

Leduc Composite High School

Assurance Plan 2023-2024

Learn ~ Create ~ Honour ~ Succeed



Leduc Composite High School Assurance Plan - 2023-2024

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 Education Act, Alberta Education, Black Gold School Division 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 1250 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 1250 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 are able to provide opportunities for new students to get a feel for the school through school visits, tours and 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. The "Den on Demand" approach continues this school year.
- Our Students' Union has continued to thrive and is deeply committed to the sense of Tiger Spirit at LCHS.
- We saw a significant improvement in the Student Learning Engagement category on the Assurance Report. This is the result of a concerted effort by staff and the Students' Union to re-engage post-Pandemic.
- This has also led to an improvement in Parental involvement.
- We celebrated our largest graduation class in school history, with over 330 students crossing the stage.



Academic Celebrations:

- At our annual awards ceremony, we were able to give over \$33 000 in scholarships and bursaries to our students for their excellent academic and complementary achievements.
- 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 & 30-2, French Language Arts 30-1, Social 30-1 & 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30.*
- 100% of our French Language Arts Students scored Acceptable or Excellence on their FLA 30-1 Diploma Exam
 - Our Inclusive Education program continues to evolve, offering more opportunities for experiences in the school and community.

School Events/Activities:

- Our Musical Theatre program staged a wonderful production of “Mama Mia.”
- Athletics Celebrations include:
 - Provincial Champion in Men’s High Jump
 - Silver Medal in Provincial X-Country
 - 6th Place in the Provincial Golf Championship
 - Senior Boys Basketball reaching the Provincial Championship Qualifier
 - Men’s Soccer League Champions

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.
- Severe learning gaps in some subjects are impacting student achievement.
- Results in Mathematics are improving, but work remains to be done.
- All schools are still dealing with a marked increase in anxiety in youth.

School Council Message:

LCHS school council met 6 times in the last school year. Our officers for the year were Lisa Smith (chair), Heather Wood (vice-chair), Cortnee Brunet (secretary), Jenna Decker (treasurer), and Shannon Caul (Parent Association casino coordinator).

Our Graduation Banquet Committee hosted the largest grad event in our history with 1200 guests. It was a very successful event with a lot of great feedback. We look forward to having a similar size event in the coming year. We had overwhelming support from parents on this committee with 40-50 parents routinely joining the monthly meetings. Every meeting we heard from the LCHS Principal and Student Services team on student activities, opportunities, initiatives, and concerns.

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 participated in the Council of School Communities and the newly formed Council of School Councils. We were also able to provide input through the Grade Reconfiguration Advisory Committee. Council members were very eager to hear news about the changes.

Through the Alberta School Council Engagement Grant we were able to co-host a presentation with Wade Sorochan about social media and its effects on students (and parents). We did this in conjunction with ELJHS and West Haven School.

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.

We continue to seek means to increase communication between the School Council and LCHS parents. Being back in person saw a few more people at meetings, but we still struggle having a good mix of parents around the table.

Lisa Smith
School Council Chair 2022-2023

School: 3212 Leduc Composite High School

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

| Assurance Domain | Measure | Leduc Composite High School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|-----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prey Year Result | Prey 3 Year Average | Current Result | Prey Year Result | Prey 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 80.3 | 74.9 | 74.9 | 84.4 | 85.1 | 85.1 | n/a | Improved Significantly | n/a |
| | Citizenship | 62.8 | 60.3 | 63.5 | 80.3 | 81.4 | 82.3 | Very Low | Maintained | Concern |
| | 3-year High School Completion | 74.1 | 80.2 | 79.7 | 80.7 | 83.2 | 82.3 | Intermediate | Declined | Issue |
| | 5-year High School Completion | 86.7 | 88.4 | 86.6 | 88.6 | 87.1 | 86.2 | Intermediate | Maintained | Acceptable |
| | PAT: Acceptable | n/a | n/a | n/a | 63.3 | 64.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 16.0 | 17.7 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | 83.9 | 82.1 | n/a | 80.3 | 75.2 | n/a | Intermediate | n/a | n/a |
| | Diploma: Excellence | 18.1 | 16.1 | n/a | 21.2 | 18.2 | n/a | Intermediate | n/a | n/a |
| Teaching & Leading | Education Quality | 83.0 | 80.7 | 84.1 | 88.1 | 89.0 | 89.7 | Low | Maintained | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 73.9 | 73.8 | 73.8 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 75.9 | 73.6 | 73.6 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 75.2 | 66.9 | 66.6 | 79.1 | 78.8 | 80.3 | Intermediate | Improved | Good |

