

Leduc Composite High School

Assurance Plan 2022-2023

Learn ~ Create ~ Honour ~ Succeed



Leduc Composite High School Assurance Plan - 2022-2023

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.
- 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

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 honored to provide exemplary education and service to approximately 1200 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:

- Student enrolment at LCHS continues to grow significantly with approximately 1200 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.
- We were able to return to our more traditional approaches to school registration
 - School visits
 - Tours of LCHS
 - In person consultations.
- Our Tiger's Den advisory group program continues to evolve with a strong advisory committee preparing activities that range from addressing anxiety to fun activities such as our Terry Fox walk. We have moved to a "Den on Demand" approach for this school year.
- We installed 4 cameras for streaming live athletic events from our gymnasiums.
- Our Students' Union has continued to thrive and is deeply committed to the sense of Tiger Spirit at LCHS.
- The staff and students of LCHS, along with the community at large, all worked to start the process of returning to more normal school operations. Our thanks go out to the entire LCHS school community.

Academic Celebrations:

- In spite of the challenges of recovering from a global pandemic, the staff of LCHS were able to provide excellent quality educational opportunities for our students.
- We have large numbers of our students achieving Acceptable and Excellence on Diploma Exams.
 - Our students either met or exceeded Provincial averages in a number of Diploma Exam courses: English 30-1, French Language Arts 30-1, Social 30-1 and 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30.
- Our Inclusive Education program continues to evolve, offering more opportunities for experiences in the school and community.

School Events/Activities:

- We were able to return to in-person events for our Fine Arts, Athletic and other events.
 - Our Musical Theatre program staged a wonderful production of “Sister Act.”
 - In Athletics, we had several teams/athletes compete at the Provincial level.

Challenges:

- LCHS is operating at capacity. Scheduling and room availability are becoming challenging.
 - This also impacts our complementary programming, with some of our most popular programs operating above capacity.
- Many students have been deeply affected by the ongoing Pandemic this has led to increased anxiety.
- Severe learning gaps in some subjects are impacting student achievement.
- Another outcome of the Pandemic is a loss of sense of community and engagement with the school.

School Council Message:

LCHS school council met 9 times in the school year 2020-2021: Sept 16 (AGM), Sept 29, November 3, December 1, January 5, February 2, March 2, April 6, and June 1, always electronically via Google Meet. Our officers for the year were Shannon Caul (chair), Heather Wood (vice-chair), Jenna Decker (treasurer), and Jennifer Thompson (Parent Association casino coordinator).

Although we typically have 3 standing committees, due to Covid concerns we did not try to run the Vocational Showcase or AFTERGrad. So our only subcommittee was for the Parent Grad Banquet/Celebration.

Every meeting we heard from the LCHS Principal and Student Services team on student activities, opportunities, initiatives, and concerns. As there was no Student Council this year, we did not have student representation. This year we also created a “yearly schedule” to identify school council regular activities and discussed the role of school council as a forum for parents to share their experiences, not selfishly, but as a starting place for providing perspective on how policies and decisions impact real people. Our discussions were both honest and humble. Other meeting topics include parent perspective on final exams and graduation plans.

Through Board highlights, and other communication we kept informed about the work being done at Black Gold School Division and provided input on the division school year calendar. We also provided input into the Black Gold values and participated in the Council of School Communities.

Our regular order of business also includes hearing from the Leduc Community Drug Action Coalition, as that body has historic ties to our committee and we share their desire to reduce substance abuse and mitigate its effects. Finally, we receive regular written updates from the Alberta School Councils Association, and one member attended their virtual conference and annual general meeting.

We continue to seek means to increase communication between the School Council and LCHS parents. Online meetings did seem to decrease our numbers this year with some meetings having only a couple attendees.

Finally, our School Council does not handle any financial matters.

Shannon Caul
School Council Chair 2021-2022

School: 3212 Leduc Composite High School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	74.9	79.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	60.3	64.1	67.8	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	80.2	79.7	80.3	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.4	86.9	85.5	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	82.1	n/a	81.4	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	16.1	n/a	19.9	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	82.9	84.7	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.8	75.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	73.6	77.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.9	73.8	70.7	78.8	79.5	81.5	Very Low	Maintained	Concern



LCHS School Goal 1:

Ensure excellence across all subject areas and at all levels

Alignment with Division Priorities:

Priority: Success

Goal 3: A greater number of students achieve learning outcomes and have the knowledge and skills they need to make informed education and career/life choices

[*\(Success/ Wellness/ Engagement and Partnerships\)*](#)

Timeline: 2021-2024 School Years

Rationale:

- Accountability Pillar and Diploma exam results: Room for growth, particularly in Mathematics results
- A unified plan to support the growing numbers of students with exam accommodations
- Use of Literacy/Numeracy Screener data to support student learning and remediation strategies

Each collaborative department team at LCHS establishes yearly goals to guide growth as a team

Timeline	Strategies	Supporting Data
2021-2023 School Year	<p>Maintain and enhance standards of practice</p> <ul style="list-style-type: none"> ● Review TQS standards with new teachers ● Ensure alignment of teacher PGPs with TQS ● Each department team at LCHS establishes yearly goals to guide overall team growth 	<ul style="list-style-type: none"> ● Teacher PGPS reflect TQS standards ● Review of Assurance Reports and Diploma Exam results at the school and department team level.



