



Learn ~ Create ~ Honour ~ Succeed

Three Year Strategic Plan for Success 2016 – 2019



**BLACK GOLD
REGIONAL
DIVISION NO. 18**

Core Purpose:

Inspiring Success for Every Student, Every Day

Core Values:

Student-Focused Learning

Relationships

Supportive Environment

Passion

Managing Resources Responsibly

Administration Team: Dr. Paul Wozny, Mr. Chris Stiles,
Mr. Vince May, and Mr. David Holbrow

Leduc Composite High School Strategic Plan for Success - 2016-2019

Vision/Core Purpose: *To inspire success for all students through diversity in an inclusive learning community*

We Believe:

- Every student can learn;
- Each student's needs should be the focus of teaching and learning;
- Maintain a wide variety of extra-curricular, intramural, and co-curricular programs;
- Promote and uphold acceptable standards of conduct that reflect the expectations of the Alberta School Act, Alberta Education, Black Gold Regional Schools policies, LCHS policies, and the greater school community to ensure an atmosphere conducive to learning;
- Ensure responsibility for individual achievement is shared by the student, the home, and the school;
- A student's ability to learn is impacted by their level of self-esteem; therefore, students must be empowered to value their own strengths and abilities and strive to develop these to their highest potential;
- Public education values the whole child; enabling the academic learning, the physical and the mental/social health of students;
- Every student deserves positive adults in the school community advocating on their behalf;
- Every student deserves a safe and secure learning environment and is responsible for their actions and decisions;
- Every person involved in a school setting has a responsibility to be tolerant of others and treat others with respect and dignity;
- Public education in the 21st century has evolved from the dissemination of information to the facilitation of higher order, inquisitive, relevant, and engaging learning;
- School should foster a desire to learn and an understanding that learning is a lifelong process;
- It is essential to use resources wisely and efficiently to provide the highest quality education possible;
- A public school should be accountable and responsive to the greater community.

Leduc Composite High School Profile:

- Our Grades 10 to 12 teaching and learning team at Leduc Composite High School is dedicated to inspiring success for every student, every day. We are honoured to provide exemplary education and service to 960+ students, parents, and our fabulous community.
- Leduc Composite High School has a strong tradition of high student achievement in our diverse learning environment. LCHS Tigers pride themselves on Academic Excellence, Athletics, Fine Arts, French Immersion, Career and Technology Studies, Citizenship, Inclusive Education, Community Service, and Off Campus Learning that includes our Registered Apprenticeship, Green Certificate and Work Experience Programs.

Celebrations & Challenges:

Our LCHS teaching and learning team is now into our third year of implementing and expanding our successful new French Immersion Programming. Our French Immersion programming all high school grades 10, 11 and 12. It is an honour to provide superb French Immersion programming for our local community. Our first cohort of French Immersion students will be graduating this year!

The students' enrolments at LCHS continue to grow significantly with over 960 students currently attending. Our students and staff continue to have increased academic success and our CEU (Credit Earned Units) continue to increase with more and more students passing core, complementary, and optional coursework. This success has translated into increased staffing and reduced class sizes - a wonderful combination to optimize student engagement and personalization of each student's teaching and learning experience.

Our Fine Arts and CTS (Career and Technology Studies) Departments continue to grow and flourish with our superb Band, Jazz Band, Choir, Musical Theatre, Art, Design Studies, Medical Studies, Mechanics, Building Construction, Welding/Fabrication, Film and Media Studies (Photography, Video and Sound), Television Broadcasting, Cosmetology, Green Certificate, Registered Apprenticeship, and Business Education programs. Our school is a provincial leader in CTS and Fine Arts and we thank our community for their dedicated support.

Our Inclusive Education Program at LCHS is a beacon for hope and opportunity for students across our division. This growing program allows for learning success for every student. We have expanded our Inclusive Education program to include additional teachers coupled with powerful new mainstreaming opportunities to optimize each student's success. This team approach will optimize numeracy and literacy competency development coupled with a wide variety of complementary and optional courses to choose from to truly personalize each student's learning and success. Our staff are focused to ensure we

are programming for each individual and meeting their unique learning needs.

Our LCHS team will continue to analyze our Accountability Pillar Results and look forward to our upcoming Tell Them From Me Surveys that provide valuable data on a variety of students' wellness indicators. Our community has faced economically challenging times over the last year, and of many families have been affected by job reductions/losses. Over one third (more than 5000) of the workforce in the Nisku region have lost jobs over the last year. We will continue our highly successful free breakfast program for students and continue to support success and wellness with our students, staff, parents and community. Our Tell Them From Me survey results from 2015 pointed to the importance of providing a learning environment that provides strong social and emotional support coupled with a caring and welcoming environment to optimize positive relations between students, staff, parents and community.

