
École Leduc Junior High School

École Leduc Junior High School Assurance Plan - 2024-2025



École Leduc Junior High School - 3213 - 2024-2025



School Profile: *Inspiring Success for Every Student*

École Leduc Junior High School is a dual track junior high school nestled in the heart of the City of Leduc. We serve a large portion of our community and grade 6 students from Willow Park, East Elementary, Linsford Park, École Corinthia Park and École Leduc Estates all move to ÉLJHS in their grade 7 year. Our current enrollment is 525 students which is a decrease from previous years, mainly due to the reconfiguration of schools in Leduc as a result of the opening of Ohpaho Secondary School.

École Leduc Junior High is a bustling and dynamic place that highlights the diversity and energy in our community. ÉLJHS welcomes students and their families from diverse backgrounds and we believe that all students should be supported equally and encouraged to reach their potential academically, socially, and physically.

At École Leduc Junior High School we believe that Black Gold School Division's core values guide our practice. These include:

Student Centered Learning

- Provide instruction in both French and English
- Provide education opportunities for students in both core classes and options
- Provide a wide variety of extra curricular opportunities
- Provide programming for students with diverse needs in an inclusive learning environment
- Provide targeted literacy and numeracy supports
- Provide programming for students with complex needs

Relationships

- Work with both students and parents to share the responsibility for student achievement
- Ensure that school staff identifies that relationships are the basis of productive and effective schooling
- Ensure that all school administrators are visible and approachable within the school
- Engage in various types of character education, social emotional coaching, and leadership opportunities for students
- Build cross-grade culture and leadership through the school "House System"

Safe, Supportive Environments

- Provide safe and clean learning environments for students
- Provide access to a school counselor, family-school liaison, and community resources to support student wellness
- Ensure that there is adequate supervision both inside and outside of the school
- Ensure that school staff engages positively with students and that they act as positive role-models within the school

Passion

- Offer a variety of programming for students both curricular and non-curricular
- Offer programs in the arts including music, drama, and various other forms of art
- Provide students the opportunity to engage in a variety school sports and competition
- Engage students in STEM activities within the school and at school division events

Responsible Resource Management

- Ensure that students have access to current learning technologies
- Ensure that school staffing is optimized to provide the best possible services to all students
- Work cooperatively with the school Parent Association to develop and build projects that enhance the learning opportunities for all students.
- Planned budgeting to ensure school funding is spent within the current fiscal year

Mission:

Our education team at École Leduc Junior High School is committed and responsible for providing high quality learning opportunities in alignment with Alberta Education and Black Gold School Division, that responds to student learning needs and enables them to reach their potential.

We are committed to working together as a team with all stakeholders to provide a stimulating, safe and nurturing school environment conducive to learning and personal growth as engaged learners and ethical citizens with an entrepreneurial spirit.

Our school values reflect the fundamental principles of our school:

Panther P.R.I.D.E.

<i>P</i>	Positive Attitude
<i>R</i>	Respect
<i>I</i>	Integrity
<i>D</i>	Dedication
<i>E</i>	Effort

School Council Message

ÉLJHS School Council holds meetings six times a year to discuss business related to enhancing student learning and supporting the school community. This advisory role provides valuable parent perspective to the school administration and board that otherwise may be overlooked.

A formal goal of the ÉLJHS School Council, as laid out in the Operating Procedures is to: Support an approach to education in which decisions are made collaboratively and, wherever possible, at the School and classroom level. I feel our relationship with the ÉLJHS administration team exemplifies this goal. Mr Chomlak (or his representative) brings highly valuable information to the council meetings. At this venue we are able to learn about issues such as enrollment, staffing and budget and how these issues impact our community. We also get notice of presentations

such as anti-bullying or racism being planned for the student body. Thanks to our positive relationship and open communication, questions and concerns are acknowledged and rapidly addressed.

