

# Chinook High School



## 2020/21 Three Year Education Plan

and

## 2019/20 Results Report

### Vision Statement

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

### Mission Statement

Lethbridge School Division is inclusive,  
forward-thinking, and accountable  
for engaging students in quality learning experiences  
that develop strong foundations, innovative minds  
and responsible citizens



[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



## Lethbridge School Division Priority: Achievement

### OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

### PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

## 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.

### Strategies:

- Mipi administration and reflection
- Learning support as a model for every student
- Collect and analyze a wide range of data, especially given the availability of diploma and PAT data
- Build a school awareness how traditional institutional practices may hinder the learning of some students
- Engage practice with an anti-racist lens
- Administrator engagement with district Indigenous committee
- School/staff/student goals to learn about an anti-racism lens
- Creative design focus to enhance numeracy and literacy experience and thinking
- All staff engage with inquiry question growth planning (student ownership is a theme emerging as an area of growth)
- Weekly admin counselling meetings with some focus on student skills and school trends
- Thinking symposium, spoken word/expressed idea, 2 minute film festival as manners to understanding and thinking
- Increased focus at the classroom level on increasing belonging of students ( Students new to school, at home, blended)
- Increased focus at the classroom level for students to see themselves in their work

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.

## Lethbridge School Division 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

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

### Strategies:

- Define inclusion, dis/ability, antiracism, multiply marginalized as manners to understanding student support and education
- Thinking symposium about racism and ableism
- Teach know your why, aim for growth, take ownership; with specific focus in 2020 on ownership
- Nurture and normalize the process of learning as a manner to schooling
- Pattern meetings/ Learning commons leads
- Continue the work of Truth and Reconciliation

## PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

## Lethbridge School Division Priority: Innovation

### OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

## Performance Measures

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

### Strategies:

- Thinking Symposium: Institutional marginalization
- Flex thinking days
- Spoken word
- 2 minute film festival
- Building a student understanding of process and product
- Dual credit: puzzles and problems
- Home learning, flex learning, in class learning in a multi-modal approach
- Continued learning about the teams platform
- Bi-weekly professional gathering to plan/respond to unique 2020 2021 context

## **School Priority: Normalize culture of growth**

Outcomes: Know your why, aim for growth, and take ownership in complex or novel situations

### Performance Measures

- Diploma results meet or exceed provincial norms
- Students and staff actively engage in the process of thinking

### Strategies:

- School wide approach to learning and thinking
- Provide adequate information so students know their why during registration
- Utilize contact, connect, content as a model for school and home learning
- Utilize safety, wellness, learning, and achievement as a framework for thinking during the covid pandemic
- Address contemporary issues in education and schooling with transparency and growth in mind
- Bi-weekly formalized collaboration to actively learn and plan for learning

## Accountability Pillar Results

Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
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	<a href="#">Safe and Caring</a>	84.4	84.1	82.9	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	86.0	85.7	85.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	82.3	83.6	83.3	90.3	90.2	90.1	Low	Maintained	Issue
	<a href="#">Drop Out Rate</a>	1.6	2.7	2.2	2.7	2.6	2.7	Very High	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	82.2	82.0	79.2	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	67.1	70.2	68.2	73.8	73.6	73.6	Low	Maintained	Issue
	<a href="#">PAT: Excellence</a>	15.7	20.9	17.7	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	79.5	80.7	79.7	83.6	83.7	83.1	Intermediate	* Maintained	Acceptable
	<a href="#">Diploma: Excellence</a>	14.4	17.2	15.6	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	51.9	49.5	51.1	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	70.3	61.7	64.0	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	71.1	64.2	61.8	60.1	59.0	58.5	Very High	Improved Significantly	Excellent
	<a href="#">Work Preparation</a>	75.1	63.9	64.8	84.1	83.0	82.7	Intermediate	Improved	Good
	<a href="#">Citizenship</a>	73.9	71.7	72.9	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	71.6	74.5	72.2	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	<a href="#">School Improvement</a>	72.2	74.8	71.1	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

## Highlights

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With the largest indigenous population our Indigenous grad rate was 20% above district average

Diploma results continue to be at provincial average

Large increase in results comparing student provincial achievement tests and their diploma results

## Challenges to Address

### Challenges

Grade 9 PAT results continue to be a challenge

English 30-2 SS 30-2 diploma results standard of excellence is an area of concern

