

Coalhurst High School



2024/2025 Assurance Plan

CHS Mission Statement:

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

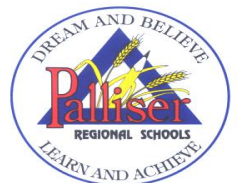
CHS Vision Statement:

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>

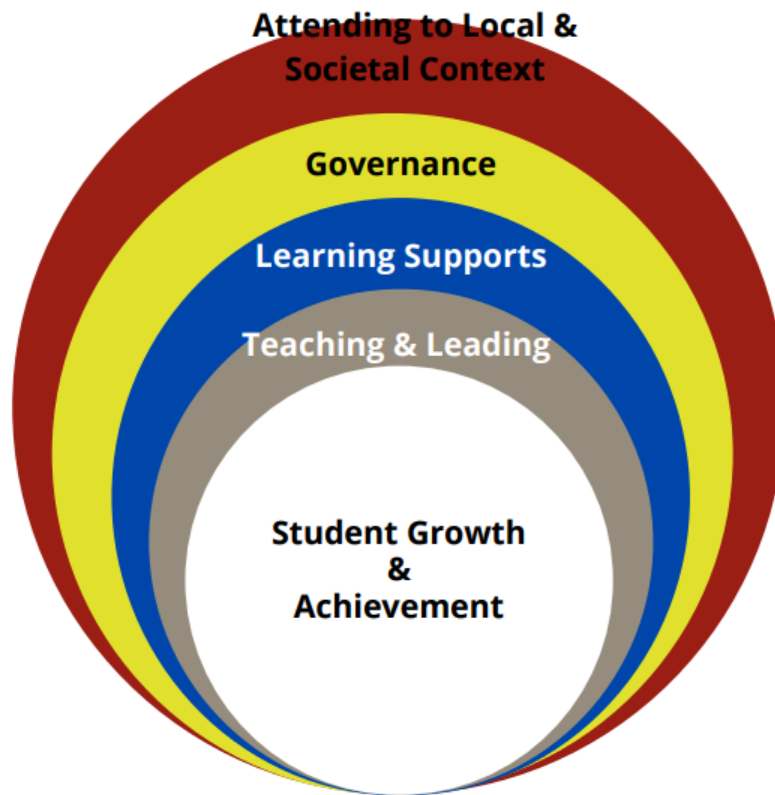


CHS Assurance Planning

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

Palliser School Division has highlighted the following priorities: Creating a Community of Engaged Learners, Inclusivity, Improving System Competency in Assessment for and of Learning and Improving resilience of students.

These priorities are evident in the provincial Assurance Domains.



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, communicating, and resilience.

Strategies

- Implement targeted programming in Junior High focused on executive functioning skills such as time management, organization, and study strategies to support academic achievement.
- CHS will maintain a diverse offering of extra-curricular activities aimed at increasing student engagement and fostering strong school-community relationships.
- Reinforce consistent and clear implementation of the school's cell phone use policy to support focused learning environments.
- Expand the use of assessment practices that promote student collaboration and teamwork in the classroom.
- Create and support leadership pathways for students to actively contribute to both their personal learning journey and the broader school culture.

- Continue offering a flexible, interest-based options program in Junior High to promote student engagement through choice and alignment with individual strengths and passions.
- Strengthen and broaden arts education through continued development in music, band, and drama programming.
- Provide varied instructional approaches, including project-based learning, cooperative tasks, and kinesthetic activities, to meet diverse learning needs and preferences.
- Facilitate access to wellness and student leadership initiatives such as Head Strong and SAIL, promoting positive mental health and student empowerment.

Professional Learning to Support Capacity Building

- Participation in extracurricular sports and clubs continues to support the development of resilience, perseverance, and a growth mindset among students.
- The “Students First” Athletic Policy reinforces the importance of academic responsibility by promoting consistent attendance and timely completion of coursework.
- Ongoing review and refinement of assessment practices to promote peer collaboration and shared problem-solving in academic settings.
- Regular collaborative team meetings provide opportunities for staff to share strategies, discuss student progress, and reflect on effective classroom practices.
- Designated professional development time is used for cross-curricular collaboration, focusing on students requiring additional support and building shared strategies for their success.
- Strengthening communication and collaboration between teaching staff and the school counselor/making connections worker to provide timely and relevant student support based on emerging needs.

Indicators of Success

- Involvement in extracurricular athletics and clubs continues to promote student resilience, perseverance, and the development of a growth-oriented mindset.

- The "Students First" Athletic Policy reinforces academic accountability by encouraging regular class attendance and completion of assigned work.
- Continued exploration of assessment strategies that foster peer collaboration and cooperative learning environments.
- Regular team collaboration time is used to reflect on classroom practices, share successes, and address common challenges impacting student learning.
- Professional development days include structured time for staff to collaboratively identify students requiring additional support and develop strategies that ensure success across subject areas.
- Enhanced collaboration with the school counselor and making connection worker provides staff with timely, relevant insights to better support students' social, emotional, and academic needs.

What data will you use to inform our work?

- Analysis of overall student attendance trends to assess engagement and connection to school.
- Teacher observations and tracking of student phone use, including frequency of office referrals related to device misuse.
- Review of student portfolios for documented evidence of collaboration, teamwork, and reflective learning practices.

The Context: Why is this Important?

For meaningful learning and personal growth to occur, students must be actively engaged in their educational experience. Engagement is closely tied to focus and interest—without it, academic progress can stall. By minimizing distractions, diversifying assessment methods, offering student-driven option programming, and encouraging participation in extracurricular activities, we aim to foster stronger connections to both the learning process and the school community. These strategies support students in taking ownership of their education and becoming more invested in their personal development.