For the 2016/17 School Year, we have implemented a home room/teacher advisor for every student for each semester. The process includes novel relationship building activities designed to build positive and caring connections between students, staff, school and community. We have also forged a strong relationship with our City of Leduc and stakeholders that will include a City Council meeting and student Q & A session held at Leduc Composite. Our School Council and Parents' Association continue to provide valuable and caring support for our students, staff and community including: superb LCHS Graduation Banquet at our local Leduc Recreation Centre, LCHS Awards Ceremony, Drug Action Committee, Road to High School Orientation for incoming new students, and alcohol-free After Grad Celebration.

We have built a new office for our new School Resource Officer, RCMP Cst. Neil Muz. Cst. Muz's office is across from our main office in the conference centre. We also welcome our new Alberta Health Services Addictions Counselor, Erin Black. Erin will be at LCHS on Monday's to work with our learning team. Erin's new office is located in the Southwest corner of the Library Learning Commons Centre at LCHS.

School Council Co-Chairs Message (and signatures)

We, as the school advisory council for the 2016 – 2017 school year, are looking forward to working with the staff in a positive direction for the success of our students . Our advisory council plans on working hard to develop a productive relationship that supports all stakeholders. We are committed to continue to seek the needs of the school and advocate in whatever ways for a positive growth. We will strive with the students, parents, teachers and trustees for another successful school year.

Sincerely,

LCHS School Council Co-Chairs: Michelle Tait; Tasha Gerlitz

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Leduc Composite High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	82.7	86.6	84.5	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	Program of Studies	85.0	84.2	83.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	85.2	87.1	85.5	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.9	4.2	3.8	3.2	3.5	3.5	High	Maintained	Good
		High School Completion Rate (3 yr)	75.0	73.9	73.1	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.6	90.0	89.4	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	21.2	23.3	20.9	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	48.5	48.9	48.2	54.6	54.4	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate	51.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	49.5	56.5	53.2	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	74.0	81.6	75.0	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	70.4	71.2	70.7	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Acceptable	Parental Involvement	76.9	82.6	75.9	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	75.4	71.2	74.2	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

School Goal 1:

Optimizing Students' Successful Course Completion, Graduation Rates, and Overall Wellness:

- Our LCHS teaching and learning team will continue to collectively develop and implement strategies and academic supports that will assist more students to successfully graduate within three years of entering high school. We will optimize student learning supports through our Empowerment and Counselling Centre in coordination with our teaching and learning team, that will provide ongoing support and monitoring of academic performance for each student. We have implemented a minimum credit load of 40 credits for grade 10 and 11 students and a minimum credit load of 30 credits for grade 12s. We are continuing to strive at raising students' level of awareness, from the start of Grade 10, to strategically use all 3 years to accomplish learning goals and graduate. These goals relate to credit earnings, achieving high school requirements, and achieving grades that will enable them to pursue career related or post-secondary goals.
 - Encouraging success in student credit completion at every level and subject area in CTS courses. Ensuring ongoing assessment to communicate in a timely fashion with parents and students about course completion through the quarter and semester, providing a valuable and inclusive educational experience for all students.
 - We will continue to expand our Inreach/Blended Learning programs to allow for flexible and adaptive learning opportunities for students. This process will continue our successful progress increasing student success and credits earned (CEU success).
- New for 2016/17 school year, our LCHS team implemented a homeroom teacher and academic advisor protocol for every student designed to improve relationships, wellness and a strong sense of belonging (building social capital). Recent surveys (Tell Them From Me, 2015) share that students' anxiety rates are increasing both locally and nationally. This new reality coupled with recent Alberta economic changes and related local job losses continue to impact our families and communities. Our LCHS team will continue to strategically collaborate with students, parents, staff, and community stakeholders to lower students' anxiety both in and out of school.
- Increase levels of student participation in 4 or more diploma exams within three years of entering grade 10. Our teaching and learning team met in intra-disciplinary and inter-disciplinary teams in September, 2016 to analyze in detail our students' achievement results across all courses, both core and complementary, as well as diploma exam results and trends. Our teaching and learning teams will collaborate to improve student achievement and participation rates over the next three years. We continue to enhance our use of data, evidence and research to inform our professional practice and ongoing systemic improvement dedicated to inspiring success for every student. Data analysis will include our Diploma exam results, Accountability Pillar Results, Tell Them From Me Survey Results, along with stakeholder

feedback, both informal and formal. Strategies will include increased learning supports and accountability throughout the school year by our teaching and learning team in collaboration with students, parents, teachers and community stakeholders.

