
John Maland High School Assurance Plan 2023-2024



John Maland High School Assurance Plan - 2023-2024

School Profile:

- John Maland High School (JMHS) is located 20 minutes southwest of Edmonton in the Town of Devon, AB, and is a part of the Black Gold School Division. The school's enrollment for the 2023-2024 school year is 347 students from grades 10-12. The school currently has 18 teaching staff, 5 support staff and 2 custodians.
- JMHS offers a wide range of courses at the high school level. We offer the following options during the 2023/2024 school year: Art; Communication Technology; Cosmetology; Esthetics; Foods; Industrial Arts; Instrumental Jazz; Instrumental Music; Outdoor Education; Sports Medicine; Registered Apprenticeship Program; Welding; and Work Experience. We are supported via our in-reach opportunity where we are able to offer: 47 core classes; 30 options; and 114 CTS credits. JMHS also operates a Dual Credit program through Black Gold School Division (BGSD) which has partnerships with Olds College; Northern Lakes College; Lakeland College; Portage College; and SAIT.
- **School Mission Statement:** To provide opportunities and develop abilities in individuals for them to be successful
- **Core Values:**
 - Relationships
 - Student centered success
 - Safe and caring environment
 - Accountability and Responsibility
 - Supportive and Collaborative Atmosphere

Celebrations:

Overall

- JMHS has a tradition of strong academic and option classes, though results on exams have decreased in the last couple of years the programs will evolve to meet to the needs of our students
- This is the 8th year of the Northern Alberta Xtreme (NAX) Hockey Academy program being at JMHS. This adds roughly 80 students to our school each year. Having a competitive hockey program like NAX helps to build school spirit and culture
- We have a strong relationship with the Leduc Food Bank that supports our Breakfast Program, Snack Attack Program and Lunch Program.
- All staff are extremely engaged and care about each other and the school community.
- Our Learning Support Teacher (LST) has set up a caring environment to help transition our students for life and careers after they graduate from JMHS

Academics

- JMHS held its inaugural science fair and quiz show in late May.
- Excellent personalized, hands-on guidance counseling for post-secondary school is provided for each grade twelve student.
- Our humanities department started to collaborate to create common course work so that students taking the same courses will get the same experience
- Our math and science departments have started to create curricular checklists that students can use to verify that they know topics and curriculum prior to their exams
- For the first time our Valedictorian was from the NAX program.

Co/Extracurricular

- Successfully ran the following athletic teams: Golf, Sr./Jr. Girls Volleyball, Sr. Boys Volleyball, Sr. Girls Basketball, Sr. Boys Basketball, Badminton, Sr. Boys Rugby and Track and Field
 - Sr. Girls won North Central Alberta School Athletics Association (NCASAA) zone in both Volleyball and Basketball
 - Won 2A Track and Field banner at NCASAA meet
- The JMHS Instrumental Band participated in the Alberta Band Association Festival of Bands and were awarded the: Adjudicators Choice Award and the Superior Band Award
 - due to this they were also invited to play Music Fest Canada 2024 in Toronto, Ontario
- JMHS participated in the BGSD Celebration of the Arts 2023 sending the Instrumental Band and pieces of art to the celebration
- JMHS Students Union is meeting again. Their main focus is events inside the school, organizing theme days and student celebrations
- JMHS Claw Crew is also meeting again. Their main focus is events outside of the school. They helped the Town of Devon with National Day for Truth and Reconciliation, Christmas in the Park and Devon Days. They also organized the Hygiene for Hope drive and donated all proceeds to the Boyle Street Community Services
- Our GSA is running again and is well attended.
- Ski Club is up and running and went back to Marmot Basin with a tour company
- Field trips are up and running again with many of our core and option classes going on trips.

