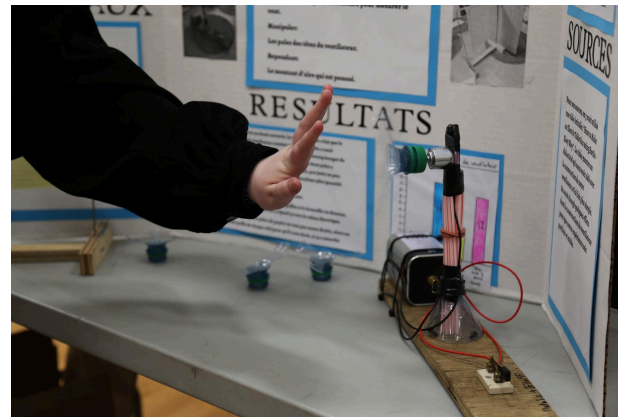


# École Leduc Junior High School

## École Leduc Junior High School Assurance Plan - 2023-2024



**Inspiring Success for Every Student Everyday**

### **School Council Message**

As Chair to the École Leduc Junior High School Parent Council, it is my pleasure to provide you with a report of our activities over the 2022/23 school year.

This past year was my first as Chair of the ELJHS School Council. I was fortunate to be assisted by several veteran council volunteers and be guided expertly by the administrative team at ELJHS. In my role as SC Chair, I attended multiple events over the year. I was fortunate to be able to attend a Council of School Councils event sponsored by BGSD. The presentation by ASCA was very educational and I appreciated the chance to network with other School Council volunteers and representatives from across the Division. I further solidified these relationships in the Spring by attending the School Council meetings of several of ELJHS' feeder schools to welcome new families and encourage them to join us at our AGM. Parent engagement continues to be one of my primary focuses while working with the School Council.

The remaining School Council meetings were a valuable opportunity to share information and provide feedback. At each meeting, we shared information from the BGSD Board Highlights that might be relevant or interesting to our parents. Of special interest was the Leduc Schools Boundary and Grade Configuration Review, which continues to cause a great deal of concern across the Division. Many parents are worried about the proposed move of Division 4 French Immersion students to Ohpaho Secondary School, as well as the impact of combining Division 3 and 4 students in one facility. It is my hope that the Advisory Committee will take all the feedback into consideration before making final recommendations to the Board. I also used the School Council meetings as a chance to share educational events. ASCA provided multiple in person and online resources which we are able to access thanks to the generous support of BGSD. AMH Education Services provides free online resources to support parents, youth and children. I was able to increase awareness on addiction and mental health challenges by highlighting Caregiver Education Sessions. BGSD further supported our School Council members by opening access to the 4 Seasons of Reconciliation online learning. This program was also offered to any interested parents and was well received by those who accepted.

Over the course of the year, ELJHS SC welcomed several guests. Shawna Bissell, Executive Director for the Leduc Boys and Girls Club joined us in November to outline current and future programming. Due to budget restrictions and increased demand, they were seeking support from ELJHS SC to advocate for support from the City of Leduc. This meeting also had us host Mr Calvin Monty in his role as Associate Superintendent of Human Resources for the Division. We were able to welcome Board Trustee, Gary Hansen, to two in-person meetings. In the second meeting, he brought attention to the upcoming provincial election and the impact of provincial funding on our schools. It was nice to have a member of the Leduc Schools Boundary and Grade Configuration Review board present to update the group and answer any questions.

Alberta Education continues to provide a \$500 ASCE Grant to support school councils and strengthen engagement with parents. This nominal amount is often discussed as to how individual groups can organize and best utilize the funding without overtaxing the already limited volunteer base. This year, ELJHS combined funds with two other School Councils (West Haven Public School and Leduc Composite High School) to host an evening with Wade Sorochan at the Maclab Centre. Wade's presentation on social media addiction titled: "UnSocial Media: Virtual World Causing Real World Anxiety" was well received by the attendees.

