

# Chinook High School



## 2022/23 Assurance Plan

### School Vision Statement

Learners in our community will know their why, aim for growth and take ownership in all they do

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

### School Mission Statement

Every decision we make is for the academic, social, emotional, physical and spiritual growth of students

Division 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.



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# ASSURANCE PLANNING

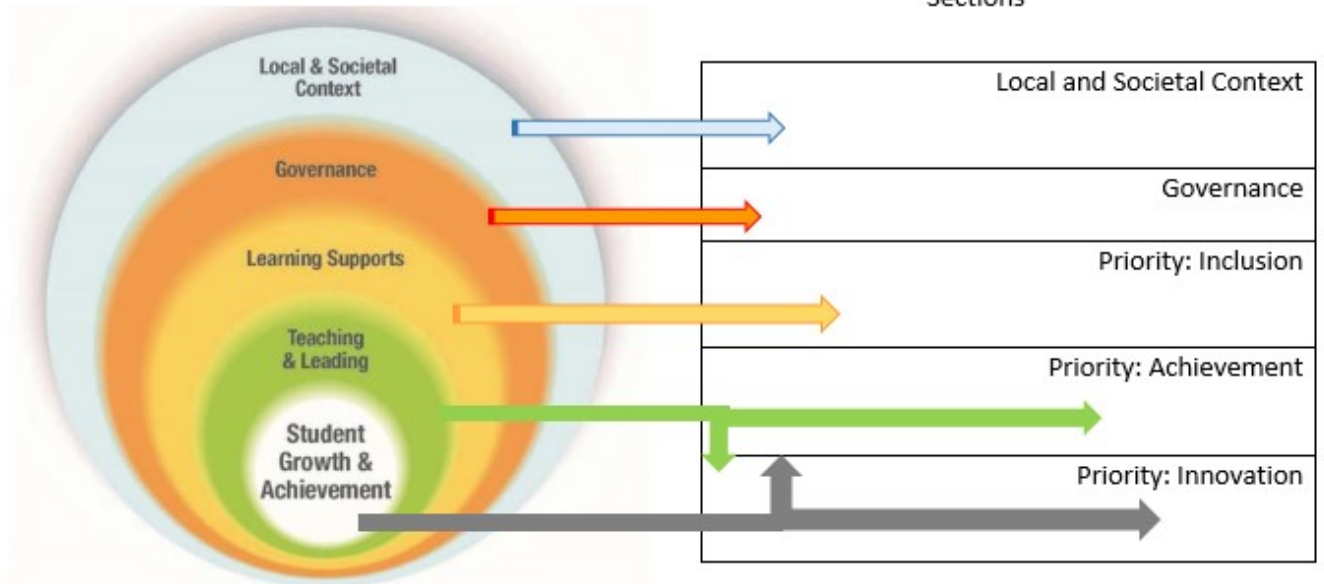
**Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.**

**Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation**

**The three priorities are threaded through the provincial Assurance Domains.**

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Chinook High School is a diverse community of approximately 1130 students and 100 staff serving grades 9-12. We are situated on the west side of Lethbridge and draw students from a broad range of socioeconomic and cultural backgrounds. We have a growing number of immigrant and refugee families, with varying degrees of English language fluency. Chinook also serves the largest population of indigenous students in Lethbridge School Division, with just over 8% of our population self identified as indigenous. Chinook has thriving academic, arts, athletic and wellness programming to support all of our students in their growth and learning! We are committed to a viewpoint that seeks to identify and remove any barriers that marginalize our students and get in the way of their day to day learning.

### Strengths/Highlights

- Continued high graduation rates/transition rates in light of COVID disruption
- Supportive/diverse wellness and learning support staff and processes to support students
- Collaborative staff able to adjust assessment, pedagogy to changing situation, keeping student at centre
- Opportunities for all students to be involved in the school community from large and thriving fine arts and sports programs to club and leadership opportunities for every students

### Challenges

- Addressing achievement gaps and increased wellness needs resulting from ongoing effects of COVID for all students
- Reconnecting students/staff/families with learning community and reinvigorating identity and culture
- Managing resources/programming/class size to accommodate for student population fluctuation

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Student Growth and Achievement

### OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

## Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes  
Provincial Assurance Survey measure of citizenship  
Provincial Assurance Survey measure of learning engagement  
High School Completion

Goal	Study/Resources	Strategies	Measures
Students will demonstrate an increased level of engagement in learning	<ul style="list-style-type: none"><li>• Teachers, LST's, EA's, Support staff</li><li>• <a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a></li><li>• UDL books and Articles</li><li>• 'Creating Cultures of Thinking' - Rechart</li><li>• Articles/internet resources for study focused on increasing engagement</li></ul>	<ul style="list-style-type: none"><li>• Development and Implementation of Program of school, advisor led, grade and class activities/discussion directly addressing positive learning behaviors</li><li>• Development and Implementation of Program targeting positive use of flex time for learning</li><li>• Staff PL/review on UDL principles for planning/pedagogy to meet students where they are at (including embedding anti/oppressive principles in classrooms)</li><li>• Review/Renewal of Numeracy plan to support engagement/achievement</li></ul>	<ul style="list-style-type: none"><li>• Ourschool survey and assurances measures focusing on student engagement, homework behaviours, and student achievement in classes</li><li>• Increase attendance as reported by staff and students</li><li>• Feedback from staff, students and parents on engagement</li><li>• Completion rates for classes and graduation</li></ul>

**DIVISION PRIORITIES****Inclusion****PROVINCIAL GOALS**

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

**Domain: Learning Supports**

## OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

**Performance Measures**

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.