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| <p>2023-2025 Introduction to Visible Learning</p> | <ul style="list-style-type: none"> ● Each teacher will analyze their own results to inform their practice for future sessions of the course. A standardized process and form will be developed. ● The results of this analysis will inform the practice of the entire department, ensuring that outcomes are supported in the grade 10 and 11 classes for improved results in the Diploma exam course. ● We will use the methods developed by Dr. Coates at the University of Alberta. ● Begin to develop staff understanding of the Visible Learning concepts and implement high effect-size strategies <ul style="list-style-type: none"> ○ Begin with the development of common learning language with staff, students and families ○ Strike a staff committee to choose and implement 1 high-effect strategy in the 2023-2024 school year ○ Develop a plan for subsequent years. | <ul style="list-style-type: none"> ● Development of individualized teacher exam analysis results form. ● Staff learning language workshop - Nov/Dec PD days ● Student survey and interviews. <ul style="list-style-type: none"> ○ Pre and post test ● Staff committee work |
| <p><u>Specific Department/Team Goals</u></p> | | |
| <p><u>Team/Department</u></p> | <p>Goals for 2023/2024 (continued from previous years)</p> | |
| <p>Mathematics</p> | <ul style="list-style-type: none"> ● Improve our students' written response in their exams through targeting all math courses in Grades 10-12 ● Teacher analysis of school awarded marks or class marks and their variance to diploma or exam marks to inform areas of strength and weakness. ● Working on common assessments and exploring different types of assessment that can be classified as student feedback | |
| <p>Social Studies</p> | <ul style="list-style-type: none"> ● Revamp 10-2 and 20-2 exams for department team consistency ● Establish writing standard for X-1 and X-2 classes ● Create a source bank for WRA and Multiple Choice items ● Staff development for WRA III assessments | |



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| English | <p>Continued from last year:</p> <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 continue to develop and refine department wide assessments and lab assignments. |
| Physical Education | <ul style="list-style-type: none"> ● Expose our Phys. Ed. students to as many alternative activities and environments as possible ● Increase the enrollment of female students in PE 20 and 30 ● Standardize assessment practices across all classes at each level |
| Fine Arts | <ul style="list-style-type: none"> ● In light of the opening of Opaho Secondary School, members of the LCHS Fine Arts department will research grade 8 and 9 respective Program of Studies, update the Fine Arts handbook and explore opportunities for cross curricular collaboration. |
| CTS/Vocational Ed | <p>The main department goals for CTS will be:</p> <ol style="list-style-type: none"> 1. Program Safety- reviewing labs for safety issues, reviewing safety policy and procedures, spotting potential hazards. 2. Class organization- shop organization, reducing clutter, removing unneeded or obsolete resources, class efficiency. |

School Goal 1

Review, Reflection and Progress update:

- Diploma Exam results continue to be strong in most core areas.
 - Increasing standard of Excellence results is a goal
 - Improvement in both Mathematics 30-1 and 30-2. Still need for growth.
- Department continuity of standards is growing in all subject teams
 - Results reflect this. Teams with strong continuity of standards are having great success.
- Goal is continuous improvement through data analysis and implementation of large effect size strategies

School Goal 2:

Reconnection with the school post-pandemic for students, guardians and staff

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

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.

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

Timeline: 2022-2025

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’s sense of belonging.

| Timeline | Strategies | Supporting Data |
|-----------|---|-----------------|
| 2022-2024 | <ul style="list-style-type: none"> Supporting the school’s Students’ Union in their goals of promoting school spirit through various spirit-building activities. | |



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| | <ul style="list-style-type: none"> ● Activities will include: <ul style="list-style-type: none"> ○ Fall pep rally ○ Themes days ○ Activities ○ Promotion of school events and celebrations | |
| <p>2022-2024 <continued></p> | <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 | |

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| <p>School Goal 2:</p> |
| <p>Review, Reflection and Progress update:</p> <ul style="list-style-type: none"> ● Students' Union Activities continue with great success ● Fall Pep rally was a success ● Assurance results in Student Engagement show a significant improvement; particularly from parents. ● Assurance results in Parental Involvement are also improved. ● Room for growth in the area of Citizenship |