attendance and Engagement: Exploring an early intervention process for students struggling to find success.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- WCHS is committed to exploring early interventions for students (academic interventions, attendance interventions) through a trauma informed lens.

- Purposeful professional learning about Trauma Informed Approaches.

- WCHS will explore alternative learning opportunities to meet the wide range of student learning needs.

- WCHS will continue to host Churchill Family Wellness Nights for families.