While not strictly under the mandate of School Councils, many of our volunteers also participated in fundraising activities for ELJHS Parents' Association. School wide BBQs were held to celebrate MentalHealth week and raise funds for the French Immersion program. Our members organized and carried out a very successful 4th Annual Dodgeball Tournament and hosted the concession stand for the LDAA Track Meet. We are very grateful to our members for supporting these activities. We are looking forward to a very interesting year. With multiple staff changes and the announcement of the results of the School Boundary and Grade Configuration, I anticipate increased engagement in School Council business. I am excited to continue to learn from our principal, Mr. Chomlak, and his team this year and see how we can support our school and its families. As I scroll the BGSD website, I am reminded that the Superintendent's Message for 2023/24 will be provided by a new partner in education. I thank you for all you have done for ELJHS and the Division and wish you the best of luck as you pass the torch and move on to the next endeavor.

Sincerely,  
Heather Blain, Chair

**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 592 students and we have a relatively stable enrollment at this time.

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 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 and social emotional coaching for all students

**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:**

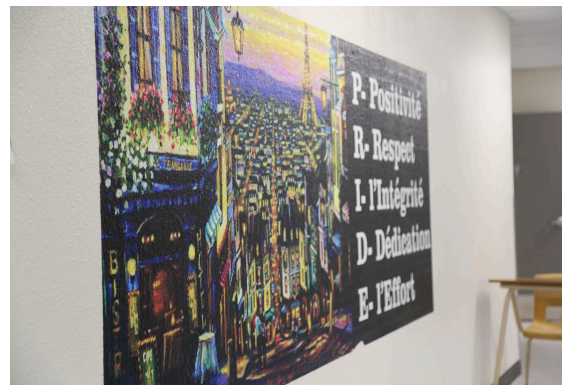
Our education team at École Leduc Junior High School is committed and responsible for providing high quality learning opportunities in alignment with Alberta Education and Black Gold School Division, that responds to student learning needs and enables them to reach their potential.

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.**

- P** Positive Attitude
- R** Respect
- I** Integrity
- D** Dedication
- E** Effort



**Celebrations:**

- Implementing wellness initiatives and activities with staff and students
- Relationship building with our students and school community
- Enhancing our communication and partnerships with parents
- Enhancing Instructional Learning time - limited personal device use with new cell phone policy
- Instructional Support Teachers enhancing literacy, numeracy, and wellness.
- Enhanced Support for knowledge and employability Classes/Courses
- Literacy and Numeracy intervention classroom
- Evidence school wide assessments; MIPI and HLAT - guide effective instruction
- Staff Recognition and Wellness - professional development activities that promote wellness, staff social events and clubs
- Panther P.R.I.D.E. - prizes for students who demonstrate positive behaviors at school
- Nutrition Program - ensuring all students have access to food during the school day
- Learning Commons - continue to create a positive and welcoming environment for all students
- School Wide Activity Days (Summer, Winter, etc)
- Indigenous Recognition and Education Opportunities
- Band Events - Christmas Concert, Spring Tour, Year End Concert
- Community Partnerships
- Pep Rally

**School Events/Activities**

- Spirit days, Terry Fox, Grade 9 Farewell, Awards Night, Halloween, Remembrance Day Ceremony, Christmas Activity Day, Science Fair, Carnaval
- A wide variety of extracurricular activities (Citadel Club, Drama, Ski Club, Choir, GSA, Golf, Soccer, Cross-Country, Volleyball, Basketball, Badminton, Track Meet etc.)

**Challenges:**

- Student resilience and mental health
- Supporting executive functioning
- Student attendance
- Developing age appropriate social skills
- Student results in literacy and numeracy
- Provincial Achievement Test results
- Litter and vandalism



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	<a href="#">Student Learning Engagement</a>	79.8	80.0	80.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	62.6	70.5	71.4	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	63.5	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	11.1	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	81.7	80.2	82.7	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	71.8	73.7	73.7	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	83.1	81.1	81.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	73.3	73.7	72.9	79.1	78.8	80.3	Low	Maintained	Issue