Challenges:

- We continue to have low completion rates for the Assurance Survey by parents
- There are some struggles ensuring students are in the correct stream despite prior course marks and teacher recommendations.
- Students continue to struggle with making connections between their current schooling and long term aspirations.
- Chronic and compounding mental health challenges continue to present themselves.
 - we have seen an uptick in referrals to our Family School Liaison Worker
- Chronic tardiness of a handful of students
- Student cell phones continue to be a distraction for some students.
- Balancing student mental health with teacher mental health and their finite capacity.
- Assurance Survey dissonance in some areas e.g. the satisfaction level of students and teachers and the perceived levels of parents
 - Education Quality and Parental Involvement
- Encouraging students to use their time free from instruction for accessing tutoring or guidance counseling.

School Council Message

- **There was no School Council during the 2022-2023 school year.**



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 3235 John Maland High School

Assurance Domain	Measure	John Maland 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	70.0	78.0	78.0	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	76.5	67.9	72.3	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	81.0	84.4	84.5	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	92.3	90.6	90.3	88.6	87.1	86.2	Very High	Maintained	Excellent
	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	78.3	81.2	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	10.1	19.4	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	78.5	87.2	85.9	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.8	77.9	77.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.5	78.0	78.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	64.8	68.6	68.7	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 3235 John Maland High School

Measure	John Maland 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
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	56.3	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.5	1.8	2.0	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	73.7	75.9	76.4	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	76.9	81.8	81.6	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	63.6	72.6	73.9	82.9	82.9	82.6	Very Low	Declined	Concern
Program of Studies - At Risk Students	80.2	78.9	78.2	81.2	81.9	83.4	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	66.7	66.0	70.6	71.9	70.2	68.3	Intermediate	Maintained	Acceptable
Safe and Caring	85.7	86.4	86.1	87.5	88.8	89.1	High	Maintained	Good
Satisfaction with Program Access	66.9	66.0	70.3	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	63.8	67.9	67.2	75.2	74.2	77.9	Very Low	Maintained	Concern
Transition Rate (6 yr)	51.9	50.6	52.4	59.7	60.3	60.2	Intermediate	Maintained	Acceptable
Work Preparation	76.9	86.4	86.9	83.1	84.9	84.5	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Instructional Support Team Support

Wellness Instructional Support

Social Environment: Continued with the secret buddy with staff, celebrating birthdays each monthly PD day, staff raffle days to boost morale before breaks. Built relationships as previous staff retired and new teachers had been hired, new additions to the "All About Me" spreadsheet, connections between NAX teams and the general student body. Created a board game club that meets in the Learning Commons twice a week to give a social connection with students who normally would not associate together. Applied for a \$500 grant from the town of Devon to purchase games, asked teachers to donate their old board games, and various teachers volunteered their time to help supervise for part of that lunch hour. Raised funds with staff and students to shave their heads with the \$ going to various charities/Movember. Claw Crew did Hygiene for Hope Campaign raising personal products for the homeless. Students Union worked on various activities such as a pie eating contest, door decorating, Christmas week dress up, etc.

Physical Environments: Changed murals within the school, and looked at possibly a larger display case at the front of the school, worked with Art 30s to create a new mural in the Learning Commons, made the Student Services office more inviting and well known so students knew where to access services and whom to talk with. Researched and replaced furniture in the student's lounge area using money from the budget and the district to create more seating areas for students to do homework and eat lunches.

Healthy Eating: Looked at better food choices for lunches, varied food choice canteen options when canteen is open again, possible vending machines with healthier food options? Figured out ways to help teenagers make healthier food choices overall, options of healthy food requested from the Leduc Food Bank for the Snack Attack program. Connected families that had food insecurities with the Leduc Food Bank.

Social Environment: Staff members and students need to feel more connected to one another. Students Union to organize various activities throughout the year to include student involvement. Various clubs run by staff members and students. Look at bringing in some snacks once a month for staff meetings. Staff wellness includes All About Me Chart, Secret Buddies, Raffle draws, BGRS Wellness activities, PD day activities, new mural inside and outside the Learning Commons. Staff doing secret buddies to foster connections on birthdays and difficult days. The GSA group create bulletin boards to foster inclusivity with all students. Connection/collaboration with other Devon resources as per teachers connections within the town of Devon and surrounding area. Students Union to organize various activities around the school to foster connections, competition, collaboration and celebrations. Claw Crew is working on various campaigns to contribute to the community: Food Bank games, Halloween Food drive, Hygiene for Hope, etc. Apply for the Town of Devon grant \$500 for the lunchtime board game club at school. Look at various bulletin boards outside Student Services to relay information and resources associated with each goal.

