



# CHURCHILL HIGH SCHOOL

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## 2010 - 2011 COMMUNITY REPORT

### PRIDE & TRADITION

Churchill High School's mission is to provide a caring, secure and enriched learning environment which maximizes the aspirations, achievements and abilities of all students. We strive to provide students with equal opportunities to develop the academic, personal management and teamwork skills which will serve as building blocks for a successful future. Our aim is to empower students to become responsible, productive citizens and life-long learners in the global society of the 21<sup>st</sup> century.

#### Facts at a Glance

- Grades 7 through 12
- 540 students
- 40 teachers
- 37 support staff
- Career Intern
- School Resource Officer
- Active Parent Council
- 4 Computer labs
- 4 Science labs
- Library
- 2 full-size gyms
- Art Studio
- Cafeteria
- Tennis /Basketball court
- Practical Arts
  - Automotive
  - Clothing
  - Foods
  - Graphics
  - Metals
  - Woods
- Apprenticeship Program
- Flexible Learning Program 7 – 10
- Resource Program
- Lifeskills Program (C.A.P.)
- Learning Assistance Centre (L.A.C.)
- Junior & Senior Special Education Programs
- Interprovincial Program for Students of Autism (IPSA)
- English as an Additional Language (E.A.L.)
- ICT Courses 7 – 12
- Basic French 7 – 12
- Spanish 9 – 12
- Dual Credit Courses (U of M)
- Concert Band/Jazz Band
- Vocal Choir/Jazz Choir
- High School Football, Hockey, Rugby, Basketball, Volleyball, Cross Country, Track & Field, Soccer

#### Notable Events

- UNESCO
  - Provincial Student Forum
  - Clothing Drive
  - I LOVE TO READ series of reading to Gladstone, Riverview, Fort Rouge and Mulvey Schools
  - Churchill joins Rockwood and Garden Grove School in Freshwater Project for the school in St. Theresa Point
  - Four students and one teacher attended the UNESCO National Conference: Making a Difference in Olds, Alberta
- Youth & Philanthropy
- Social Justice Group
- Parent Council Information Evenings
- Grade 7 & 8 Spelling Bee
- Anti-Bullying Program
- Drug & Alcohol Awareness Week
- Women's Health & Wellness Events
- Red Eagle Drum Group
- Career Fair
- Peer Mediation Program
- EAL Support Program
- Collaborative and Precision Reading programs
- Judo Canada's Eclipse Program
- Talent Show
- Lunch program supported by Winnipeg Harvest & South Winnipeg Optimists Club
- Middle Years Winter Camp
- Science Fair (7 & 8)
- Aboriginal Parents' Group - 8th Annual Graduation Feast
- Annual Community Beautification Activities
- Gr. 8 Volunteer Work program
- Student Assistance Program (AFM)
- Speaker Series – (youth issues, respect, gangs, & violence)
- Robotic Games
- Winter Concert (Band & Choir); Fine Arts Night; Optimist Band Festival; Choral Fest; Winnipeg Music Festival; Minneapolis Music Festival
- Culturama Day
- Flex Spring Camp
- Bill Madder Outdoor Athletic Complex – Sod Turning Celebration
- World Tour Mini Folkorama Evening

## 2010-2011 Priorities and Successes

### 1. Teachers will use a variety of inclusive instructional and assessment strategies that actively engage students in their learning using all available resources including the integration of technology.

- Intensive instruction for struggling learners involved dialogues with resource teachers and educational assistant support to assist with individual students. Teachers generated core differentiated instruction strategies – activating, acquiring and applying – to further aid students in their learning.
- Professional development opportunities focused on the principles of learning and assessment for learning for both teachers and educational assistants.
- Assessment for learning strategies included evidence of metacognition/self assessment, the sharing of exemplars with students to identify samples for mastery, peer tutoring opportunities, student developed rubrics, feedback, reflection and the use of ongoing assessment to drive instruction.
- Data sources used by teachers were summary reports, exemplars, running records, journals, projects, portfolios, self assessment organizers, unit tests, final exams and provincial exams.
- Awareness and knowledge of community resources strengthened school programs and family practices, enriched curriculum, instruction and student learning.
- Communication between the school and home were ongoing – newsletters, letters, communication logs, synervoice, blogs and teacher web pages.
- Special Education programs discussed the importance of differentiated instruction through concept maps, KWL (Know, Want to Know and Learn), word cycle, task analysis, picture exchange communication system, graphic organizers and the 6 steps of writing. Ongoing conversations and professional development with consultants and support workers were provided. Furthermore, literacy with ICT, current events, literacy and numeracy were emphasized. Data sources used were paper/pencil assignments, speech generating devices, say it sam, palm top, Boardmaker, ipad, computer, digital cameras, data collection (logbooks, journals, documentation, incident reports, observations, conferences, and digital portfolios.
- Culturama Day involved all classes within the school. Instruction was inquiry-based, student initiated and included students from all departments and special education programs. Student-generated rubrics provided criteria for assessment. Peer evaluations, student presentations, ICT projects, writing folder exemplars and/or exit slips were evidence of learning. Classroom teachers noticed a decrease in behavioural concerns and an increase in attendance.
- A Middle Years Ecosystem Unit involved student-generated criteria and rubric. Assessment included log books, conversations, observations and presentations. Four areas were of particular importance
  - 1)Set clear goals.
  - 2)Provide effective, clear feedback (focus on what needs to be done; not the mark)
  - 3)Provide models – show them what good work looks like.
  - 4)Report the outcomes

### 2. Teachers/students will articulate and demonstrate how classroom learning reflects life long learning, citizenship, and sustainable development in the areas of social, environmental and economic realms.

- A middle years human rights unit in social studies increased metacognition, engagement and authenticated learning. Topics were student initiated and assessment took various forms including observations, conversations, assignments, projects and tests.
- Special Education programs within the school coordinated school wide recycling. Units and lessons on sustainability, global warming, water education, and green living and reducing carbon footprint occur regularly. Teaching and building life skills such as nutrition, manners, hygiene grooming problem solving, street safety, comparison shopping, and budgeting are just a few of the many skills which are reinforced on an ongoing basis. Volunteering in the community, on field trips and through work experience is also an integral part of the program. Data sources used were observations, checklists, work place evaluations, workshops and conversations.

- As a UNESCO school, students and staff participated in a clothing drive, “I Love to Read” series to neighbouring schools, fundraising for Japan, fresh water project for a northern community, Culturama Day, irrigation project for the new field, and attending conferences in Winnipeg and Calgary.
- Youth in Philanthropy committee developed a mission statement and made a list of interests to aid. They matched their lists with charities and made appointments to visit and inquire how the various charities would utilize the money. The committee decided to support the following organizations – CancerCare Manitoba Foundation Inc. (\$500), Local Investment Toward Employment (\$1000), Manitoba Brain Injury Association (\$500), Mediation Services (\$500), Manitoba Families for Effective Autism Treatment (\$500), Save the Seine River Environment Inc. (\$1000), and Manitoba Multiple Sclerosis Society of Canada (\$1000).
- Women’s health and wellness week is an annual event organized by a committee led by the guidance counsellor. Speakers and focus groups focused on topics such as, coping with stress, relationships, safety and self confidence.
- Mini Olympics Field Day provided students the opportunity to divide into country oriented teams. They researched their country and participated in field events throughout the day.
- Grade 9/10 trip to eastern Canada highlighted activities in Ottawa, Montreal and Quebec City. Students visited the Parliament Buildings, the House of Commons, the Peace Tower, the Canadian War Museum, the Supreme Court of Canada, the Museum of Science and Technology, the Citadelle, a hydro dam, the Biodome, the Olympic Stadium, and la Ronde.

**3. Teachers will integrate Aboriginal perspectives into the Grades 7 – 12 curricula and continue to explore program development opportunities.**

- An aboriginal grad feast took place on June 7 to celebrate successes.
- Several novels such as *I Am Raven* and *Spirit Bear* have been read and studied.
- Gerald Kuehl, Aboriginal artist, presented aboriginal perspectives in art.
- Students studied herbs and medicinal plants and planted these in the courtyard.

## **2011-2012 Priorities**

**1. Strengthen instructional and assessment strategies for all students using all available resources including the integration of technology.**

- a. Teachers will use the principles of learning as a guide for the learning process.
- b. Teachers will develop an understanding of assessment data in order to track progress and use it to drive instruction.
- c. Infuse information and communication technology into the learning process.

**2. Improve academic and behaviour support services for students with special needs.**

- a. Enhance the academic achievement of students with special needs.
- b. Enhance the behavioural supports for students with special needs.

**3. Teachers/students will articulate and demonstrate how classroom learning reflects citizenship and sustainable development in the areas of social, economic and environmental realms.**

- a. Continue to strengthen and enhance good citizenship.
- b. Continue to discuss and enhance sustainable development in the areas of environment, society, and economy.

**4. Teachers will integrate Aboriginal perspectives into the Grades 7 – 12 curricula and continue to explore program development opportunities.**

- a. Staff and students will recognize and appreciate the traditional Aboriginal perspectives.