



# Vancouver School District

## School Plan for Sir Winston Churchill Secondary

### Year 3 (2017)

## 1. GENERAL SCHOOL STORY:

Sir Winston Churchill Secondary School is located in south-central Vancouver at the junction of West 54<sup>th</sup> Avenue and Heather Street. First opened in 1956, the school is home to more than 2000 students from a wide variety of cultures and backgrounds, including 150 International Education students. In addition to the regular classes in standard departments, we also offer several specialty programs.

### **Specialty Programs**

#### **English Language Learners Program (ELL)**

Students take ELL classes in English, Social Studies, and Science. Math, P.E. and elective courses are taken as regular (non ELL) classes. Students are placed in classes according to their age and language ability.

#### **Transitional Program**

The Transitional Program is a bridge between the ELL Program and the Regular Program. Intensive language and content instruction prepares students for integration as soon as possible.

#### **Learning Support Program (LSP)**

A two-year district program offering an adapted/modified core curriculum, remediation, and coping strategies to grade 8-9 students meeting the ministry criteria for learning disabilities (Q). Students are integrated into elective courses.

#### **Autism Resource Centre (ARC)**

This Centre is designed for students diagnosed with high functioning autism. Students attend classes and are meeting expectations, with minimal adaptations and support. The Centre provides a place for students to enhance their social skills, executive functioning, and organizational skills.

#### **Synergy Program (Grade 8 & 9)**

An opportunity for academically capable Grade 8's to work with a group of like-minded students. Course content themes are taught in an interdisciplinary manner.

#### **Prelude Program (Grade 10)**

An enriched program for Grade 10 Churchill students. The emphasis of the program is on the valuable skills of independent research, writing and oral communication. Prelude is offered in both English and French.

#### **International Baccalaureate Diploma Program (IB) (Grade 11 & 12)**

This internationally recognized program, for Grade 11 & 12 students, symbolizes academic excellence. The program encourages students to become active, compassionate, and lifelong learners who understand and practice global citizenship. Offered in both English and French.

#### **Ideal Mini School (Grade 8 – 12)**

This district enrichment program emphasizes social responsibility and awareness, community, leadership and individuality. Its small learning environment provides students with the opportunity to develop leadership and group work skills in a safe and cooperative learning environment. Ideal Mini School is located at the junction of West 59<sup>th</sup> Avenue and Laurel Street (300 meters from Churchill Secondary).

### **Support for Students**

#### **Student Achievement Department**

This department is for students requiring accommodations for tests/quizzes, as well as a Learning Strategies Course that's available for those who would benefit from enhancing their organizational and test prep abilities.

#### **Work Experience Program (WEX)**

Four optional career programs for interested Grade 11 and 12 students. Theoretical knowledge gained in the classroom is integrated with the practical experience of an employment setting.

General School Story continued...

The guiding principle of the school is **the belief that all students are able to achieve to a high level in one or more areas of study given the support, caring culture and high level of instruction that exists at the school.** This belief promotes 21<sup>st</sup> Century Learning as staff members continue to focus on individualized learning for all students that is supported with the integration of technology. Our sense of school community has continued to grow as we work to ensure true success for each learner.

## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

### **Goal #1: Finding Success for Each Student**

**(To implement strategies and activities that promote success for each student.)**

- The majority of the students are connected to the school in at least one way outside of formal instructional time
- Approximately 1000 students are involved in one or more clubs at Churchill
- The school has more than 40 athletic teams involving more than 500 students
- Strong intramural program
- A wide variety of extracurricular opportunities
- A large number of students applying to our Synergy, Prelude and IB Programs
- A large numbers of students involved in our WEX (Work Experience) Program
- Our Boys' and Girls' Clubs to support our students at risk
- Continued support from skills teachers and the Student Achievement Department
- Most of our staff team attended an inclusion workshop at Van Tech Secondary
- English, Science, Math, and French contests
- The PRIS Form was re-introduced as a formalized method of gathering data about a specific student
- School Based Team Meetings provided an opportunity to discuss a particular students' learning needs and to create an education plan tailored to the student
- Three newly hired Student Support teachers were able to assist many students in pull out sessions
- Our diversity of cultures was celebrated during Multicultural Week
- We began to more formally integrate the new B.C. Ministry of Education Core Competencies into our teaching practice (Communication, Creative Thinking, Critical Thinking, Positive Personal and Cultural Identify, Personal Awareness and Responsibility, Social Responsibility)
- New curriculum sharing/gallery walk
- Homework support and tutoring in Room 101
- Science resource sharing on S Drive
- Human Library Project
- Art Show
- Science Fairs
- Multicultural Liaison Workers, Settlement Workers in Schools, Sacy Youth Engagement Workers, Community Teams Programmer, and Engaged Immigrant Youth Program Workers all providing valuable support to various students
- ELL (lesson on beading – First Nations theme)
- Collaborative Inquiry groups
- Aboriginal Presenter
- Increased on-line access to MyEdBC through the Family Portal

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### 3. WERE WE SUCCESSFUL?

- Outline results
  - Yes, in many ways...
  - Results from a Student Forum show that students are generally happy and content with their classes
  - Many students involved in clubs, athletics, peer tutoring, and fundraising
  - Successful music and dance competitions
  - Dozens of field trips (both day trips and overnight)
  - And many other successes as outlined in question #2

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### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - Student assemblies
  - SWC website
  - Student bulletins
  - BARK recognition cards
  - Graduation awards
  - PAC presentations
  - Athletic Banquet
  - Music/Drama/Dance performances open to the public
  - Multi-Cultural Week
  - Phone calls home
  - Multiple Bulletin Board locations throughout the school
  - Course planning nights
  - Info nights for Grade 7s and various specialty programs
  - Grade 8 Parent Night (Understanding Your Teen)
  - Parent-Teacher Conferences
  - Jazz cabaret
  - PAC meetings and parent representatives on a variety of committees
  - PE BBQ

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## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?
  - Staff are concerned that some students are showing...
    - growing social/emotional disconnect (brought on by the ever increasing use of electronic devices)
    - high levels of stress and anxiety
  - Establish a clear set of values (principles or standards of behavior) for our school and communicate these values to our students and staff
  - Revisit our Code of Conduct to update and align with our values and various VSB documents
  - Develop new skills and tools to assist students with their Social/Emotional Learning
  - Integrate the new B.C. Ministry of Education Core Competencies into our teaching practice and school culture
  - Engage our “at risk” or marginalized students in more methodical, meaningful ways
  - Re-establish a Parent Walkabout
  - Make better use of bulletins, display boards, cabinets and hallway TV monitors as a means of communicating and celebrating



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

There are thirteen Aboriginal Learners at Churchill Secondary

- Four Grade 8 students, three Grade 9 students, two Grade 10 students, three Grade 11 students, one Grade 12 student

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## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
  - We provided several opportunities through Professional Development and Multicultural Week for students and staff to learn about and celebrate the First Nations Culture
  - Library is actively trying to purchase a variety of First Nations resources
  - Invited guests performed a Hoop Dance
  - Students understanding history of Lacrosse and Archery and the importance to First Nations
  - The Secret Path presentation
  - Inquiry project with Britannia Secondary Aboriginal Education group
  - ELL lesson on beading – First Nations theme
  - Aboriginal Presenter

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Continue to expand our knowledge and share the history of First Nations Culture
- Bring in visuals (art, signs to expose First Nations; Woodworking classes – have a carver create a piece for school while demonstrating the process)
- Providing more information to the staff regarding programs available to our First Nations students
- Encouraging Aboriginal students to share aspects of their culture

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## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

- We are developing a more comprehensive set of Aboriginal learning resources
- We met on-to-one with all Aboriginal students to help set goals for the year
- Aboriginal perspective is being integrated more authentically into various subjects
- Chas Desjarlais has come to the school to speak with students and staff to share her expertise