Healthy Eating: Opening up the canteen again- starting with Pizza lunch day on Tuesdays 2 x per month. Claw crew to run this with profits going to fund activities within the community.

Look at families that have food insecurities. Formulate a program to help with food on weekends/special holidays (Thanksgiving, Christmas, Easter, etc). Connect them to the Leduc Food bank if needed. Look at having some healthy food options in the office such as granola bars, Nutri Grain bars, bananas, etc. Create some bulletin boards with healthy eating options, recipes, connections to Canada's food guide, TedTalks, QR codes, etc. Food Drive leading up to Halloween (working with Devon Clegg and a few student volunteers). Hunger Games food drive in december. Look at U of C:

Healthy Eating Lab: not labeling food as "good or bad", reframing the nutrition narrative, harm reduction, etc. Get a commercial toaster and organize a breakfast club so students can access toast/sandwiches throughout the day. Have various lunch items provided by the Leduc Food bank for students who are lacking a lunch on a regular basis. Identify families that have food insecurities and struggle at special times of the year and create food hampers

with gift cards to be delivered during holidays.

Policy: Make changes to the existing 5 year mental health plan with objectives and mandate using input from staff and administration to meet the needs of all. Look at existing mission statement and see if modifications/changes are needed. Upload it to the school website to be accessible for all. Policies are discussed at staff meetings and team lead meetings. Ensure policy guidelines meet the needs of staff and students. Changes needed to the school website with updates and contacts. Form a Principal Advisory Group to discuss school policies and regulations and pull in some of the struggling students to have a voice. Trying to figure out how to get a PAC started as we have not had one for the last 2 years

Literacy Instructional Support

Last year our aim as a school was to increase students' interest in reading by helping to choose a book more compatible with their interests. We did this by creating reading trees that are displayed around the library. Each tree is a specific genre and then the branches are filled with book covers that are present in the library that are under that genre. It allows students to more easily find titles that suit their passion and engage them in reading. Each tree also has a range of difficulty levels of text that were picked out and ranked by staff. Each English Language Arts teacher has a list of the novel rankings so that they can assist their students when picking out novels to ensure they are accessible to them. The book covers change on the trees as new novels are added to the library.

This year's literacy goal is to introduce students to audiobooks and destigmatize listening to audio. We have paired up with the town of Devon library to assist us, since they have a much larger catalog of audiobooks than the John Maland Library. Many reluctant readers find success when they pair audio with a physical novel. We are hoping to institute an assignment into all grade 10 ELA classes that require them to access an audiobook. During this assignment the class would do a field trip to the Devon library, get a tour of the library, sign up for a library card if they do not already have one and then be shown how to sign out an audiobook. Not only are we trying to normalize audio, we found that as students get older there is a higher likelihood of them listening to audiobooks than sitting down to read a novel.

Numeracy Instructional Support

As the Math IST person at JHMS for most of last year and this year I have been responsible for attending biweekly meetings with the other secondary IST math teachers virtually after school on Wednesdays. During these meetings we discuss different ways that we can increase numeracy skills in our students and share our successes and failures of things we have tried to accomplish. I then relay this information to other math teachers in our school. Every other week there are individual meetings with the head Math IST coordinator of Blackgold. During this time, we discuss what our school specifically is doing in math and what our goals are. Last year, we decided to increase the amount of cumulative assignments and teaching we needed to incorporate in our classes. This year our goal is to continue working on adding more cumulative material in math and adding the idea of a checklist to help students review the concepts taught to them. My role is to help create these lists and share them with the other math teachers in the school as well as in the district

School Goal 1: Create a safe and caring culture within JMHS. Mental and Emotional well-being of our students and our staff right now are at all-time critical levels and we need to continue to focus on building “Resilience and Positive Mental Health” for the school community.

