

Chinook High School



www.chs.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

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

School Mission Statement

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



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- Inclusion, Well-being, Learning, Respect and Leadership



SCHOOL CONTEXT

Chinook High School is a diverse community of approximately 1220 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 a very large population of indigenous students, with just over 8% of our population self identified as Indigenous. Chinook has thriving academic, arts, athletic and wellness programming to support all 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 members of our school community.

School Highlights:

- School has comprehensive and growing wellness and learning support programs which effectively serve to support students in their learning and personal needs in student centered way
- Consistently High Graduation Rate for all students, including Indigenous students.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.



2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Fine & Performing Arts – Provide a large variety and continue to expand opportunities for students to grow creatively in music (concert and jazz band, concert and chamber choir, rock and pop, guitar, drama, dance, technical theatre, visual arts, musical theatre)
- CTS Offerings - Provide diverse opportunities for students to discover and cultivate their passion and interest related to technology and STEM (photography, computer programming, digital media, foods, construction, fashions, entrepreneurship, financial management, legal studies).
- Career Related Course Offerings – Provide diverse opportunities for students to discover and explore potential future career pathways (off campus education, Registered Apprenticeship Program, Dual Credit through Lethbridge Polytechnic).
- Physical and Health Education - Offer a broad range of physical education and health programming (PE, CALM, Sports Performance).
- Extra Curricular Activities - Offer a broad range of extra-curricular and co-curricular opportunities across the school including athletics programs, service opportunities through clubs, artistic performance at the school and outside venues, and participation in school and community leadership activities.
- Clubs - Offer a broad range of student clubs across the school, and opportunities for students to collaborate to create clubs to explore their interests (nearly 50 clubs offered school wide).
- Languages - Offer diverse language programming, including French and Spanish as second languages.
- Enhanced and targeted learning mentorship and Academic Opportunities – School focus on learning process and skills beginning in grade 9 with specific focus on building learning and management skills in all classes and through universal programming in classes and digital media classes. Continue with full academic programming opportunities including dual credit courses offered through the University of Lethbridge.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Continuing to seek and use student voice and choice in the opportunities offered (club creation, leadership projects connecting to school and community).
- Continuing to refine programming based on response to contextual need changes year to year (digital, language programming, CTS offerings.)

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

- Staff respond effectively to the unique needs of all learners.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Flex Time - Provide time every day (Mon – Thurs) where students have the opportunity to focus on subject areas/classes/activities they feel they need to work with staff or spend extra time in. This is an opportunity for students to manage their own time to match their learning needs
- Learning Support - Chinook continues to practice a collaborative model of learning support that understands that learning support is individual with the student at the centre, is for all students, and best practice is a team effort. Chinook continues to look for ways to improve its learning support, and will expand in the 2024-2025 year to providing targeted literacy and numeracy support aimed primarily at grade 9 students for early intervention.
- L-Team Meetings – Connected with its learning support model, Chinook will expand its use of learning team meetings bringing necessary individuals together to support individual students
- Programming aimed at individualization – Understanding that student context requires programming that fits, Chinook provides flexible ways of completing classes for students who require it. This programming includes alternate delivery classes that are individualized and students paced in all of the core areas, credit recovery for students who do not necessarily need to repeat an entire course to pass and receive credits, and engagement programming aimed at grade 9 students who are disengaged from their schooling to help transition them to successful program.
- Flexible Assessment Practices - Chinook staff is continually collaborating and working to improve assessment practices. Expanded use of techniques such as individual feedback and iterative improvement, project-based assessment, interview and portfolio assessment, self and peer assessment along side of more traditional assessment practices are being expanded every year to provide students the opportunity to demonstrate their learning in ways matching their needs and preferences.
- Focus on Relationship Building and Decision Making Through lens of Individual Growth – Chinook staff always aim to intentionally build relationships through all interactions with students, seeking to understand student context. Decisions are made for students with their growth at the centre.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Chinook will focus on keeping relationship as centre of all practices. This will include intentional work with staff on developing shared understanding of mission and vision, continued work on staff understanding on supporting students' wellbeing and mental health as necessary conditions for learning, and expanding ways to connect with parents/guardians/families as partners in supporting students and the community.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.



2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

- School communities take action to advance Truth and Reconciliation.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Openness of staff to engage in open and meaningful conversation - Open discussion in staff meetings, PL , and informal conversation identifying strengths and areas for growth in relation to improvement of understanding of TRC and incorporation of Indigenous ways of knowing.
- Incorporation of Indigenous ways of knowing in pedagogical practices – Staff will research ways to incorporate understanding of TRC and indigenous ways of knowing in meaningful, deep ways in classes and curriculum. This will include continued use of projects and appropriate literature in classes, collaboration with Indigenous staff (school and division) on meaningful engagement, and intentional identification and discussion of indigenous practices and influences when used in classes.
- Active engagement with TRC practices – continuing to and expanding intentional practices that actively engage on a regular basis with TRC, e.g. land acknowledgements that are active and personalized, unique to events and organizers, continuing smudging, providing spaces and opportunities for students to connect.
- Affirming a diversity of professional voices in decision making – Intentionally seeking out diverse perspectives and voices in school decision making, including those of Indigenous students, staff and community.
- Active Engagement in truth and reconciliation activities – Recognition of week proceeding September 30 as TRC week with organized activities, storytelling, engagement with elders for entire school. Active participation in recognition activities at classroom, school and division throughout the year.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Focus on greater connection to larger community, including reaching out to the greater Indigenous community to increasing presence in the school, classes and learning activities.
- Intentional increase in Indigenous student and family voice in school through proactive and targeted communication and events.