School Councils across Black Gold are presented with many opportunities to collaborate. The Council of School Councils has played a pivotal role in addressing issues which impact staff and students in the Division. Virtual meetings have addressed issues such as bullying, which then leads to valuable discussion at our individual School Council meetings. Other events such as the ASCA Conference, which BGSD sponsors participants to attend, provide even more opportunities for education and collaboration. ÉLJHS School Council Vice Chair Taysea Hall was fortunate to be selected to attend the event and very much enjoyed the programme.

As School Council Chair, I had the pleasure of participating in events over the school year. I was very proud to present an award at the ÉLJHS Celebration of Success. It was very rewarding to see the success of our students and I feel that the discussions and activities of the School Council contributed to their success in a small way. I also participated in the wreath laying ceremony for Remembrance Day. This emotional event commemorated the 70th anniversary of the end of the Korean War. Students and community representatives were enthralled by the National Veterans' Week Speakers Program presentation by Petty Officer First Class Brian Humphries, CD, of the Canadian Armed Forces who outlined the opportunities to travel the world as a Canadian Forces musician.

Parent engagement continues to be one of the primary focuses of ÉLJHS School Council. One major topic brought forward and discussed was the School Boundary and Grade Reconfiguration Review. As School Council Chair, I was invited to attend stakeholder meetings to review the recommendations and learn more about the rationale behind the boundary and grade choices. This information was valuable in addressing parent concerns and stopping spread of misinformation. I highly recommend these types of sessions for future projects within the Division.

The visibility provided by my role as School Council Chair has allowed us to address parent concerns. One meeting revealed an interest in student access and use of myBlueprint. We were fortunate to be able to welcome School Counselor Ms Leah Severson to our February meeting where she gave a guided overview of the product and how it is being used in ÉLJHS classrooms. I look forward to more parent feedback regarding sessions they would find beneficial to their knowledge and understanding of student learning.

A significant supporter of the ÉLJHS School Council is the Black Gold Board of Trustees. Trustee Hansen attended our April meeting to bring awareness of Division items. The opening of Opaho Secondary School and other capital projects within the Division were discussed. myBlueprint was again mentioned, with parent engagement being central to the discussion. We appreciate this face-to-face time with the

Division decision makers.

Our work to encourage parental involvement is supported by the annual Alberta School Council Engagement Grant. Funding is for “each school council to fulfill their legislated responsibilities in the education system and enhance parent involvement and engagement”. However, ÉLJHS School Council has struggled to find opportunities that meet the grant criteria and do not require significant organization from Council members. As such, no event was organized for the 2023-24 school year and a request has been submitted to carry the funds forward to 2024-25.

As we move into the 2024-25 school year, ÉLJHS School Council is seeing many new faces. This exciting time corresponds with much anticipation and apprehension from parents. Evaluation of the success of the Grade Reconfiguration and possible adjustments will be monitored closely by Council. Formalization of Alberta Education policies will also have significant impacts on our school - from the Cell Phone Ministerial Order to the proposed Gender Identity policy. How these policies are implemented are of prime importance to our community. Ongoing curriculum renewals, especially in the areas of sex education, sexual orientation or gender identity should be clearly outlined. All these topics are in addition to the ongoing issues of student attendance, mental health and teacher/staff satisfaction and engagement. I look forward to continued guidance from BGSD and the outstanding ÉLJHS administration team being led by Mr Chomlak.

Inspiring Success in Every Student. The philosophy of the ÉLJHS School Council will guide our ongoing discussions and activities to ensure we provide the very best in learning, personal development and achievement for our students!

Sincerely, Heather Blain,
Chair

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3213 Ecole Leduc Junior High School

Assurance Domain	Measure	Ecole Leduc Junior 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	83.0	79.8	79.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	60.0	62.6	66.6	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	63.3	63.6	63.6	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	13.6	11.9	11.9	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.7	81.7	81.0	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.3	71.8	72.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.5	83.1	82.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	66.9	73.3	73.5	79.5	79.1	78.9	Very Low	Maintained	Concern



School Goal 1: To focus on building relationships within our school and greater community by ensuring that staff makes connections with both students and families to provide the best learning environment possible (Continued 2024-2025).

