

# Chinook High School



## 2023/24 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



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



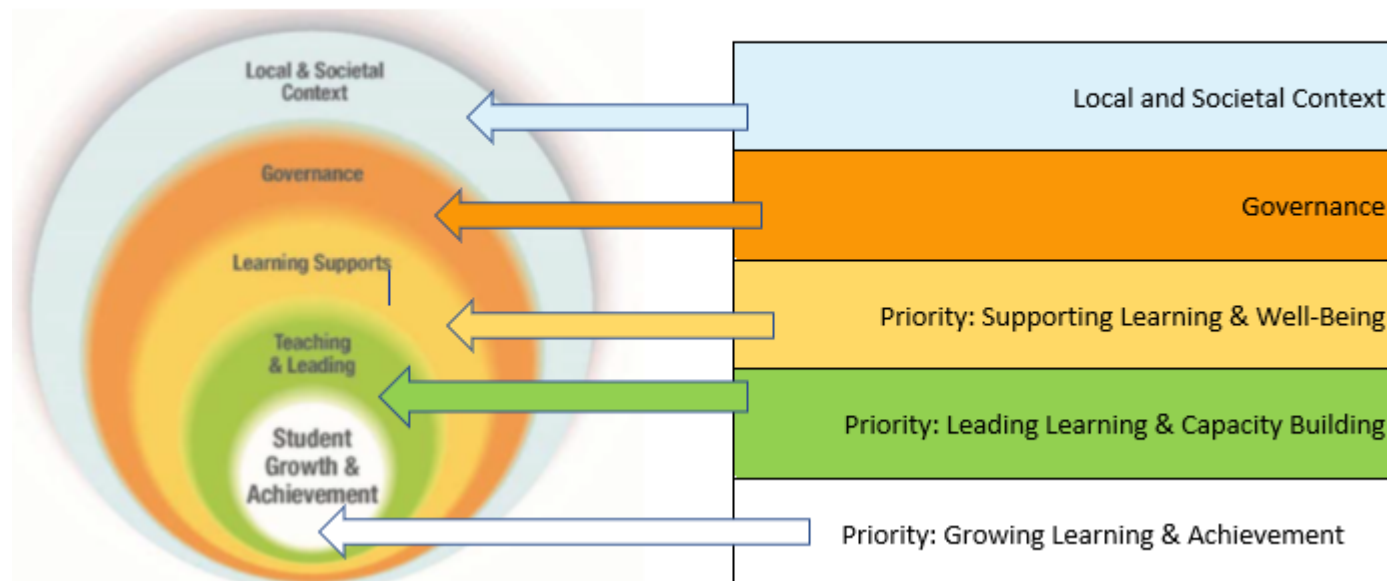
# ASSURANCE PLANNING

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.

## ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



## SCHOOL CONTEXT

Description of the school context. Eg. Size, grade configuration, demographics (if appropriate), strengths and highlights, challenges.

Chinook High School is a diverse community of approximately 1190 students and 100 staff serving grades 9-12. We are situated in West Lethbridge on the traditional lands of the Blackfoot People. Chinook High School draws students from a broad range of socioeconomic and cultural backgrounds, and benefits from growing diversity in cultural backgrounds & English language fluency, Chinook is honored to serve 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 identifying and removing barriers that marginalize our students and get in the way of their day to day learning. We intentionally cultivate belonging for all of our school community.

### Strengths:

- Continued very strong graduation rates/transition rates
- 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
- Actively seeking and using student feedback to impact student belonging and identifying barriers to success.
- 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
- Addressing significantly increasing wellness and learning support needs
- Engaging students/staff/families within learning community focusing on identity and culture
- Managing resources/programming/class size/space to accommodate student population increases
- Funding structure which does not sufficiently support increasing population with increasing needs

## DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

### Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.  
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	Strategies	Resources	Measures
Students will demonstrate an increased level of engagement in learning	<ul style="list-style-type: none"> <li>• Development and Implementation of school, advisor led, grade and class activities/discussion intentionally building positive learning behaviors</li> <li>• Student advisory committee will provide feedback and student voice on learning issues</li> <li>• Staff pL on building connection and engagement with all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Internet resources/ internal and external expertise on communication, building connections</li> <li>• Reading material/articles</li> <li>• Students for advisory committee—large cross section</li> <li>• Consistent/visible/audible language and communication</li> <li>• UDL books and Articles</li> <li>• ‘Creating Cultures of Thinking’ - Rechart</li> </ul>	<ul style="list-style-type: none"> <li>• Student, staff and parent feedback on engagement, relevance and learning behaviours through advisory committee, assurance survey, Tell them from me survey and through anecdotal means</li> <li>• Class achievement data</li> <li>• Staff engagement/ feedback on PL</li> </ul>
Students in grade 9 will demonstrate an increased level of literacy and numeracy and decrease ongoing learning gaps which are a legacy of learning disruptions	<ul style="list-style-type: none"> <li>• Time in grade 9 ELA and Math classes to be spread throughout year rather than remastered (time increased for math) to allow for sustained focus on literacy and numeracy as well time to adjust pedagogy to meet students where they are at</li> <li>• Focused PL project for Math teachers in increasing numeracy and engagement with mathematics</li> <li>• Targeted program for disengaged grade 9 learners to connect with school, re-engage and focus on building literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Creative scheduling allowing for increased touch points in grade 9 literacy and numeracy</li> <li>• Dedicated PL time—through scheduling changes and use of PSIII student PL projects</li> <li>• Dedicated teacher time for targeted program</li> </ul>	<ul style="list-style-type: none"> <li>• Student, staff and parental feedback on engagement with literacy and numeracy</li> <li>• Increased differentiation in classes and support of students with significant gaps in grade 9</li> <li>• Achievement trending higher on student evaluations</li> <li>• Completion rates for classes</li> </ul>

## DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

### Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

### Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff will engage in inquiry based professional learning to further individual professional learning goals	<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 choose individual/small group inquiry questions focused on individual practice needs</li> <li>• Insights and learning reviewed with other staff and or pl leaders on bi-monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry templates</li> <li>• Reference material on inquiry based learning</li> <li>• Focused PL time throughout year</li> <li>• Scheduled release time provided by internal coverage and/or ATA PL days</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 aligning mission, vision and values, increased student engagement, student wellness and support for learning	<ul style="list-style-type: none"> <li>• Opening staff PL activity - refreshing Mission, Vision, values and alignment</li> <li>• PL committee to design, support implement staff wide PL on communication/connection, engagement, wellness</li> <li>• Regular structured staff discussion/connection/activity times to support wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• PL Committee</li> <li>• External support/consultants as needed e.g. ATA PL on Mission, Vision, Values setting, facilitating PL</li> <li>• Resources as required</li> </ul>	<ul style="list-style-type: none"> <li>• Renewed, aligned understanding of Mission, Vision, Values is consistently communicated by staff through common language</li> <li>• Staff engage in structured PL activities</li> <li>• Staff Feedback on PL process, activities</li> </ul>

## DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

### Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

### Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.  
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Students and staff will increase awareness and use of universal and targeted supports for growth, wellness, learning and reducing barriers to education	<ul style="list-style-type: none"> <li>• PL for staff—Wellness staff/ external presenters on supporting student wellness</li> <li>• Staff chosen inquiry based PL address their learning needs in this area</li> <li>• Building consistent understanding and use of language/strategies for student engagement, belonging, identity and barriers</li> <li>• Universal and targeted programming developed and delivered by wellness team and staff to increase ongoing of student understanding of wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Internal wellness and educational staff</li> <li>• External consultants/ speakers</li> <li>• Internally developed and externally sourced resources to adapt and make available to teachers and students on supporting wellness</li> <li>• Student feedback on experience, needs and barriers</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Feedback from students through advisory committee on perception of wellness</li> </ul>
Increased connection with parent/guardians as partners in education with students	<ul style="list-style-type: none"> <li>• Revue communication strategies between parents/ teachers/advisors and reset common practices for communication</li> <li>• Expanded community/parent education sessions on based on feedback about needs of parents (e.g. topics include school transitions, supporting student wellness, learning support, etc.)</li> <li>• Work with school council on building parent engagement opportunities in school—volunteerism, fundraising, etc.</li> <li>• Review and revise regular communications with parents—website, social media, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, parents</li> <li>• Internal staff expertise</li> <li>• Powerschool, email, social media</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parent sessions with increased topics</li> <li>• Increased reporting of staff/ parent communication effectiveness from both staff and parents</li> <li>• Feedback from school council on effectiveness of communication</li> <li>• Wellness and Inclusion measures on Assurance and OurSchool surveys</li> </ul>



**School Goal or Inquiry**

*To foster in staff and students and all members of the school community a unified understanding and enactment of Chinook's Mission, Vision, Values that form the foundations of growth as the core of what Chinook does and the humans we aspire to be .*

**Possible Resources:**

**Strategies**

**Timeline**

**Indicators of Success**

## School Reserves

Total estimated reserves available for use in 2023-24: \$470000

<b>Planned use of reserves</b>	
1. Repalce Gym Floor (hold over from current year)	\$150000
2. Staffing	\$75000
4. Replacement of end of life laptops	\$35000
3. Carry Over as Future Reserves	\$210000 (3.2%)
<b>Total</b>	<b>\$470000</b>

## School Generated Funds

Fund balance estimate for the 2022-23 school year: \$141000

<b>Funds are carried over for:</b>	
Fundraising, Donations	\$20000
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	\$5000
Travel deposits	\$12000
- large scale national and international travel	
Fine Arts Productions	\$30000
- carry over used for costuming/sets/royalties	
Grad Deposit	\$17000
- deposit for facilities/supplies/fee waivers for Grad events	
Float for materials replacement and deposits (Textbooks, locks, etc., yearbook deposit)	\$23000
Cafeteria Income/GST Rebate to support tech/programming/PL	\$37000
<b>Total</b>	<b>\$141000</b>