



Learn ~ Create ~ Honour ~ Succeed

Three Year Strategic Plan for Success 2017 – 2020

Core Purpose:

Inspiring Success for Every Student, Every Day

Core Values:

Student-Focused Learning

Relationships

Supportive Environment

Passion

Managing Resources Responsibly

Administration Team: Mr. Bradley Clarke, Mrs. Suzanne Peacocke,
Mr. Vince May, and Mr. David Holbrow



**BLACK GOLD
REGIONAL
DIVISION NO. 18**

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 approximately 1000 students, parents, and our supportive 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 including Registered Apprenticeship, Green Certificate and Work Experience Programs.

Celebrations & Challenges:

Our LCHS teaching and learning team is now into our fourth year of implementing our French Immersion Program, offering courses to all high school grades. It is an honour to provide superb French Immersion programming for our local community. Our first cohort of French Immersion students graduated in 2017!

The students' enrolments at LCHS continue to grow significantly with approximately 1000 students currently registered. Our students and staff continue to have increased academic success with more and more students passing core and complementary coursework. As a result, we have been able to maintain our broad spectrum of course offerings in which every student can find something that sparks their interest.

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), Broadcast Journalism, Cosmetology, Green Certificate, Registered Apprenticeship, and Business Education programs. These programs extend out of the school, offering Cosmetology, Auto, Construction and Welding services to the citizens of Leduc. In fall 2017, our Broadcast Journalism class will be partnering with the Leduc Minor Hockey Association to produce documentary and promotional videos for women's hockey.

Our Inclusive Education Program at LCHS is a beacon for hope and opportunity for students across our division, focusing on success for every student regardless of their learning challenges. Our team approach optimizes development of numeracy

Leduc Composite High School Strategic Plan for Success - 2017-2020

and literacy competencies coupled with a wide variety of complementary and optional courses to choose from to truly personalize each student's learning and success. Our staff develop individualized programming for each student, addressing their unique learning needs.

Our LCHS team will continue to analyze our Accountability Pillar Results and look forward to our recent Our School Survey. These provide valuable data on a variety of students' wellness indicators. 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.

The Our School survey provided us with much to celebrate: lower than the national average truancy rate, motivation and engagement above national norms, lower than national norms for bullying and tobacco use. This survey also revealed some challenges. Most importantly, higher rates of student anxiety than the national average, in particular with our female students. This information reinforces 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.

We are continuing our Homeroom program which is designed to build positive and caring connections between students, staff, school and community. Every Wednesday morning, our block 1 teachers work take part in school-wide activities. The Trivia Competition is fierce!

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.

School Council Co-Chairs Message

The School Council for the 2017 – 2018 school year strives to work with the staff in a positive direction for the success of our students. This advisory council brings together students, parents, teachers and trustees to form positive and supportive relationships. We are committed to continue to seek the needs of the school and advocate for positive growth. We look forward to another successful school year.

Sincerely,
Missy Chehayeb
School Council Chair

Leduc Composite High School Strategic Plan for Success - 2017-2020



Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Leduc Composite High School			Alberta			Measure Evaluation			Measure Category
		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	Safe and Caring	82.9	82.7	84.2	89.5	89.5	89.3	Intermediate	Maintained	Acceptable	Safe and Caring Schools
Student Learning Opportunities	Program of Studies	84.7	85.0	85.2	81.9	81.9	81.5	Very High	Maintained	Excellent	Student Learning Opportunities
	Education Quality	86.0	85.2	85.6	90.1	90.1	89.6	Intermediate	Maintained	Acceptable	
	Drop Out Rate	3.5	3.9	3.6	3.0	3.2	3.3	High	Maintained	Good	
	High School Completion Rate (3 yr)	77.9	75.0	72.9	77.9	76.5	76.1	High	Improved	Good	
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a	Student Learning Achievement (Grades K-9)
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a	
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.7	83.6	86.7	83.0	82.7	83.1	Intermediate	Maintained	Acceptable	Student Learning Achievement (Grades 10-12)
	Diploma: Excellence	23.4	19.7	21.5	22.2	21.2	21.5	Very High	Maintained	Excellent	
	Diploma Exam Participation Rate (4+ Exams)	46.5	48.5	47.7	54.9	54.6	53.1	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	50.6	51.7	51.7	62.3	60.8	60.8	n/a	Maintained	n/a	
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.5	49.5	52.8	57.9	59.4	59.3	Low	Declined	Issue	Preparation for Lifelong Learning, World of Work, Citizenship
	Work Preparation	69.5	74.0	76.8	82.7	82.6	81.9	Low	Declined	Issue	
	Citizenship	70.7	70.4	69.8	83.7	83.9	83.6	Low	Maintained	Issue	
Parental Involvement	Parental Involvement	78.2	76.9	77.0	81.2	80.9	80.7	Intermediate	Maintained	Acceptable	Parental Involvement
Continuous Improvement	School Improvement	80.1	75.4	73.4	81.4	81.2	80.2	High	Improved Significantly	Good	Continuous Improvement