Alignment with Division Priorities (Wellness)

Priority 2 - Wellness - Goal 1 - Students, staff and parents contribute to a safe, welcoming, healthy and inclusive learning and working environment that supports equity, diversity, and inclusion and promotes growth and wellness.

Timeline: 3 - year goal: 2022-2025

Rationale: Based on assurance survey results for the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) thread,

Timeline	Strategies	Supporting Data
Year 1 (22/23)	<ul style="list-style-type: none"> Continue to focus on character trait of Resiliency and discuss its importance in the current climate continue to work on executive functioning skills to help develop neurologically based skills involving mental control and self-regulation continue development of student leadership through the Students Union and Claw Crew Continue to increase staff bonding activities. Secret buddy all year long, mixer games at each staff meeting continue to educate staff and students about mental health issues and the importance of dealing with them properly continue to focus in school PD session on staff and student wellness as well as encouraging staff to attend other PD sessions outside of school that are relevant 	<ul style="list-style-type: none"> staff surveys on wellness see a 2-3% increase in students who feel safe and cared for at school staff and students are using the common language and understand the traits or skills we are focusing on see a continued decrease in dropout rate student participation and leadership in school and community wide initiatives
Year 2 (23/24)	<ul style="list-style-type: none"> Continue with all the strategies of year 1 focus on the character trait Monitor FSL supports sheet that FSLW has created Monthly meetings between Counselor, LST, FSLW and admin to discuss students needs Formation of Principal Advisory Group to get student input on life at JMHS look at Mental Health plan and determine with support of WIST, LST and FSLW supports that can be attained by students at JMHS 	<ul style="list-style-type: none"> Staff surveys Student surveys Assurance surveys feedback from principal advisory group student participation in leadership around the school Feedback from Students Union and Claw Crew

Year 3 (24/25)	Further steps will be determined following data gathering from the 2023-2024 school year.	Further steps will be determined following data gathering from the 2023-2024 school year.
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School Goal 1: Create a safe and caring culture within JMHS. Mental and Emotional well-being of our students and our staff right now are at all-time critical levels and we need to continue to focus on building “Resilience and Positive Mental Health” for the school community.

Review, Reflection, and Progress update:

June 2023 - Our first years of focusing on character trait training and resilience was really well received by students and parents, and we were quite happy with it

October 2023- Assurance data did show a slight increase in the WCRSLE thread (77.9 → 79.8), increase in the student rating (72.2 → 74.3), parent rating (69.8 → 71.8), decrease in teacher rating (94.6 → 93.4) based on current year results compared to 2021-2023 average. Still need to work on 'students at your child's school care about each other' parent view (38%), students rated similar question at 78%

School Goal 2: Focus on Literacy and Numeracy gaps in learning from the many COVID disruptions

Alignment with Division Priorities - Success

Priority 1 - Success - Goal 2 - High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, providing additional support for students with unique learning needs.

Timeline: 3-year goal: 2022-2025

Rationale: A consistent decline in diploma acceptable and excellence rating on the assurance plan reports with a low rating in both 2022 and now 2023.

Timeline	Strategies	Supporting Data
Year 1 (22/23)	<ul style="list-style-type: none"> • Administer MIPI / TOSREC and review results from test • make loans and strategies to address deficiencies • staff meetings offer time to IST lead to work with staff on implementing strategies into each of their classes • professional development opportunities with BGSD, as well as PD in house with IST literacy and numeracy 	<ul style="list-style-type: none"> • PD Plan, professional growth plan reviews, teacher reflections sheets • principal anecdotal notes of supervision • course outlines • MIPI / TOSREC results • IST teacher review
Year 2 (23/24)	<ul style="list-style-type: none"> • Continue with the items from year 1. • Have the humanities department collaborate to plan common assessments for all english and social classes with blueprinted assessments • have the math department collaborate to create curricular learning checklists for students to identify areas of strength / weakness prior to assessments. • have the science department blueprint all assessments to make sure that curricular outcomes are being assessed • have teaching staff blueprint all final examinations to ensure that final summative 	<ul style="list-style-type: none"> • Review Assurance Survey results for Student Growth and Achievement, comparing to previous years • Anecdotal reports from teachers as we know that student results on diploma exams can be determined by more than just teacher efficacy • Humanities classes having common assessments that prepare them for the rigor of 30-1/30-2 • Math classes having checklists for curricular learning objectives that students can use to self-assess their progress in classes • Science classes having blueprinted exams to ensure equal testing of curricular objectives on summative assessments. • Having blueprints of final exams to ensure equal testing