Provincial survey measure of student inclusion.

Provincial survey measure of access to supports and services

Goal	Study/Resources	Strategies	Measures
Students and staff will increase awareness and use of universal and targeted supports for wellness and learning	<ul style="list-style-type: none"> <li>Wellness staff/external presenters on student anxiety</li> <li>Prior versions of school support documentation (e.g. pyramid of intervention, handbook)</li> </ul>	<ul style="list-style-type: none"> <li>Staff plan on supporting student wellness in classrooms, with focus on anxiety</li> <li>Universal education for students focused on managing school related stress and anxiety through advisor or classrooms</li> <li>Targeted groups for identified students for overcoming stress and anxiety and re-engaging in class</li> <li>Alternative programming for grade 9 students unable to engage in regular programming in school</li> <li>Inquiry based team focused on reviewing and updating Pyramid of Interventions and integrated wellness and LS procedures and strategies</li> <li>Continued community/parent education sessions on supporting student wellness sponsored by school council</li> <li>Implementation of students centered restorative justice program for behaviour issues</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff on renewed understanding and use of Pyramid of Interventions and support procedures</li> <li>Wellness and Inclusion measures on Assurance and OurSchool surveys</li> <li>Increased reporting of teacher efficacy in supporting students wellness and diverse learning needs in class</li> </ul>
School Community will develop critical and common understanding of barriers faced by students with disabilities	<ul style="list-style-type: none"> <li>LSTs, EA's, guest adults with disabilities, teachers, articles, students</li> </ul>	<ul style="list-style-type: none"> <li>Regular presence of disabled voices in announcements, staff meetings, school presence</li> <li>Ongoing discussion of terminology and positioning of disability as identity not deficiency</li> <li>EA for a day</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff and students</li> <li>Observations of interactions in school</li> <li>Increased students inclusion in activities/events in and out of class</li> </ul>

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers  
and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff will engage in inquiry based professional learning to further school goals and individual professional learning goals	<ul style="list-style-type: none"><li>• Inquiry templates</li><li>• Reference material on inquiry based learning and generative dialogue</li></ul>	<ul style="list-style-type: none"><li>• Focused review of inquiry based learning strategies at beginning of the year and group start on inquiry templates</li><li>• Staff will choose and join a collaborative group related to one of school goals</li><li>• Time scheduled for scheduled/ collaborative inquiry</li><li>• Progress reviewed through generative dialogue practices on bi-monthly basis</li></ul>	<ul style="list-style-type: none"><li>• Staff engagement in inquiry process as measured through conversation and observation</li><li>• Feedback from staff learning activities</li></ul>
Staff engage in structured PL days throughout the year which directly support school goals of Increased Student Engagement, Student wellness and support for learning and that are lead by goal based PL inquiry teams	<ul style="list-style-type: none"><li>• Staff to participate on committee (teacher, support, wellness)</li><li>• Release time for detailed PL prep (1 day / member or presenter)</li><li>• Reference/study materials as determined by team</li></ul>	<ul style="list-style-type: none"><li>• A professional learning committee is implemented to guide and plan staff PL related to school goals</li><li>• Inquiry teams determine plan and lead whole staff activities related to inquiry area</li></ul>	<ul style="list-style-type: none"><li>• Committee is successfully created and operates</li><li>• Staff engage in structured PL activities run by teams</li><li>• Feedback from staff after planned activities</li></ul>

**School Goal or Inquiry**

*Students and Staff will clarify and connect with School Identity to reinvigorate and build community and culture*

**Possible Resources:** Staff, Students, Community members, speakers from various cultures and points of view to discuss culture

**Strategies**

**Timeline**

**Indicators of Success**



## School Reserves

**Total estimated reserves available for use in 2022-23: \$303000**

<b>Planned use of reserves</b>	
1. Equipping New Portables	\$60000
2. Washroom/Media Centre Upgrades	\$60000
3. Carry Over as Future Reserves	\$183000 (2.9%)
<b>Total</b>	<b>\$303000</b>

## School Generated Funds

**Fund balance estimate for the 2022-23 school year: \$151000**

<b>Funds are carried over for:</b>	
Fundraising, Donations	\$22000
Fundraising Money to support students needs and deposits on field trips, co-curricular activities (e.g. deposits for fundraising, prizes, etc.), and awards	
Sports equipment, uniforms, co-curricular trips and tourney deposits	\$9500
Travel deposits	\$12000
- large scale national and international travel	
float for our grocery card program	\$13500
Fine Arts Productions	\$24000
- carry over used for costuming/sets/royalties	
Grad Deposit	\$5000
- deposit for facilities/supplies for Grad events	
Float for materials replacement and deposits (Textbooks, locks, etc., yearbook deposit)	\$21000
Cafeteria Income/GST Rebate to support tech/programming/PL	\$44000
<b>Total</b>	<b>\$151000</b>