Strategies in Action: What Might We Do?

- Limit classroom distractions by reinforcing cell phone expectations and ensuring technology is used with purpose to support learning outcomes.
- Strengthen student-teacher and peer relationships through a wide range of extracurricular activities that encourage connection and belonging.
- Provide leadership roles and responsibilities that empower students to shape their learning environment and school culture.
- Foster collaboration among students through structured group work and cooperative learning strategies.
- Expand Junior High option programming to align with student interests and allow for more personalized learning experiences.
- Incorporate a variety of instructional strategies, including hands-on, movement-based, and project-focused learning to meet diverse learning needs.

Results Expected: What Might We See?

- Improved student attendance, reflecting higher levels of engagement.
- Increased academic achievement and evidence of personal growth.
- Reduction in behavioural and disciplinary incidents.
- More positive feedback on school climate and engagement through surveys.
- Greater student involvement in clubs, teams, and extracurricular initiatives.

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

- Employ a diverse range of assessment methods, both within and beyond the classroom, to capture a fuller picture of student understanding.
- Provide students with varied opportunities and formats to demonstrate their learning, accommodating different strengths and learning preferences.
- Use enrichment and scaffolding strategies to deepen understanding and reinforce connections across learning outcomes.
- Design assessments at multiple levels of complexity to meet students where they are and support individual growth.
- Ensure clear alignment between curricular outcomes and assessment tasks, with learning objectives made visible and accessible for both students and parents.
- Take a collaborative, team-based approach to developing Individual Support Plans (ISPs), ensuring shared ownership and informed goal setting.
- Dedicate professional development time early in the school year for staff to collaboratively review and complete ISPs, strengthening communication and consistency in student support strategies.

Professional Learning to Support Capacity Building

- Participate in Palliser-provided professional development sessions focused on assessment, with an emphasis on applying effective strategies in the classroom.
- Explore and integrate formative assessment technologies that streamline instructional practices and enhance assessment efficiency.

- Foster cross-curricular collaboration to share effective assessment methods and establish common practices across subject areas.
- Develop targeted Knowledge & Employability (K&E) resources for Junior High and create adapted assessments to support diverse learners in Senior High.
- Strengthen collaboration with Educational Assistants to ensure alignment between student support goals and classroom instructional strategies.
- Engage in professional learning related to the effective use of AI tools and resources to enhance teaching, learning, and assessment.

Indicators of Success

- Improvement in academic standings for students
- Improved student engagement
- Increased student self assessment

What data will you use to inform our work?

Success will be measured not only by traditional academic metrics, but also by improvements in engagement, well-being, and school culture. The following indicators reflect both qualitative and quantitative ways we will monitor progress:

- Improved Student Engagement
Increased participation in classroom activities, clubs, and extracurricular programs, as well as greater enthusiasm for learning, will signal a deeper connection to the school and a more meaningful learning experience.
- Academic Growth and Achievement
Evidence of improved academic performance through report card data, formative and summative assessments, and classroom-based evaluations. Success will also be reflected in students' ability to set and meet learning goals.
- Consistent Attendance and Reduced Lates
Higher daily attendance rates and fewer late arrivals will suggest students feel more motivated and connected to school.
- Reduction in Behavioural Incidents
Fewer office referrals—particularly related to cell phone misuse or disengagement—will indicate stronger classroom focus and respect for expectations.

- **Enhanced Student Collaboration**
Observations and student work samples (e.g., portfolios, group projects) will demonstrate increased collaboration, communication, and teamwork skills.
- **Positive Feedback on School Climate**
Results from school-wide surveys (students, staff, and parents) will reflect improved perceptions of belonging, safety, and satisfaction with the learning environment.
- **Increased Student Leadership and Voice**
More students will take on leadership roles, participate in student council or voice initiatives, and contribute ideas to school-wide planning and events.
- **Evidence of Responsive Teaching Practices**
Teachers will use assessment data and observation to adapt instruction. Evidence of differentiation and student-specific support plans will be visible in classroom practice.
- **Effective Collaboration Among Staff**
Staff will engage in meaningful professional conversations, share resources, and reflect on student progress during collaborative planning sessions and PD days.

The Context: Why is this important?

Effective assessment practices are vital for understanding student progress, informing instructional decisions, and driving academic growth. When used intentionally, assessment becomes more than a measure—it becomes a tool to engage students in meaningful reflection, promote accountability, and personalize learning. Empowering students to take ownership of their progress through transparent, diverse, and responsive assessment strategies enhances both motivation and achievement.

Strategies in Action: What might we do?

- Implement a wide range of assessment methods, both formal and informal, to capture a comprehensive view of student understanding.
- Provide students with multiple, varied opportunities to demonstrate their learning through written, oral, visual, and hands-on modalities.
- Use targeted scaffolding and enrichment strategies to deepen learning and support connections across content areas.

- Design tiered assessments to meet students at their current skill levels while promoting growth.
- Collaborate across departments to ensure cohesive programming and assessment practices that support consistency and equity in student experience.

Results Expected: What might we see?

- Measurable improvement in student academic performance and understanding of core concepts.
- Increased student engagement and motivation, as learners recognize how assessments reflect their progress and inform next steps.
- Greater student involvement in the learning process through the use of self-assessment and reflection tools.
- Enhanced instructional practices, with teachers using assessment data to adapt teaching and better meet student needs.
- Stronger alignment between assessment, curriculum, and instruction across grade levels and subject areas.