

Winston Churchill High School



2023/24 Assurance Plan

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

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

Build Relationships

Pursue Growth

Value Diversity

Division Mission Statement : Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.



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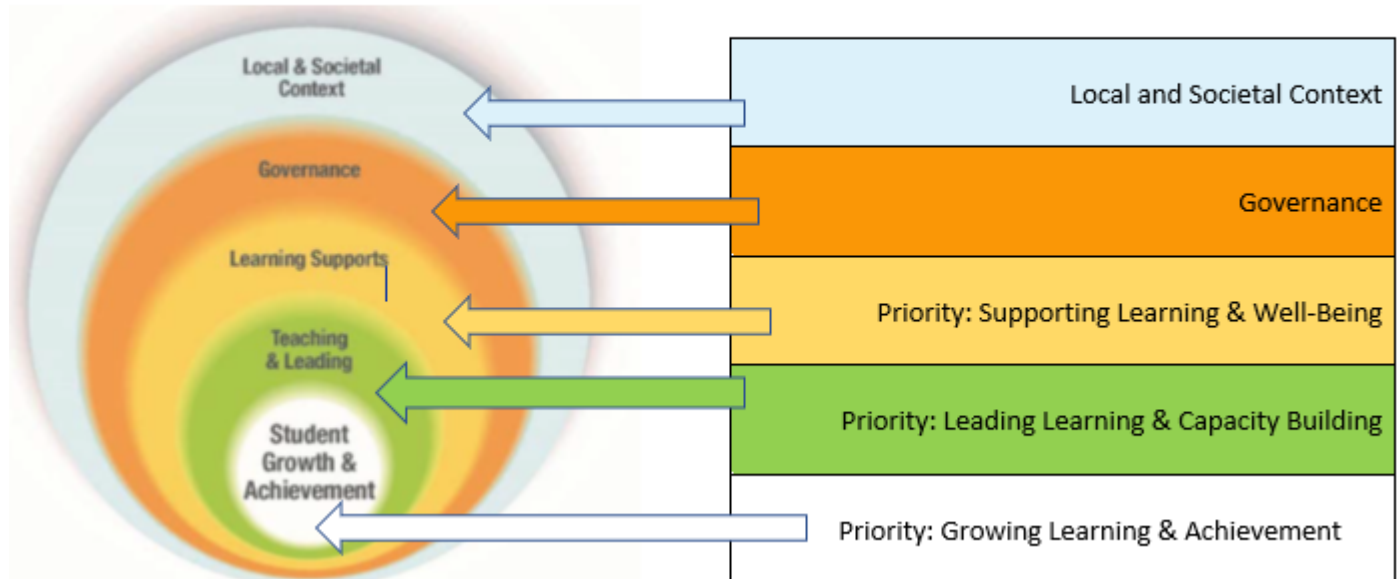
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



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 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 their 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 an additional language presents some challenges to our school structures; however, it is a challenge we welcome. 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 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.

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. We strongly believe in the importance of taking care of the social and emotional needs of our students while continuing to focus on creating culture of thinking. This is a challenge. As a professional learning community our challenge is to increase our strategies and skills to support a diverse group of student learners. We see diversity as our community's strength; therefore we must grow in our own skills and adjust to the needs of our awesome students.

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).
 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	Strategies	Resources	Measures
Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.	<ul style="list-style-type: none"> • School wide focus on strategies to support literacy and numeracy. Learn from partner school—Forest Lawn H.S. in YYC • Review and update our school's extensive numeracy plan • Increase LST time to support Literacy and Numeracy instruction with a specific focus on EAL learners • Develop strategies that can be implemented universally in all classrooms • Continued implementation of Math 15 	<ul style="list-style-type: none"> • Learning Support Team • Numeracy Lead Teacher • Forest Lawn High School staff • WCHS Math Department • WCHS English Department • WCHS Staff 	<ul style="list-style-type: none"> • Student learning and achievement data - class based assessments - provincial assessments - success rate in classes • Anecdotal information from teachers regarding student learning and understanding
Students apply knowledge, understanding and skills in real life contexts and situations.	<ul style="list-style-type: none"> • Focus on creating thinking classrooms—connect learning to real life situations • Student Leadership Projects • Include students in Staff Committee work • One Act Festival—Student Directors • Continued expansion of K&E Program 	<ul style="list-style-type: none"> • All staff • Leadership Committee • Leadership Class • K&E Team • Garfield Gini-Newman 	<ul style="list-style-type: none"> • Observable change in student engagement (attendance) • Increased enrollment in Leadership class • Data collected from student roundtable discussions • Increased enrollment in One Act Festival
Students and staff demonstrate understanding and respect for the uniqueness of all learners.	<ul style="list-style-type: none"> • Staff Learning connected to Indigenous Ways of Knowing, thinking classrooms, inclusion • Focus on school vision and values—through the lens of Anti-racism and Anti-oppression • Leadership Class and Club focus on Inclusion and school values • Highlight Cultural Calendar 	<ul style="list-style-type: none"> • All staff • Leadership Committee • Leadership Class • LST Team • LFS Teacher - SIOP (Sheltered Instruction Observation Protocol) • Indigenous Grad Coach • Garfield Gini-Newman • Dr. Dwayne Donald 	<ul style="list-style-type: none"> • Common language • Observable change in student engagement (attendance) • Data collected from student roundtable discussions • Our School Data • Common understanding of Cultural Calendar • Increased self-identification of personal wellness
Students make choices that support their academic, social, and emotional growth and learning.	<ul style="list-style-type: none"> • Shift in where I2 time is offered and how we support student use of I2 • Universal wellness education • Targeted wellness interventions (groups) • Promotion of lifelong healthy living through school based alternative opportunities for all students (hiking, skiing, wellness forums, student conferences) 	<ul style="list-style-type: none"> • All staff • Leadership Committee • LST Team • Indigenous Grad Coach • Wellness Team • PE Team • Advisors 	<ul style="list-style-type: none"> • Increase use of I2 time • Observable change in student engagement (attendance) • Data collected from student roundtable discussions • Our School Data • Increased self-identification of personal wellness

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff engage in, and contribute to, a culture of learning while improving their professional practice through inquiry based professional learning and collaborative engagement.	<ul style="list-style-type: none"> • Professional inquiry time implemented at start of school year • Professional inquiry time embedded throughout school year • T2 time—opportunities for collaboration and learning • Approach every standing committee as a Learning Committee (Grad, The Churchill Award, Spaces, Leadership, etc.) • Focus on school vision; A community of LEARNERS working to make our world a better place • Department team meetings twice per year with Admin team 	<ul style="list-style-type: none"> • All staff • Leadership Committee • Admin team • Garfield Gini-Newman • Michael Fullan • Inquiry templates • T2 Collaborative opportunities • LST Collab meetings • Inclusion Fridays • Dialogues on Growth (DOG) Committee • PL Funding available for staff to team teach and meet with LSTs and colleagues 	<ul style="list-style-type: none"> • Staff engagement— create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder • Staff sharing • Staff accessing PL funds • Staff engagement/attendance at Inclusion Fridays • Number of requests for new LC resources
Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.	<ul style="list-style-type: none"> • Professional learning plan that supports the development of universal strategies to support all learners • Professional learning sessions lead by LSTs • Inclusion Fridays • LST Collab Team Meetings • Department team meetings • Professional inquiry time implemented at start of school year • Professional inquiry time embedded throughout school year • T2 time—opportunities for collaboration and learning 	<ul style="list-style-type: none"> • All staff • Leadership Committee • Admin team • Garfield Gini-Newman • Michael Fullan—published work • Inquiry templates • T2 Collaborative opportunities • LST Collab meetings • Inclusion Fridays • Dialogues on Growth (DOG) Committee • PL Funding available for staff to team teach and meet with LSTs and colleagues 	<ul style="list-style-type: none"> • Staff engagement— create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder • Student success (from roundtable discussions and data) • Staff sharing • Staff accessing PL funds • Staff engagement/attendance at Inclusion Fridays • Number of requests for new LC resources
School wide Professional Learning plans contribute to a culture of learning.	<ul style="list-style-type: none"> • Staff learning with Garfield Gini-Newman • Staff learning plan that includes Dr. Dwayne Donald • Learning plan includes time for Inquiry Based Professional learning, personal reflection, and collaborative discussion • T2 time—opportunities for collaboration and learning • Focused learning using an anti-racist and anti-oppressive lens • Staff learning of SIOP (Sheltered Instruction Observation Protocol) 	<ul style="list-style-type: none"> • All staff • Leadership Committee • Admin team • Garfield Gini-Newman • Michael Fullan • Dr. Dwayne Donald • Inquiry templates • T2 Collaborative opportunities • LST Collab meetings • Inclusion Fridays • Dialogues on Growth (DOG) Committee • PL Funding available for staff to team teach and meet with LSTs and colleagues 	<ul style="list-style-type: none"> • Staff engagement— create a culture of learning where staff are engaging in professional learning driven by their curiosity and wonder • Staff sharing • Staff accessing PL funds • Staff engagement/attendance at Inclusion Fridays • Number of requests for new LC resources

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

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

Goal	Strategies	Resources	Measures
Learning environments are inclusive, welcoming, caring, respectful and safe.	<ul style="list-style-type: none"> • Focus on school vision and values—through the lens of Anti-racism and Anti-oppression • I2 (Individualized Instruction Time) • Use of Teams to connect with students • Visible Admin and Wellness team (welcome students in the morning) • Student clubs that welcome all students • Staff Learning connected to Indigenous Ways of Knowing, thinking classrooms, inclusion • Leadership Class and Club focus on Inclusion and school values • Highlight Cultural Calendar • Ensure visual representation of inclusive environment • Opportunities for parents to engage with one another (Community Creates Evenings) • Connection with Immigrant Services 	<ul style="list-style-type: none"> • Advisor Program • Admin team • Wellness team • All staff • Parent School Council • Learning Commons • I2 (Individualized Instruction Time) • Use of Teams to connect with students • Digital Wellness Team 	<ul style="list-style-type: none"> • Student engagement • Student anecdotal reports • Student feedback from roundtable discussions • Our School Survey • Parent school council feedback
Learning environments are adapted to meet learner needs.	<ul style="list-style-type: none"> • School wide approach—people first, content second • Student profiles shared with teachers • Inclusion Fridays • LST Collab meetings • Department team meetings • Learning Commons philosophy • I2 (Individualized Instruction Time) • Use of Teams to connect with students 	<ul style="list-style-type: none"> • Learning Support Team • Admin team • Wellness team • All staff • Learning Commons • I2 (Individualized Instruction Time) • Use of Teams to connect with students 	<ul style="list-style-type: none"> • Students with neurodiversity are engaged in a wide range of classes and learning opportunities • Common language and common understanding of inclusion • Regulated and focused classrooms • Improvement in student learning connected to Individualized Learning Plans
Students and families work in collaboration with the school to support learning.	<ul style="list-style-type: none"> • Fall Parent Evening—advisor time, BBQ, connection with staff and an opportunity to connect with other families • Multiple parent evenings (Welcome to HS, Grade 11, Off Campus, Post-Secondary, Community Creates) • Focus on meaningful communication 	<ul style="list-style-type: none"> • Admin team • School Council • All parents through advisor phone homes and Admin Connection Calls • Career Transitions, Off Campus Ed, Fine Arts Department. 	<ul style="list-style-type: none"> • Feedback from School Council • Feedback during Advisor Phone Homes • Engagement at parent evenings, community event evenings • Admin team • OurSchool Survey