School: 3213 Ecole Leduc Junior High School

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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	0.6	0.6	0.7	2.5	2.3	2.5	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	73.6	73.0	78.5	82.2	83.7	84.3	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	67.8	63.4	63.9	80.4	81.0	76.8	Low	Maintained	Issue
<a href="#">Program of Studies</a>	83.3	81.1	85.3	82.9	82.9	82.6	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	84.0	83.5	84.7	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	78.4	77.7	80.0	87.5	88.8	89.1	Low	Maintained	Issue
<a href="#">Satisfaction with Program Access</a>	78.4	73.6	72.1	72.9	72.6	73.9	High	Improved	Good
<a href="#">School Improvement</a>	64.9	62.4	67.9	75.2	74.2	77.9	Very Low	Maintained	Concern
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
<a href="#">Work Preparation</a>	69.3	70.2	72.7	83.1	84.9	84.5	Low	Maintained	Issue

**Visible Learning Focus: Student Knowledge of Learning**

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

**Timeline: 2023-2024**

**Rationale:**

- Teacher Clarity
- Encouraging Teacher Feedback
- Improved Student Learning
- Improved Assessment Results

<b>Timeline</b>	<b>Strategies</b>	<b>Supporting Data</b>
<p>October 4-5</p> <p>Oct 5- Dec 19</p> <p>Jan 8- June 28</p>	<p>Build foundational knowledge and awareness of Visible Learning concepts.</p> <p>Data collection on random sampling of student interviews during classroom visits</p> <p>Using the data collected, formulate an action plan on how to improve student knowledge of learning within the school.</p>	<p>All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement.</p> <p>Will return to the next Visible Learning PD session with evidence related to student knowledge of learning.</p> <p>Will re-administer the survey process to identify if strategies have made a positive impact.</p>

**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 2023-2024).

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

**Timeline: 2022-2025**

**Rationale:**

- *Division Core Value*
- *Assurance Survey Results*

<b>Timeline</b>	<b>Strategies</b>	<b>Supporting Data</b>
<p>2022-2026 (Ongoing)</p>	<ul style="list-style-type: none"> <li>● Student and staff assemblies</li> <li>● Meet the Staff BBQ</li> <li>● Student focused social events - bbq, track meet, reservoir run, student activity days</li> <li>● Increased communication with parents/caregivers via newsletter, email, phone.</li> <li>● Remembrance Day Ceremony</li> <li>● Sport teams</li> <li>● Clubs</li> <li>● Parent Teacher Interviews</li> <li>● Grade 6 Open House</li> <li>● Grade 9 Farewell</li> <li>● Awards Night</li> <li>● Poetry Contest</li> <li>● Battle of the Books</li> <li>● Principal Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Assurance survey results</li> <li>● Staff qualitative feedback</li> <li>● Student qualitative feedback</li> <li>● Parent/Caregiver qualitative feedback</li> <li>● Types of office referrals</li> <li>● Number of office referrals</li> <li>● Staff school culture PD Activity</li> </ul>

**School Goal 1: School Goal 1:** To continue focusing on building relationships within our school and greater community to ensure that ÉLJHS provides a safe and caring environment for all students and staff.

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

### **School Goal 1 Reflection**

#### **Review, Reflection and Progress update:**

The 2022-2023 school year was filled with excitement and change. ÉLJHS had a significant number of staffing changes, which included the addition of both a new Principal and Assistant Principal. 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. Some measurements of the successful implementation of this goal are evident in the Assurance Report, specifically improvements in “School Improvement”, “Satisfaction with Program Access”, “Safe and Caring”, “Program of Studies -At Risk Students”, and “Program of Studies”, “Education Quality”, and “Access to Supports and Services”.

For the 2023-2024 school year we intend to continue this goal and continue to work on improving school culture at École Leduc Junior High.