School Goal 1:

Optimizing Students' Academic Success:

- 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 administrative and teaching/learning teams, 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 personalized learning opportunities for students. This process will continue our successful progress increasing student success and credits earned.
- Teaching staff will collaborate to identify key curricular outcomes and develop strategies to support these outcomes.
 - All BGRS High School staff will participate in the process of curriculum mapping for the courses that they teach. Using the curriculum maps in conjunction with Diploma Exam results, each department will create vertical outcome maps to support key outcomes across grades 10-12.
- 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

Leduc Composite High School Strategic Plan for Success - 2017-2020

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, 2017 to June, 2020 	<ul style="list-style-type: none"> Monthly meetings of the Leadership Team to refine strategies for student success. Dedicated Staff Meeting/PD Time time to optimize awareness and understanding of past and current student success course completion rates, CEUs (Credit Earned Units) yearly rates and develop strategies for increasing CEUs earned. Detailed CEU report card, from admin, for CTS teachers to reflect on course completion rates. Administrative monitoring of the InReach program to ensure appropriate use of resources and student success. Additional teacher time may be assigned to support student need. All teachers of core subjects will participate in BGRS Curriculum Mapping. Core departments will then examine curriculum maps and Diploma Exam results to create vertical support maps and identify outcomes in need of particular attention. This will be followed by final exam blueprinting in years 2 and 3 of this plan. 	<ul style="list-style-type: none"> Yearly CEU completion data. Analysis over 3 years minimum. <ul style="list-style-type: none"> Yearly CEU average exceeds the 35 per student minimum. CEU completion data specific to CTS courses <ul style="list-style-type: none"> CTS courses maintain a minimum credit completion rate per student equal to credit hours assigned Number of students accessing blended programming through the InReach programing and rates of successful course completion. <ul style="list-style-type: none"> The InReach program maintains a minimum credit completion rate per student equal to credit hours assigned. Teacher participation in BGRS Organized curriculum mapping. Department meetings to analyze Diploma Exam results, reflect on curriculum mapping and develop vertical outcome support. <ul style="list-style-type: none"> All core teachers participate in the Curriculum Mapping process. Vertical support maps for each department are created and key outcomes are supported.

Leduc Composite High School Strategic Plan for Success - 2017-2020

	<ul style="list-style-type: none">● The French Immersion department will continue to promote the program in order to increase retention by:<ul style="list-style-type: none">○ increasing the presence of the FI program on our school's website○ Direct involvement of second language coordinator in grade 9 to 10 transition of FI students.○ 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○ recognizing Grade 12 students at graduation ceremony○ offering the students to partake in the Diplôme d'études en langue française (DELF) exams.	<ul style="list-style-type: none">○ Outcomes as identified in Diploma exam results show improvement.● FI student retention<ul style="list-style-type: none">○ The dropout rate of our French Immersion students will not increase to more than 25% by the end of 2020.○ The number of students enrolled in the FI program increases each year.
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Leduc Composite High School Strategic Plan for Success - 2017-2020

School Goal 1 Reflection

Timeline: *September 2017 to June 2020*

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 	<ul style="list-style-type: none"> ● Monthly Leadership Team Meetings (Ongoing) ● Department meetings to address subject specific issues (monthly) ● InReach monitoring (ongoing) ● Diploma Analysis (October) ● Staff School Goal discussion (November PD day) ● Curriculum Mapping <ul style="list-style-type: none"> ○ Math - complete 2016-17 ○ Social Studies and Science - December 2017 through January 2018 ○ English - Semester 2 of 2017-18 school year ● CEU Review (end of Semester 1) ● FI enhancement (ongoing) <ul style="list-style-type: none"> ○ Grade 9 transition - March 2018 ● CEU Review (end of Semester 2) 	<ul style="list-style-type: none"> ● Implemented ● Implemented ● Implemented ● Complete ● Complete ● In progress

Leduc Composite High School Strategic Plan for Success - 2017-2020

<p>Year 2</p>	<ul style="list-style-type: none"> ● Monthly Leadership Team Meetings (Ongoing) ● Department meetings to address subject specific issues (monthly) ● InReach monitoring (ongoing) ● Diploma Analysis (October) ● Vertical mapping of outcomes (October) ● Staff School Goal discussion (November PD day) ● Exam blueprinting (begin in November) ● CEU Review (end of Semester 1) ● FI enhancement (ongoing) <ul style="list-style-type: none"> ○ Grade 9 transition - March 2018 ● CEU Review (end of Semester 2) 	<ul style="list-style-type: none"> ● Implemented ● Implemented ● Implemented ● Complete ● Semester 2 ● Complete ● Semester 2 following curriculum mapping ● February ● March ● June
<p>Year 3</p>	<p>TBD</p>	
<p>Review & Reflection:</p>		

Leduc Composite High School Strategic Plan for Success - 2017-2020

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School Goal 2:

Exemplary and Thriving Inclusive Education Programs:

- Our Inclusive Education program will continue to grow and evolve with increasing numbers of students and staff across a wide variety of course offerings, both core and complementary with a focus on numeracy, literacy and employment edge, skills. 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 potential.
 - Working in partnership with BGRS Student Services, refine curriculum adaptation and resource choices for Literacy and Numeracy.
 - Encourage collaboration among Inclusive Education teachers to allow for greater student peer learning.
 - Continue to provide “real world” learning opportunities through Registered Apprenticeship (Rap), Knowledge and Employability (K&E), Green Certificate and Work Experience.
 - Work with teachers in complementary courses to properly prepare them for inclusion.