- Increase retention of our French Immersion students from the number entering into Grade 10 to completion with a LCHS bilingual diploma. The Second Language department met at the beginning of September to discuss, and analyze the number of French Immersion students who continue with the program until the end of Grade 12. Goals have been set in order to continue to promote the FI program.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● September, 2016 to June, 2019 	<ul style="list-style-type: none"> ● Dedicated Staff Professional Development time to optimize awareness and understanding of past and current student success course completion rates, CEUs (Credit Earned Units) yearly rates, and assessment blue-printing/bridging to curriculum learner outcomes. <ul style="list-style-type: none"> ○ Frequent discussions about course content and effective ways to achieve goals set within the curriculum- teachers in Social Studies are encouraged to collaborate on the progression of course content and coordinating timelines to meet goals ○ Detailed CEU report card, from admin, for CTS teachers to reflect on course completion rates and any other areas of concern within their subject. ● Social Studies Department has common writing strategies to develop literacy/writing competencies from the grade 10 level through to 	<ul style="list-style-type: none"> ● How will you know that you have reached your objective? Positive statement (Quantitative or qualitative Data) <ul style="list-style-type: none"> ● Assessments, both formative and summative are clear and optimized for informed communication and curricular alignment across all subjects. Reporting protocols are clear and timely for students and parents. ● Employment of the Alberta Education Accountability Survey and Black Gold Regional Schools Tell Them From Me Surveys and resultant data to inform our progress and optimize student success and wellness.

the gr 12 level. Our want is to see ongoing student improvement in writing knowledge, skills, and competencies for optimize success in both secondary and post-secondary contexts.

- The English Department will continue to have assessment workshops with all department teachers to ensure the same standards (reliability and validity) are being applied in all classes at all levels so that students will feel confident when writing final and diploma exams. Collaborative mentoring of staff to optimize overall student success.
- Whole school events that focus on wellness issues (ie National Addictions Awareness Week, Pink Shirt Day, Mental Health Day, etc.)
- Fostering a student sense of belonging from within the student body via innovative online apps - the intent of the app is to "bring-in" students that often find themselves on "the fringe". Idea has been brought forward to student leadership and interact groups.
- The French Immersion department will continue to promote the program in order to increase retention by:
 - increasing the presence of the FI program on our school's website
 - participating in the Francophonie Jeunesse de l'Alberta conference each September.
 - sharing messages in the monthly newsletter
 - discussing at risk students on regular basis and offer assistance and resources where possible

- We will address student retention rates in our new and growing French Immersion Program across grades 10 to 12 (both short term and longitudinally)

	<ul style="list-style-type: none"> o recognizing Grade 12 students at graduation ceremony o offering the students to partake in the Diplôme d'études en langue française (DELFI) exams. 	
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School Goal 1 Reflection Timeline: <i>September 2016 to June 2019</i>		
Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> • Year 1 	<ul style="list-style-type: none"> • How effective were they? • Did they change? Why? What are / were the new strategies that 	<ul style="list-style-type: none"> • Did we accomplish our goal for this time frame? If so, how do you know? If not, why not?
Review & Reflection: (Narrative) Feedback, anecdotes,		
<ul style="list-style-type: none"> • Revised goal if necessary 	<ul style="list-style-type: none"> • Revised Strategy if necessary 	<ul style="list-style-type: none"> • Supporting data should be the same

School Goal 2:

Exemplary and Thriving Inclusive Education Programs:

- Our LCHS highly successful Inclusive Education programs will continue to grow and evolve with increasing numbers of students and staff across a wide variety of course offerings, both core and complementary. Numeracy and literacy knowledge, skills, attitudes and competencies will be coupled with meaningful interdisciplinary teaching and learning opportunities for every student. The goal of our Inclusive Education program at LCHS is to provide all students with appropriate and personalized learning environments and opportunities to inspire and achieve their potentials. Inclusion programs ensure that each student belongs no matter what their language, cultural background, ability, disability, gender and/or age; all students are valued. We will continue to infuse numeracy, literacy, and inter-disciplinary teaching and learning within a wide range of complementary courses and options. Every student is honoured with our teaching and learning team and provided with a wide variety of learning opportunities including Registered Apprenticeship (RAP), Knowledge and Employability (K & E), Green Certificate, Work Experience, Spanish and French language of learning opportunities as well a a wide variety of complementary courses in Career and Technology Studies, Fine Arts, and Wellness.
 - CTS courses are providing a meaningful opportunity for inclusive education students. Each students is given a valuable educational experience to feel connected to our school community through their involvement in courses that they are interested in.