**School Goal 2:** To improve student learning by supporting all students in literacy and numeracy.

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

**Timeline: 2021-2024**

**Rationale:**

- Division Priority- Success
- Impact of pandemic
- Assurance results -Education Quality, At Risk Students

Timeline	Strategies	Supporting Data
2021-2024 (ON-GOING)	Learning Support Teacher <ul style="list-style-type: none"> <li>● The Learning Support Team works with all staff to implement strategies to be used daily in the classroom.</li> <li>● Teachers use strategies daily to improve student achievement for students with unique learning needs.</li> <li>● Intervention; Literacy, Numeracy, and Writing pull out, English Language Learners</li> <li>● Appropriate programming, i.e., <i>Knowledge and Employability, Inclusive Education</i></li> <li>● Build staff capacity in <i>Literacy, Numeracy and Behaviour Supports</i> <ul style="list-style-type: none"> <li>○ increase teacher efficacy when working with students with unique learning needs and programming (ISP/IPP)</li> <li>○ Growing teacher competencies in the area of K&amp;E</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Assurance survey results                             <ul style="list-style-type: none"> <li>○ Student Learning Engagement</li> <li>○ Access to Supports and Services</li> </ul> </li> <li>● MIPI, HLAT, FLAT, 3Ts</li> <li>● Classroom evidence of literacy/numeracy best practices</li> <li>● The reported increase in motivation, confidence, course work completion</li> <li>● reported decrease in behavioral issues in connection to learning challenges (example K&amp;E student successes)</li> <li>● Feedback from students suggesting that small group support is desired and helpful</li> <li>● Students seeking out assistive technology in the classroom and on exams, as they see it as a valuable support</li> <li>● Teachers continue to identify struggling students that would benefit from further assessments, this can lead to a comprehensive assessment with</li> </ul>

	<ul style="list-style-type: none"> <li>○ Coordinate division support for students that require them. Ex SLP, OT, Vision</li> </ul> <p>Instructional Support</p> <ul style="list-style-type: none"> <li>● Instructional Support Teachers collaboration with teaching staff and EA's.</li> <li>● Teachers will focus on universal support to address learning gaps.</li> <li>● data driven strategy development/adjustments</li> <li>● Create a class profile using the data collected from assessment screeners. Teachers use this class profile to differentiate, make reading/writing or math groups</li> <li>● Teacher Team to work together with the instructional support teachers to review data, determine priorities from the data and share student learning strategies.</li> <li>● Focus on enhancing programming and identifying students with specific or unique learning needs;</li> <li>● IST - Literacy/Numeracy, Targeted interventions, Professional Development and capacity building, lunch hour support in Math and LA</li> </ul> <p>Literacy Instructional Support Teacher (LIST)</p> <ul style="list-style-type: none"> <li>● Identify students who are struggling with literacy and provide literacy supports             <ul style="list-style-type: none"> <li>○ LIST will work with the LST to identify students who need pull out support.</li> <li>○ LA department will work together to create universal supports to</li> </ul> </li> </ul>	<p>strategies to implement within the classroom for that student to find success</p>
--	---	--

	<p>implement during additional literacy time (specifically, reading comprehension and writing skills)</p> <ul style="list-style-type: none"> <li>● Include literacy in all subjects             <ul style="list-style-type: none"> <li>○ LIST will help provide universal literacy support for all subjects that can be easily incorporated into the subject matter.</li> </ul> </li> </ul> <p>LIST will work with other key players (library, LA teachers, LST) to create reading challenges and whole school activities to create a love of literacy and engage more students in reading.</p> <p>Numeracy Instructional Support Teacher (NIST)</p> <ul style="list-style-type: none"> <li>● Include numeracy in all subjects.             <ul style="list-style-type: none"> <li>○ NIST will help create materials to support LA, Science and Social teachers with incorporating numeracy in their subjects</li> <li>○ Math and Science departments will talk to ensure that they are teaching concepts in a way that compliments the learning occurring in each subject</li> </ul> </li> <li>● Create a Math centered bulletin board in the school             <ul style="list-style-type: none"> <li>○ will be tied to holidays and seasons, but will show examples of junior high math concepts in a fun way</li> <li>○ Will provide context for where/how we use the math learned in school</li> </ul> </li> <li>● Create a cumulative year with in the math classroom</li> </ul>	
--	---	--