Alignment with Division Priorities - Wellness/Engagement and Partnerships ([Core Value - Relationships](#))

Timeline: 2022-2025

Rationale:

- Division Core Value
- Assurance Survey Results

Alignment with Division Priorities ([Success/ Wellness/ Engagement and Partnerships](#))

Timeline	Strategies	Supporting Data
	<ul style="list-style-type: none"> • Student and staff assemblies • House System - multi grade mixed groupings incorporating leadership and teambuilding events • Meet the Staff BBQ • Student focused social events - bbq, track meet, reservoir run, student activity days • Increased communication with parents/caregivers via newsletter, email, and phone calls. • Remembrance Day Ceremony • Sport teams • Clubs • Parent Teacher Interviews • Grade 6 Open House • Grade 9 Farewell • Awards Night • Poetry Contest 	<ul style="list-style-type: none"> • Assurance survey results • Staff qualitative feedback • Student qualitative feedback • Parent/Caregiver qualitative feedback • Types of office referrals • Number of office referrals • Staff school culture PD Activity

	<ul style="list-style-type: none"> • Battle of the Books • Principal Advisory Committee • Community Support booths at Parent Teacher Interviews to increase awareness of available resources for parents • Tiered interventions and supports for students 	
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School Goal 1:

School Goal 1 Reflection

Review, Reflection and Progress Update:

During the 2023-2024 school year, we continued to make progress on building a positive school culture. Over the course of the year, the focus for the school administration was to build relationships with students and create a more positive school environment for both staff and students. One of the key elements for the administration was ensuring that they were accessible for the students, when student concerns arose. In addition, by working closely with the school counselor and teaching staff, the school was able to work towards addressing student concerns and providing student supports in academics and mental health.

Supporting students at risk was a primary focus during the school year and this was achieved through many multidisciplinary meetings, including mental health nurses, the SRO, students services and our school based team. Building positive relationships with, and educational supports for, our at-risk students helped to shape ÉLJHS culture in 2023-2024 and maintain a safe and caring environment for our students.

For the 2024-2025 school year, we intend to continue this goal and continue to work on improving the school culture at École Leduc Junior High.

School Goal 2: Visible Learning

Alignment with Division Priorities ([Success](#))

Timeline: 2023-2026

Rationale:

- Improved Student Learning
- Improved Assessment Results
- Success Criteria
- Learning Intentions

Timeline	Strategies	Supporting Data
2023-2024	<ul style="list-style-type: none"> • October 4-5. Build foundational knowledge and awareness of Visible Learning concepts. • Focus on “Student Feedback” 	All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement.
2024-2025	<ul style="list-style-type: none"> • October 11 - Division PD for all staff on Visual Learning • Identify two visible learning goals for staff to focus on during the school year. Success Criteria and Learning Intentions • Form a “Visible Learning Team” at ÉLJHS to lead and support colleagues • Observe and collect visual data of Success Criteria and Learning Intentions in the classrooms • Create a shared web document for staff to post ideas and pictorial evidence of Success Criteria and Learning Intentions 	<ul style="list-style-type: none"> • Visual evidence of Learning Intentions and Success Criteria in classrooms • Students are able to verbalize what Learning Intentions are and the Success Criteria associated with them. • Improved academic performance as measured by division screeners and PATs.

School Goal 2:
School Goal 2 Reflection

Review, Reflection and Progress Update:

2023-2024 was a step into the world of Visual Learning for our staff and students. Our initial focus was on “student feedback”, however, our goal was not achieved and we did not observe the gains in student learning that we strived for. For the 2024-2025 school year, we revised our Visual Learning goals and will now focus on “Success Criteria” and “Learning Intentions”. These goals were chosen as a good starting point for our teachers and because they are both measurable and achievable.