Timeline: September, 2017 to June 2018

Timeline	Strategies	Supporting Data
2017-18 School Year	<ul style="list-style-type: none"> ● Acquire recommended resources for Literacy and Numeracy programs in all 4 levels of Inclusive Education. 	<ul style="list-style-type: none"> ● A collaborative process involving the IE department and BGRS Student Services will be required to evaluate and choose resources.

Leduc Composite High School Strategic Plan for Success - 2017-2020

	<ul style="list-style-type: none"> ○ Coordinate with BGRS Student Services (Semester 1) ● Encourage collaboration of Inclusive Education Teachers. (ongoing) ● Provide “Real World” Learning Opportunities for Inclusive Education students. Such opportunities are key to providing Inclusive Education students with employment skills. (ongoing) ● Prepare complementary teachers for Inclusive Education students. Our complementary programming is a key area for Inclusion. Teachers will be informed as to the specific learning needs of incoming IE students so that learning goals can be developed and planned for. (ongoing) <ul style="list-style-type: none"> ○ Review/revise process in January 2018 	<ul style="list-style-type: none"> ● Collaboration will be accomplished through department meetings and staff interaction. ● Off-campus opportunities are actively pursued and promoted. ● Review process in January 2018. <ul style="list-style-type: none"> ○ Confer with IE coordinator, IE teachers and complementary teachers. ○ Individualized plans for each student will be provided to each teacher.
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Goal 2 Reflection
Alignment with Division Goals / Strat Plan / tech plan:
Timeline: 2017-2018
 Rationale: The Inclusive Education Program at LCHS is in its second year. As such, the program will require a certain amount of adjustment as we collectively learn more about how to implement this educational model.

Leduc Composite High School Strategic Plan for Success - 2017-2020

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"> ● Acquire recommended resources for Literacy and Numeracy programs in all 4 levels of Inclusive Education. <ul style="list-style-type: none"> ○ Coordinate with BGRS Student Services (Semester 1) ● Encourage collaboration of Inclusive Education Teachers. (ongoing) ● Provide “Real World” Learning Opportunities for Inclusive Education students. (ongoing) ● Prepare complementary teachers for Inclusive Education students. (ongoing) <ul style="list-style-type: none"> ○ Review/revise process in January 2018 	<ul style="list-style-type: none"> ● Literacy and Numeracy resources have been researched and decided on. <ul style="list-style-type: none"> ○ Place orders in Nov/Dec for semester 2 implementation. ● In Progress ● In Progress ● Review scheduled for January 2018

Review & Reflection: (Narrative) Feedback, anecdotes,

Leduc Composite High School Strategic Plan for Success - 2017-2020

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School Goal 3:

Enhance Student Sense of Belonging :

- The “Our School” survey conducted in Spring 2017 revealed many positive trends for the student of LCHS. Also revealed, however were areas of concern, specifically in the areas of anxiety and depression. The goal of enhancing student belonging school-wide is intended to help address these issues.
 - In the 2016/17 school year, the LCHS team implemented a homeroom teacher program for every student designed to improve relationships, wellness and a strong sense of belonging (building social capital). The LCHS team is working to develop and refine this program.
 - LCHS will hold whole school events that focus on wellness issues such as National Addictions Awareness Week, Pink Shirt Day, Mental Health Day and distracted driving.
 - As the process of reconciliation gains momentum in Alberta, teachers will require training in issues surrounding the Indigenous Peoples of Canada. This process will begin at LCHS with targeted professional development intended to provide foundational knowledge to all staff.

Leduc Composite High School Strategic Plan for Success - 2017-2020

- o The student body of LCHS has become more diverse in recent years, with a broader spectrum of cultural perspectives and ethnic backgrounds being represented to a much greater extent, creating new challenges for staff and students alike. LCHS staff will explore the concept of student diversity as part of the school’s PD plan.

Timeline: September, 2017 to June 2020

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 	<ul style="list-style-type: none"> ● Home Room Program <ul style="list-style-type: none"> o Initial Implementation (September) o New Planning Teams each quarter (ongoing) o Reflection and refinement (each quarter, review and reflection in sem 2) o Planning for year 2 (semester 2) ● School-wide events (ongoing) ● Indigenous foundational knowledge training <ul style="list-style-type: none"> o Begin on January 31 PD day o Future planning will be determined after initial session ● Diversity Training (semester 2) 	<ul style="list-style-type: none"> ● Ongoing ● Ongoing ● January ● Semester 2