Specific Department/Team Goals	
Team/Department	Goals for 2022/2023 (continued from 21/22)
Mathematics	<ul style="list-style-type: none"> ● Creation of new assessments :Year-long PD ; collaborative working of teachers teaching the same course to create new assessments , utilizing Smartermarks. ● Addressing the pandemic gap of student learning: Working with NLST to address gaps in learning identified by MIPI results and formulate a more successful mastery of concepts going forward.
Social Studies	<ul style="list-style-type: none"> ● Set timings and expectations for X-1 classes ● Continue to work on consistency with X-2 writing especially the WRA II working and bringing in WRA III into 20-2 ● Exam revision and creation of test banks ● Incorporation of Indigenous ways of knowing in how we teach our classes, not just in content. ● Change terminology in exams/assignments to Indigenous vs Aboriginal
English	<ul style="list-style-type: none"> ● Standardizing writing instruction and assessment at all levels. ● Begin this process at the grade 10 level by creating shared teaching resources to create cohesion between each member of the department ● This will ensure a greater understanding of writing best practices for students and facilitate easier transition as students move between levels and teachers.
Science	<ul style="list-style-type: none"> ● The Science department will complete an extensive inventory of science chemicals, supplies, prepared slides and models including the locations of said items. A complete and accurate inventory will reduce the purchasing items that are already in stock and decrease the teacher time required to track down resources. This will also facilitate easier creation and execution of labs.
Physical Education	<ul style="list-style-type: none"> ● Refinement of common assessments for PE 10, 20 and 30.
Fine Arts	<ul style="list-style-type: none"> ● Regularly, share positive information occurring in our Fine Arts courses and engage in positive interactions with Fine Arts colleagues. <ul style="list-style-type: none"> ○ Sharing at monthly meetings. ○ Regular weekly sharing through email ○ At the end of the school year, highlights of our shared positive experiences will be included in the Team Lead's final report emailed to the Admin Team.



CTS/Vocational Ed	<ul style="list-style-type: none">● The main department goal for CTS will continue to be credit completion<ul style="list-style-type: none">○ We will determine strategies to have students achieve the standard number of credits expected for the course, as well as finding ways for students to earn extra credits when possible.
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School Goal 1: School Goal 1 Reflection
Review, Reflection and Progress update:

<p>School Goal 2: <u>Reconnection with the school post-pandemic for students, guardians and staff</u></p> <p>Priority: Wellness Goal 1: Students, staff and parents contribute to a safe, welcoming, healthy and inclusive learning and working environment that welcomes diversity and promotes personal and professional growth and wellness</p> <p>Priority: Engagement & Partnerships Goal 3: The school experience is enhanced by providing high quality curricular, co-curricular and extracurricular opportunities for students within the Division through the use of available resources.</p> <p style="text-align: right;"><i>(Success/ Wellness/ Engagement and Partnerships)</i></p> <p>Timeline: 2022-2024</p> <p>Rationale: In the past we have used the results of the “Our School” survey. This revealed many positive trends as well as challenges for the students of LCHS. The challenges faced by our students and the community as a whole were exacerbated by the Global COVID Pandemic. Our goal is to continue to develop the sense of belonging in our students by reconnecting them to the school in a meaningful way, encouraging the sense of “Tiger Pride.” This goal also extends to parents, guardians and the community at large . Finally, while staff have returned to our buildings, work needs to be done to rebuild the staff sense of belonging.</p>
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Timeline	Strategies	Supporting Data
2022-2023	<ul style="list-style-type: none"> ● Supporting the school’s Students’ Union in their goals of promoting school spirit through various spirit-building activities. 	
2022-2023	<ul style="list-style-type: none"> ● Strike a staff-based “student spirit” committee to oversee the process of re-engaging students with the school. ● This could include spirit activities done independently or with the collaboration of the students’ union. ● May include <ul style="list-style-type: none"> ○ Themes days ○ Activities ○ Promotion of school events and celebrations 	
2022-2023	<ul style="list-style-type: none"> ● In order to improve engagement with parents, guardians and the community, we are enhancing our communications with the community. <ul style="list-style-type: none"> ○ Monthly newsletters and website posting will continue ○ Staff will be polled for more content ○ A social media manager will be appointed to keep postings fresh ○ Staff will be directed to communicate more with parents/guardians 	



2022-2023	<ul style="list-style-type: none">● In an effort to help staff reconnect post-pandemic, a staff spirit committee will be struck to develop ways to help staff regain their sense of connection to the school<ul style="list-style-type: none">○ This committee will operate in concert with the Staff Social committee, but will have a broader range beyond simple social events.○ This committee will also advise admin on PD for the year	
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School Goal 2:
School Goal 2 Reflection

Review, Reflection and Progress update: