

Chinook High School



2017/18 Three Year Education Plan

and

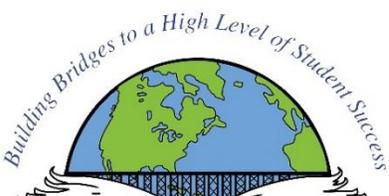
2016/17 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in



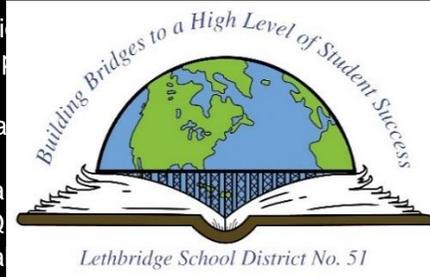
Lethbridge School District Priority: Supporting Student Achievement.

PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

OUTCOMES:

- Students achieve learning outcomes with strong foundation
 - Teachers possess a deep understanding of practices that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and ability to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial targets.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- * Effective learning and teaching is achieved through collaboration that build capacity to improve within and across schools.



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

Strategies

- Have staff attend literacy workshops to begin to build an understanding of literacy as a communal responsibility.
- Students and staff aim for excellence in the learning process and in areas of achievement.
- Continue to build a 'learning commons' approach both with and out of the classroom
- Collect a wide array of data (review DIP and PAT data as a staff) for the purpose of understanding and improvement.
 - Parent survey during communication week focusing on excellence in achievement.
 - *Tell them from me* and APORI results analyzed by admin and staff.
 - Student round table meetings.
 - Student survey to understand issues affecting our youth
- Create a comprehensive plan for excellence in student achievement in October.
- Utilize a comprehensive learning "commons" approach amongst students and staff

Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers

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
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

Performance Measures

- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

Strategies

- Purposefully teach students the difference between learning and achievement. Have them engage both with excellence in mind.
- Increase parent voice through surveying during communication week and sharing results and changes through newsletters.
- Host at least one parent 'skill' nights.
- Host 2nd annual thinking symposium, university extension and awards acknowledging excellence in citizenship and thinking
- Host 2nd creativity day
- Continue to build Chinook learning model, Why, growth, ownership
- Work more closely with Off-Campus to engage students
- Pilot implementation of my blueprint

PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership.
- Engaged and effective governance.

Lethbridge School District Priority: Supporting Student Diversity

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

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

- Enhance student leadership opportunities through Wednesdays and beyond.
- Host the second student thinking symposium.
- Host spirit rally's with a focus on culture building, character and learning.
- Attend We day through school interact club
- Continue to teach our students the importance and value of ownership, knowing your *why* and growth.
- Make daily announcements encouraging a normalization of growth, kindness and care
- Work with a community based 'learning avengers' team made up of staff, university researchers and parents to evaluate current inclusive model for the purpose of improvement
- Work with student body to have them actively engage in an inclusive mindset.
- Normalize growth as a purpose for all students and staff
- Increase diversity of speaker's series. Peter and Peter
- Continually engage parent council in conversation about diversity, inclusion and student success
- Add school furniture that supports non-traditional learning

School Priority:

Outcomes: Normalize a growth mindset

- Increase excellence in achievement in all subject areas

Performance Measures

- Visual representations of growth and achievement in hallways and classrooms
- Match provincial levels of excellence in PAT and Diploma examines.

Strategies

- Create a comprehensive school wide plan for excellence
- Explain nature of aiming for excellence in -1 classes during registration times
- Work with parents and district to define excellence and success
- Departments create comprehensive plan (teacher quality, student behaviour, school structure) for excellence
- Review attendance practice by collaborating with other high schools
- Maintain personalization and flexibility of learning environment balanced with staff coaching students for excellence
 - Review grade 11s enrolling in diploma classes
- Actively employ a mixed methods approach to data collection and review for the purpose of understanding and improving school culture and excellence in achievement.

Increase understanding of trauma informed practice- Introduce ACE data

Increase understanding and implementation of an inclusive environment-blanket exercise, Peter, Mike, Linda, John,

Accountability Pillar Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 1465 Chinook High School



Measure Category	Measure	Chinook 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	85.7	84.0	82.8	89.5	89.5	89.3	High	Improved	Good
	Program of Studies	85.9	88.1	85.9	81.9	81.9	81.5	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	86.4	83.0	82.0	90.1	90.1	89.6	Intermediate	Improved Significantly	Good
	Drop Out Rate	2.0	1.9	1.5	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	81.9	81.9	78.6	77.9	78.5	78.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.4	65.9	65.2	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	14.8	17.5	15.5	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.2	79.2	80.9	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	14.6	14.9	16.0	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	55.8	53.2	52.3	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	65.1	62.8	62.8	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.9	71.1	71.1	57.9	59.4	59.3	High	Declined Significantly	Issue
	Work Preparation	74.9	71.1	69.2	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	77.8	75.6	72.4	83.7	83.9	83.6	High	Improved Significantly	Good
Parental Involvement	Parental Involvement	78.2	77.8	77.1	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.2	76.0	73.0	81.4	81.2	80.2	High	Improved Significantly	Good

Highlights

Parent survey results were extremely high. 154 of 159 listed expectations for academic success as high or acceptable. Parents also reported an overwhelmingly successful transition to a new school year for their children.

Culture and innovation continue to be major strengths

Dealing with several difficult school wide events has only brought us all closer together

Graduation and drop-out rates trend in the right direction

Staff are exceptional

Relationships with families is based on trust and a common vision

Improvements:

Continue to use data as a tool to ensure constant growth and development

Continue to balance improvements with mitigating student anxiety

Improve excellence categories in diplomas