	<p>assessments are encompassing curricular outcomes in an meaningful way.</p> <ul style="list-style-type: none"> • Use Hattie's Visible <ul style="list-style-type: none"> ○ Build foundation Knowledge and Awareness of Visible Learning concepts. ○ Data collection on the three essential questions related to teacher clarity. ○ Using the data collected, formulate an action plan on how to improve teacher clarity within the school. Strategies to support this can include, but are not limited to: <ul style="list-style-type: none"> • For numeracy: the addition of vertical learning spaces in our classrooms • For numeracy: creating opening routines in classrooms that will foster critical thinking and shared thinking to diversify • For literacy: continue with individual literacy intervention for those below grade level • For literacy: focus on pulling out key terminology from the curriculum to create a stronger focus within out teaching • For literacy: create a continuum of writing support for including rubrics. 	<p>of curricular objectives on summative assessments.</p> <ul style="list-style-type: none"> • All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement. • Will return to the next Visible Learning PD session with evidence related to the numeracy and literacy • Will re-administer the survey process to identify if strategies have made a positive impact.
Year 3 (24/25)	Further steps will be determined following data gathering from the 2023-2024 school year.	Further steps will be determined following data gathering from the 2023-2024 school year.

School Goal 2: Focus on Literacy and Numeracy gaps in learning from the many COVID disruptions

Review, Reflection, and Progress update:

Sept. 2022 - Continue school wide push to get course outlines to utilize common language, common goals, continue to work with Learning Services to develop capacity of staff and of school to deal with gaps and deficiencies in students and to develop support for those students.

October 2023 - Teachers started their progress towards common courses being taught and collaboration in assessment making. Lots of work to do on this goal in the 2023-2024 school year.

SCHOOL GOAL 3: Engage our educational partners to enhance public education in Devon, Alberta**Alignment with Division Priorities (Engagement and Partnerships)****Timeline: 2023-2025**

Rationale: Looking at the Assurance Survey supplemental results JMHS's transition rate (6 year) and work preparation scores have been declining in recent years. We are looking to correct this

Timeline	Strategies	Supporting Data
Year 1 (23/24)	<ul style="list-style-type: none"> • create list of community partnerships that we have at JMHS • Host Post-Secondary Schools at JMHS and allows student the opportunity to go to presentations about programs • Attend BGSD Trade and Career Fair in Beaumont • Discuss at staff meetings the career connections that can be made in our classes • Use opportunities to get students into Work Experience and the Registered Apprenticeship Program • Incorporate myBlueprint into more classes than just Career and Life Management <ul style="list-style-type: none"> ○ Utilize the parent function on myBlueprint to fulfill our division goal <ul style="list-style-type: none"> ■ standing item in our newsletter with an individual post as well ○ Use Division provided sub days to work with students in career counseling and utilization of myBlueprint 	<ul style="list-style-type: none"> • List of all community connections and partnerships so that we can build and foster existing relationships and reach out to locations to start relationships • increased awareness of post-secondary opportunities • Review Assurance Survey results for <ul style="list-style-type: none"> ○ Work Preparation ○ 6-Year Transition Results • myBlueprint utilization metrics
Year 2 (24/25)	Further steps will be determined following data gathering from the 2023-2024 school year.	Further steps will be determined following data gathering from the 2023-2024 school year.
Year 3 (25/26)	Further steps will be determined following data gathering from the 2024-2025 school year.	Further steps will be determined following data gathering from the 2024-2025 school year.

School Goal 3: Engage our educational partners to enhance public education in Devon, Alberta

Review, Reflection, and Progress update: