

# Winston Churchill High School



## 2019/20 Three Year Education Plan and 2018/19 Results Report

### Vision

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

### Mission

Build **RELATIONSHIPS**

Pursue **GROWTH**

Value **DIVERSITY**

## Lethbridge School District Priority: Achievement.

### PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success

### 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.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

### Strategies

- Develop new mission, vision, and value statements
- Explore flexible learning environments and adjustments to our timetable
- Math team is utilizing information provided by the MIPI to inform their practice
  - Math team is working with Wilson to improve alignment and achievement
- 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 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)
- Professional learning that builds FNMI Foundational Knowledge and recognizes Reconciliation as action (not just acknowledgement)
- Continue to build a culture of curiosity and growth for the purpose of learning

## Lethbridge School District Priority: Innovation

### OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.

### Performance Measures:

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

### Strategies

- Creation and implementation of a new grade 9 compulsory option course; Churchill Connections
  - Focus is on creative and critical thinking skills, developing a growth mindset
- Development and implementation of a new high school course focused on Leadership and offered to all students
- Continued focus on developing a culture of curiosity and collaboration; which leads to risk-taking and innovative practices
- Gathering Student input and creating opportunities for staff and students to think, learn, and plan together
  - Finland Alberta Partnership
  - WCHS Spaces Committee
- Continue to emphasize our Leadership Committee as a collaborative learning group
  - Lead thinking and discussion that will move our school community forward

## Lethbridge School District 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

- Improvement on the continuum of the indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

### Strategies

- Develop new mission, vision, and value statements
- Administrative team focus remains on developing an inclusive school environment
- Regular meetings with our Inclusive Education team (LSTs, Educational Assistants and admin team; focus on inclusive practices)
  - Critical analysis of our current Skill Development Classroom model
  - Increased conversations with parents about student learning and Individual Program Plans
- Use Indicators of Inclusive Schools as a tool to support growth in this area
- Examining our school data as a staff
- Explore Universal Design for Learning as a process for planning
- Continue to offer a variety of excellent educational programming options to meet our diverse student population
- Continued analysis of our Limited Formal Schooling program and English language planning/mapping for students

## School Priority: Focus on learning for all

### 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 roundtable data – ongoing feedback from students
- Satisfaction results from surveys including Learning Bar and the Accountability Pillar
- Teacher participation and engagement in creating inquiry based professional growth plans
- Depth of relationships we build with our community partners that connect students to a variety of learning opportunities (e.g. Enrollment in the Registered Apprenticeship Program)
- Continue to monitor course completion rates, monthly attendance statistics, graduation rates, grade 9 core completion rates and Diploma/PAT results

### Strategies

- Build relationships
- Pursue growth
- Value diversity
- 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)
- Continue to keep learning and growth at the forefront of conversations with students
- Focus on ensuring our physical space supports student learning and represents our vision, mission, and values
- Administrative team engages with generative dialogue through the support of Executive Council
- Redesign School Council meetings to emphasize learning together
- Focus on meeting basic student needs to ensure readiness to learn

## Accountability Pillar Results

### Combined 2019 Accountability Pillar Overall Summary

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	82.0	84.1	82.8	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	82.7	82.9	81.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	85.5	82.9	82.6	90.2	90.0	90.1	Intermediate	Improved	Good
	Drop Out Rate	3.1	3.5	3.6	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	74.8	70.0	71.3	79.1	78.0	77.5	High	Maintained	Good
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)	38.0	37.4	38.9	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	53.7	48.1	53.5	64.8	63.4	62.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.1	50.4	55.8	59.0	58.7	58.7	Intermediate	Declined	Issue
	Work Preparation	79.5	76.5	70.5	83.0	82.4	82.6	High	Improved	Good
	Citizenship	72.3	73.7	72.5	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	76.2	72.1	70.9	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	72.4	64.0	68.6	81.0	80.3	81.0	Intermediate	Improved	Good

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Highlights

- Winston Churchill High School is a vibrant and energetic environment that is sincerely student focused
- We are proud of our diverse student population and continue to focus on creating an inclusive environment
  - 25% of our student population identifies English as their second language
- We are proud to offer a wide range of curricular and co-curricular programs to engage our students
  - Curricular: Outdoor Education, Taekwondo, Leadership, IB, KE, a broad range of CTS courses
  - Co-Curricular: GSA, Chess, Human Rights, Robotics, Braille, Plant Club, a robust athletic program, a thriving Fine Arts program
- Our staff are incredibly collaborative and driven to meet student needs
  - Teacher Collaborative time (Friday T-2). Staff value this time deeply. The opportunity to collaborate and pursue professional growth on a weekly basis keeps learning at the forefront and supports a culture of curiosity and collaboration
  - Staff are engaged and committed to their professional growth
- Our International Baccalaureate program continues to grow
  - We have 90 students registered in IB
- The Learning Commons continues to evolve as an inclusive learning space for all students
- We are a proud member of the Alberta Teachers Association *Finland-Alberta School Partnership*
  - The focus is “*What makes a great school for all*” and is explored by staff, students, and parents

Highlights from APORI and Learning Bar results:

- Education Quality improved at 85.5% compared to 82.9% in the previous year and 82.6% for the previous 3-year average
- Diploma excellence improved at 14.7% compared to 9.9% the previous year and 10.9% for the previous 3-year average
- Work Preparation result has increased to 79.5% from 76.5% the previous year, and a previous 3-year average of 70.5%
- School improvement has improved at 72.4% from 64% the previous year and a previous 3-year average of 68.6%

## Challenges to Address

- Effectively meeting the ever evolving complex social, emotional, and academic needs of students while also fostering independence, personal growth, and ownership
- Balancing and giving due attention to the multitude of programs, opportunities, and potential supports we believe in offering with some limitations of structure and resources
- Student achievement and learning as represented through various means, including current PAT/Diploma exam results
- Working to engage students in the learning process while they balance adolescent challenges

Challenges from APORI and Learning Bar results:

- Grade 9 PAT results continue to be of concern. Analysis and improvement plans are being undertaken by all department groups. Reflection and critical analysis of current structures and practices is ongoing
- Staff will continue to consider strategies and opportunities to increase the Overall Diploma Exam results (Acceptable, Excellence and Participation rates) through detailed analysis of results and possible trends that can be addressed at the school site