	<ul style="list-style-type: none"> <li>○ NIST will create cumulative review packages for each unit so that students are always having review of previous units and an understanding of how the concepts overlap</li> </ul> <p>Open dialogue with staff around quality teaching and engaging students.</p> <ul style="list-style-type: none"> <li>● Share best practices as a staff or department.</li> <li>● Provide PD for staff to collaborate &amp; implement best practices.</li> <li>● Small group data-informed PLC time “specific strategy”</li> </ul> <p>Building capacity of teachers around subject-specific knowledge and skills and in Universal/Targeted Learning Strategies.</p> <ul style="list-style-type: none"> <li>● School-wide literacy plan</li> <li>● Teaching with the end in mind</li> <li>● Increasing teacher efficacy</li> <li>● Teacher strengths - using teacher capacity to support other teachers</li> <li>● PAT Analysis Teacher Reflection</li> <li>● Professional Learning Community</li> </ul> <p>French Immersion Instruction Support</p> <ul style="list-style-type: none"> <li>● Building capacity in French Immersion instruction</li> <li>● Division wide collaboration</li> <li>● Analysis of screening test results</li> <li>● Program wide collaboration to improve French Literacy with a heavy concentration on Reading comprehension.</li> </ul>	
--	---	--





**School Goal 2:**

**School Goal 2 Reflection**

Review, Reflection and Progress update: September 2023

NIST: In the 2022-2023 year, we were able to create a cumulative grade 9 math year. Students completed cumulative unit reviews and unit exams throughout the entirety of the course. This was proven to be helpful to our students through their performance on the PAT at the end of the year. It allowed the students to review the course all year so they were not forced to try to recall during the month of June when many students struggle to stay focussed and motivated.

FIST: In 2023 the FIST ( French Instructional Support Teacher) worked collaboratively with the rest of the FI teachers to implement universal strategies in each subject matter to meet the needs of struggling students. They took the time to meet with individual students who were struggling in order to discuss supports that they could access that would be beneficial to their future success. The FIST invested time in creating leveled & scaffolded reading comprehension worksheets for each grade that will better meet the needs of our FI students. They also invested in new resources in the French language for Mathématique and Science. The FIST and other FLA teachers also implemented a scaffolded approach to annotations, specifically taught in the FLA class, to help with reading comprehension in every single core class taught in the French Language.

LST: In the 2022-2023 school year, we ensured that students had access to assistive technology, including tools like R&WG and Google embedded accessibility tools such as speech-to-text and digital readers, to support their learning needs. These resources were readily available to students, not only in the classroom but also during tests and final exams when needed. These tools have proven to be invaluable assets for some students, empowering them to reach their full academic potential. Furthermore, effective communication continued to be a focal point. Building strong partnerships among teachers, parents, and our LST remains essential. This collaborative approach ensures that students receive the support they require, parents feel well-informed and engaged, and teachers can witness the growth and development of each student. The ongoing improvement of our Individualized Student Plans (ISPs) is another area of emphasis. By fine-tuning our ISP structure, we aim to better meet the unique needs of our students and equip teachers with the tools and strategies necessary to support students effectively within the classroom. We will continue to adjust and improve these important documents during the 2023-2024 school year.

LIST: During the 2022 - 23 school year teachers were able to identify and support students who struggled with literacy by accessing TOSREC, TOSWFR-2 and HLAT results. These results were visited throughout the school year at staff meetings. Also, the results were utilized to support ISP goals and aid teachers in forming balanced classes for the following school year. Another way students were supported with literacy was the allocation of some LIST time to provide extra support in the school's supported classes. Additionally,

universal literacy strategies were shared monthly with all staff, and teachers were able to implement these strategies in their own classrooms. Furthermore, a collaborative approach was achieved with some partnerships within departments and between departments. Finally, reading challenges were established through the library for all students to participate in, and individual Language Arts teachers conducted book talks and book promotion in a celebratory fashion. This school year the ELJHS team will enhance and improve on our interpretation of the data, collaboration within and between departments to implement universal literacy strategies and we'll pilot Destiny Engage to further enhance student's love of reading.