



Vancouver School District School Plan for Sir Winston Churchill Secondary Year 3 (2020-21) of 3 Year Plan, 2018 - 2021

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

Sir Winston Churchill Secondary School is located in south-central Vancouver at the intersection of West 54th Avenue and Heather Street. First opened in 1956, the school is home to approximately 2000 students from a wide variety of cultures and backgrounds, including 160 International Education students. In addition to the regular classes in standard departments, we also offer several specialty programs.

French Immersion Program

- Students take four classes taught in French: two French language classes, Social Studies, and Science.
- Students take English, Math and electives in English

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.

Autism Resource Centre (ARC) – District Program

- 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) – District Program

- 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 59th Avenue and Laurel Street (300 meters from Churchill Secondary.)

Our focus on Core Competencies, our review of data from Student Learning Surveys, and other anecdotal evidence led us to a goal for addressing both how we welcome new students into our Churchill family and how we address the social and emotional needs of all of our students. Our continued commitment to Truth and Reconciliation supports our maintenance of a goal of focusing on increasing knowledge and appreciation of Indigenous histories and cultures.

2A. WHAT DID WE SEE?

Churchill is home to a wide variety of learners, each with their own individual needs. The majority of learners at Churchill seem to be relatively academically-minded and able to navigate the secondary

school program with the assistance of their parents, teachers, and other educational professionals. The general school population certainly sees Churchill as an academic school. We noted in the past that new students at Churchill tended to have “growing pains” as they struggled to find their place in our large, and often segmented community. Through our efforts with our school goal of “supporting all incoming students as they integrate into our school community”, this issue seems to be improving.

We continue to identify two sub-groups of Churchill students who struggle in many ways that may still not be adequately addressed by current practice:

- 1) There appears to be a subset of Churchill students who continue to remain disengaged from the learning process and from the larger school community. This can manifest in poor academic performance, challenging classroom and general school behavior, general malaise and attendance issues. There has been an ongoing effort to find innovative ways of addressing the needs of these disengaged learners. In the classroom, implementation of the new curriculum continues to unfold, engaging learners in more meaningful ways as teachers become more comfortable with B.C.’s new approaches to secondary education. Additionally, the school has begun working with Universal Design for Learning and new methods for Communicating Student Learning, which also effect students’ engagement both in and out of the classroom.
- 2) There still appears to be a group of students, some academically-minded – some not, who are unable to successfully manage their high levels of anxiety. This is perhaps most noticeable amongst Grade 12 and IB students, and among our most “at risk” students, who are often not succeeding academically. Our academic-minded students often feel an intense pressure to perform at extremely high levels and seem to suffer under the impression that failure will permanently impair their future. Anxiety continues to be a significant problem for our students.

All of our students are receiving excellent exposure to Indigenous ways of learning as well as to Indigenous histories and cultures.

Our Indigenous students continue to be well supported by our administration, counselling and teaching staff, as well as by other associated educational professionals.

2B. WHAT DO WE NEED TO RE-ADJUST?

At this time, we are not looking at making adjustments to our school plan. The needs that gave rise to these goals continue to exist, even though progress in these areas is being made.

3. INQUIRY QUESTION (previously known as “Goal”)

Our original question remains the same. Our school community has identified, and remains dedicated to, three goals:

- 1) To facilitate social and emotional growth for all students.
- 2) To support all incoming students as they integrate into our school community.
- 3) To increase students’ knowledge and appreciation of Indigenous histories and cultures.

4. WHAT IS YOUR NEW PLAN?

Our planning process is ongoing. We will add initiatives to address these goals when we meet as a staff in the fall. Many of our initiatives are also ongoing. Some changes that have already been implemented successfully will be continued.

Some of our plans include:

- 1) As part of our movement toward Universal Design for Learning (UDL), we will be incorporating Tier One of the Response to Intervention (RTI) Model into our classrooms which are adopting UDL practices. This includes programming social and mental well-being units into the regular curriculum for all students. We will focus this effort at our Grade 8 & Grade 9 levels, particularly in the classrooms that are identified as part of our school's LSP Pilot Project.
- 2) Our procedure for dealing with incoming Grade 8's was changed extensively, and successfully, this year. Our Grade 8 Administrator and Grade 8 Counsellor pioneered a number of innovative interventions with our current Grade 8 class. We will be continuing all of these interventions in the coming year with our new Grade 8 class.
- 3) We are currently planning our Administrative Professional Development Day for September, which will include information on social and emotional learning for all staff.
- 4) Our school is in the process of creating a Student Forum, which will engage directly with our school goals, in addition to providing a clear voice for students to be heard by the larger school community.
- 5) Each of our school departments has identified and taken actions to address each of our three school goals.
- 6) Each member of our staff will meet individually three times next year with a small group of Grade 8 & Grade 9 students to reflect with them on their Core Competencies and on goal setting.

