Coalhurst High School
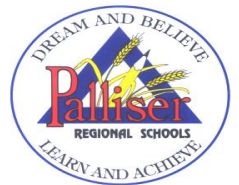

2023/2024 Assurance Plan

CHS Mission Statement:

100% of Students at Coalhurst High School will complete high school leading them to excellence in post-secondary opportunities.

CHS Vision Statement:

To provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

District Mission Statement: **Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.**
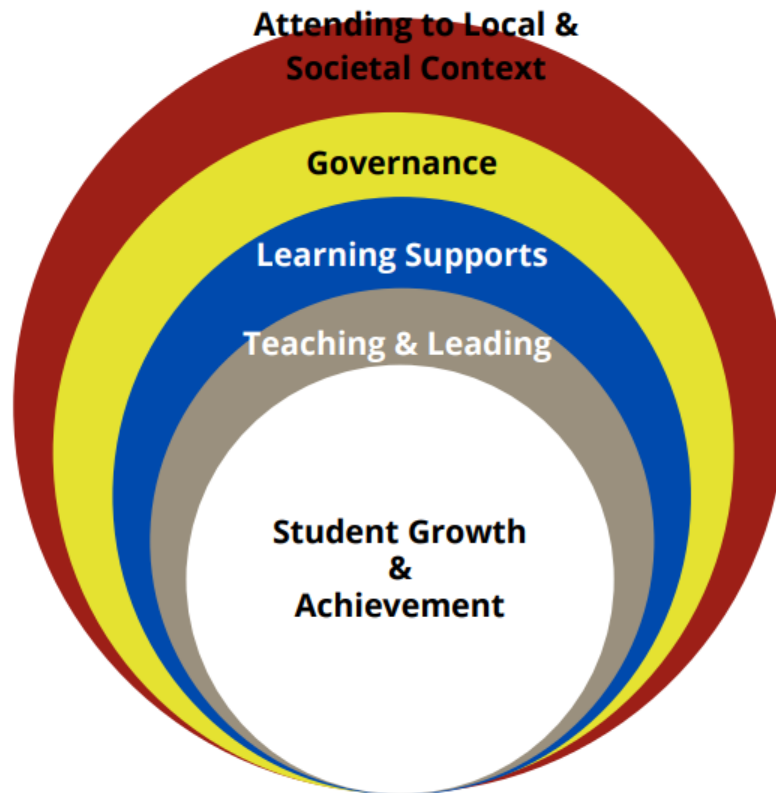
https://www.coalhursthighschool.ca

CHS Assurance Planning

Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.
Palliser School Division has three priorities: Wellness, Numeracy and Literacy.
The three priorities are evident in the provincial Assurance Domains.

**Attending to Local &
Societal Context**

Governance

Learning Supports

Teaching & Leading

**Student Growth
&
Achievement**

About our School

The town of Coalhurst is situated approximately three miles north of the Lethbridge city limits. Due to its proximity, it has shown steady growth in its population. As well as serving the town, Coalhurst High School educates students from the Village of Monarch and the rural areas surrounding both Coalhurst and Monarch. The Regional transportation system provides services (in conjunction with the needs of Coalhurst Elementary) on five rural routes.

The School houses grades 7 to 12 in Junior and Senior High levels, and offers a broad academic program complemented by elective courses.

Many students and teachers are also involved in the various extracurricular programs offered through the School. They include sports programs, social functions, theatre performances and so forth.

Domain: Student Growth and Achievement

CHS Goal #1: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

Strategies	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
-In JH we teach a unit in Health on "Growth Mindset" to all grade 7-9 students. -By offering many different extra-curricular options we are hoping to build relationships with students that will help engage them in their school and their learning. -Stricter enforcement of cell phone policy. -Using more assessment strategies that encourage collaborative work -Provide more leadership opportunities for students to take ownership of their learning and the culture in the school.	-As a staff we will look at the book "The Innovator's Mindset" by George Couros. - Extra curricular sports and clubs help develop resilience and growth mindset -"Student First" Athletic Policy encourages attendance and completion of assignments -Examining assessment techniques that encourage student collaboration.	-Students should be able to identify what a growth mindset is and how it should apply to them. -Decrease in absent attendance due to students being more engaged in school. -Students are more aware of how to properly use their phone as a tool of learning instead of a hindrance. Students can articulate the learning that is occurring during various activities. A greater variety of students taking on leadership roles during school activities.	-Our grade 7-9 course work on Growth Mindsets using GeminAI Rising from AHS -School Attendance -Teacher observational data on student phone usage/ office referrals -Student portfolios can reflect evidence of collaborative work.

The Context: Why is this important?
In order to learn/demonstrate growth, students need to be engaged in their learning. Without interest/focus students will not learn as they should. By helping them focus, offering diversity in assessment and presentation, and motivating them with extra-curricular activities, we hope to help students become more engaged in both their learning community and their own individual learning.

Strategies in Action: What might we do?
Removing distractions such as cell phones and only using technology as a tool in the classroom, will help many students focus.
Building relationships through extra-curricular activities that help students become more engaged and connected to their school community.
Provide more leadership opportunities for students take ownership of their learning and the culture in the school.
Helping students build relationships with their peers through collaborative practices.

Results Expected: What might we see?
- Increased attendance
- Increase in academic success
- Decreased discipline issues
- Better results on School surveys

Domain: Teaching and Leading

CHS Goal #2: Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.

Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
● Use a variety of assessment tools in and out of the classroom ● Students provided with multiple opportunities and modalities to demonstrate their learning ● Enrichment scaffolding to enhance learning connections ● A variety of levels of assessment to meet the learners at their levels	-bring in an ATA presenter speaker -become trained/certified in various formative assessment technologies -research into Chat AI programs and appropriate use - collaborate and share common practices -inquire about K&E resources at the junior high level	-improvement in academic standings for students -improved student engagement -increased student self assessment	- Student grades - Student self-reflections - Anecdotal feedback from students - PAT & Diploma exam results - Assurance Survey

The Context: Why is this important?
Assessment strategies are essential for measuring student learning outcomes informing instructional pedagogy and empowering students to take ownership of their learning and supporting accountability.

Strategies in Action: What might we do?
- Use a variety of assessment tools in and out of the classroom
- Students provided with multiple opportunities and modalities to demonstrate their learning
- Enrichment scaffolding to enhance learning connections
- A variety of levels of assessment to meet the learners at their levels

Results Expected: What might we see?
- improvement in academic standings for students
- improved student engagement
- increased student self assessment