Timeline: *September, 2016 to June 2019*

Rationale: Our superb Inclusive Education program at LCHS is piloting a new Inclusive teaching and learning model that will engage all staff and optimize the personalization and success for every student. In June 2016, our staff met repeatedly with the BGRS Student Services Team to plan and develop strategies to optimize the new Alberta Education and Black Gold Regional School Inclusive Education goals, strategic directions and supports. We are now in our first year of implementing this new and exciting protocol for BGRS.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 - September 2016 - June 2017 	<ul style="list-style-type: none"> ● Integration of Inclusive Education Team Lead to coordinate, communicate and optimize student and staff success in provided exemplary and personalized inclusive education programming. ● Regular (monthly) meetings involving all members of our inclusive education instructional team to nurture a professional 	<ul style="list-style-type: none"> ● How will you know that you have reached your objective? Positive statement (Quantitative or qualitative Data)

	<p>learning community that collaborates and supports the core goal of inspiring success for every student, every day.</p> <ul style="list-style-type: none">● Integration of inclusive education programming supports and professional development for all staff at LCHS to increase staff capacity, knowledge, skills and competencies.● Ongoing and regular LCHS/BGRS Student Services communication, support and classroom visits to enhance our team approach and successful growth of our Inclusive Education Program and Pilots for LCHS and BGRS● Our LCHS Inclusive Education program is growing substantially and attracting students with complex needs across our division. We are honoured to serve the needs of our BGRS district and provide hope, opportunity and success for every student!	
<ul style="list-style-type: none">● Months / Year 2		
<ul style="list-style-type: none">● Months / Year 3		

Goal 2 Reflection

Alignment with Division Goals / Strat Plan / tech plan:

Timeline: 1 - 3 year goal

Rationale: Why did you pick this goal? Provide Data (Quantitative or qualitative)

- Diploma or other standardized testing,
- Accountability Pillar,
- benchmarking, surveys,
- School Council feedback,
- Division initiative

Alignment with Provincial Goals/Accountability Pillar / Strat plan / Tech plan

Alignment with Division Goals:

Timeline: 1 - 3 year goal

Timeline	Strategies	Supporting Data
● Year 1	● How effective were they? ● Did they change? Why? What are / were the new strategies that	● Did we accomplish our goal for this time frame? If so, how do you know? If not, why not?
Review & Reflection: (Narrative) Feedback, anecdotes,		
● Revised goal	● Revised Strategy	● Supporting data

	2016-2017	2017-2018	2018-2019	2019 - 2020
Goal 1	Progress	Progress	Progress	
Goal 2	Progress	Progress		
Goal 3	Progress	Progress	Progress	

School Goal 3:

Optimize highly effective formative and summative assessments to meet the learning needs and inspire success for every student.

- Assure that assessment reporting is clearly communicated and bridged with curricular learner outcomes. Regular communication with students and parents, via online or traditional communication means are encouraged and supported.
- Students' at risk of failure for any particular course(s) are contacted directly by their teacher and include both student and parents/guardians to optimize strategies to support and improve learning and achievement.
- Use of effective assessment paradigms and practices (both formative and summative) that allow for students to understand their particular strengths and challenges coupled with timely and effective personalized feedback of

examination results and follow-up supports.

Timeline: September, 2016 to June 2019

Rationale: Why did you pick this goal? Provide Data (Quantitative or qualitative)

- Diploma or other standardized testing,
- Accountability Pillar,
- benchmarking, surveys,
- School Council feedback,
- Division initiative

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 - September, 2016 to June, 2017 	<ul style="list-style-type: none"> ● Monthly professional development, both intra-departmental and interdepartmental with our LCHS teaching and learning teams. ● The nomination of departmental team leads to provide additional leadership and support throughout our staff team dedicated to optimizing student success coupled with exemplary formative and summative assessment protocols, practices and accountability to students, parents, BGRS and Alberta Education. ● Targeted Professional Development that will address optimization of formative and summative assessment protocols (including <i>assessment for</i> and <i>as learning</i>). 	<ul style="list-style-type: none"> ● How will we know that we have reached our objective? Positive statement (Quantitative or qualitative Data)
<ul style="list-style-type: none"> ● Months / Year 2 		

<ul style="list-style-type: none"> Months / Year 3 		
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Goal 2 Reflection
Alignment with Division Goals / Strat Plan / tech plan:
Timeline: 1 - 3 year goal
 Rationale: Why did you pick this goal? Provide Data (Quantitative or qualitative)

- Diploma or other standardized testing,
- Accountability Pillar,
- benchmarking, surveys,
- School Council feedback,
- Division initiative

Alignment with Provincial Goals/Accountability Pillar / Strat plan / Tech plan
Alignment with Division Goals:
 Timeline: 1 - 3 year goal

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Year 1 	<ul style="list-style-type: none"> How effective were they? Did they change? Why? What are / were the new strategies that 	<ul style="list-style-type: none"> Did we accomplish our goal for this time frame? If so, how do we know? If not, why not?

Review & Reflection: (Narrative) Feedback, anecdotes,

• Revised goal	• Revised Strategy	• Supporting data
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	2016-2017	2017-2018	2018-2019	2019 - 2020
Goal 1	Progress	Progress	Progress	
Goal 2	Progress	Progress		
Goal 3	Progress	Progress	Progress	

School Strategic Plan Overview (Executive Summary)

This can be a diary of our journey.