5. WHAT SUPPORTS WILL WE NEED?

Our new learning in the area of social and emotional learning will be supported by our Administrative Pro-D Day, by workshops administered through our administrative staff, outside professionals, our Professional Development Committee, and our DRT's (District Resource Teachers for Curriculum and Assessment). We will continue to use Flex Time, Collaborative Time and Professional Development Days to work with our staff and students on facilitating social and emotional learning.

Staff will be encouraged to set personal goals for growth in this area.

Students will participate, during Flex Time and Assemblies, in programs designed to facilitate social and emotional learning (SEL).

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

Our Student Forum, Staff Committee and PAC will provide feedback on our progress.

Our statistical data is obtained through administration of our Student Learning Survey to our Grade 8, Grade 10 and Grade 12 students. Data will be analyzed and presented to groups of staff, students and parents for analysis.

7. HOW WILL WE SHARE?

We will continue to communicate with parents and students through our school website, our school app, through PAC meetings and assemblies. We will communicate with staff through our monthly Staff Meetings, and through Department Heads, who will in turn communicate with their departments.

We will communicate about new initiatives, our progress toward our goals, and about new challenges as they arise.



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

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

There are currently twelve Indigenous learners at Churchill:

Grade 8 – 3

Grade 9 – 0

Grade 10 – 4

Grade 11 – 3

Grade 12 – 2

9. 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.
- Many members of our staff have attended Professional Development sessions on Indigenous Learning and have brought many of the ideas they have experienced back into their classrooms. Some examples are cited below:
 - In Home Economics, we include Indigenous recipes and culture into the curriculum of the course.
 - In Applied Skills, students visit UBC farm, with a focus on First Nations gardens.
 - In Textiles 9-12, we had a guest speaker from Paris Fashion Week, who shared with our students about the button blanket (a wool blanket embellished with mother-of-pearl buttons, created by Northwest Coastal tribes, that is worn for ceremonial purposes.)
 - In Physical and Health Education, members of our staff have worked on developing an increased understanding of the origins of lacrosse and archery which is now passed on to students involved in these learning units.
 - In English, a number of Indigneous texts are used across our course offerings.
 - In English, an elder was brought into classes as a guest speaker.
 - In English, we are focusing more on oral storytelling.
 - In Social Studies, our students have researched the history of Orange Shirt Day.
 - In Social Studies students engage in a a research project examining the effects of the Potlatch Ban (and resistance to the Ban) in BC (part of the Indian Act) on indigenous communities.
 - In Social Studies, students delve deeper into the Indian Act, writing as essay on its effects on Indigenous communities.
 - In Social Studies, students explored Maori culture and parallels between indigenous experiences in B.C. and in New Zealand. Students also did a deep dive into apartheid in South Africa and compared experiences here and there.
 - In Social Studies, students look at sustainability and environmental justice through an indigenous lens.
 - In Social Studies, a Cree Elder was a guest speaker in the classroom.
 - Many of our students participated in the Blanket Exercise.
 - Our ELL students engage in discussions on Indigenous issues, which include racism and current events.
 - Our ELL students engage in a unit studying Indigenous culture areas in Canada prior to European contact.
 - Our ELL students read Indigenous stories and novels (e.g. Indian Horse).
 - Our Science Department has been working on incorporating Indigenous ways of knowing into unit plans (e.g. different views on how the Universe began, place-based learning).
 - Our French Immersion students also experience Indigenous learning throughout their courses.
 - Our library has curated materials which address this area of learning (fiction, memoirs, poetry, plays, graphic novels, non-fiction, etc.).
 - The library supports various research projects around Indigenous issues.
 - The library has hosted a “human library” featuring Indigenous people telling their stories, and have also hosted a speaker (Bill Wilson) to discuss Indigenous Experiences.

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
- We will continue to include Indigenous culture and history as part of our Multicultural Week.
- We will continue to incorporate Indigenous culture and history into regular classroom instruction.
- Our teachers will continue to be supported in identifying ways of incorporating Indigenous Ways of Learning into their regular classroom instruction.
- The English Department will continue to incorporate Indigenous literature into all of their reading lists.
- All initiatives cited in question 9. Will continue for next year.
- Through use of Collaborative Time, our staff will continue to work within and across departments to identify additional ways to incorporate Indigenous learning for all of our students.
- We will continue to highlight for students when they are engaged in this learning, so that they are able to maintain a metacognitive awareness of this learning.

11. 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 will continue to monitor data collected through our Student Learning Survey.
- We will collect additional data through our Staff Committee, Department Heads Committee, Student Forum and PAC.
- We will continue to collect stories from parents, teachers and students about their learning experiences in this area.
- We will work with our Indigenous Enhancement Worker to devise impactful interventions for collecting anecdotal data.
- Department Heads will be tasked with ongoing monitoring of this activity in their department as well as with collecting data and anecdotal evidence.