

École J.E. Lapointe School
School Assurance Plan 2024-2027
Updated November, 2024

Relationships Resilience Reflection



École J.E. Lapointe School Assurance Plan - 2024-2027

School Profile

- École J.E. Lapointe School is a dynamic dual-track French Immersion and English grade 7-9 school located in Beaumont, within Black Gold School Division. We currently have 595 students and this enrollment is predicted to continue to grow. We have 31 teachers on staff, and a total of 13 support staff (education assistants, secretaries, librarian, custodians). This includes our Admin team, which expanded this year to include the Principal and two Assistant Principals. Along with École Coloniale Estates School (grade 4-6), students at our school can register for the Beaumont Hockey Academy as part of their school experience.
- We presently have 7 students who are receiving direct English Language Learner (ELL) support and 213 students in our French Immersion program (75 in Gr 7; 86 in Gr 8 & 52 in Gr 9). In addition to all core subjects, we offer a wide range of complementary courses: Active Living, Animal Care & Appreciation, Art, Band, Ceramics, Coding & Robotics, Construction & Design, Drama, ESports, Film Studies, Food & Textiles, Leadership, Outdoor Pursuits, Photography, Spanish, Sports Performance, STEM, Textiles, Water & Ice (ice sports), and Winter Sports. Our extra curricular activities are also vast and include both athletic and non athletic options: golf, track, volleyball, basketball, flag football, badminton, cabaret, robotics, band, etc. Our Rainbow Café club meets weekly and is a place where students find an accepting community of people.
- Our school runs many trips which foster learning, collaboration and appreciation: weekend Outdoor Ed camping trip, ski trip to Marmot basin, Quebec/Ottawa trip for French Immersion students and a band trip to Nakamun.
- Sabres pride is seen throughout the school with clothing, frequent mascot appearances and incorporation into our daily announcements.
- Our students thrive within a vibrant school community, where positive relationships take center stage. Our dedicated teachers collaborate and reflect to ensure that learning experiences align with the Alberta Program of Studies and current educational research on best practices. This vibrancy is evident through the caring attitude that permeates our school relationships; each student is a valued member of our community. École J.E. Lapointe School's purpose is to nurture positive relationships, resilience, and reflection in our students. We continually assess how our educational practices contribute to achieving this purpose.



Celebrations

- We have much to celebrate as our school is a dynamic school where we respond to the needs of our student population. Through the work of dedication, research, and reflection, our school is successful in creating a welcoming, caring, respectful and safe environment where high quality education for all is paramount. Our students benefit from having staff who believe in the potential of each individual, and we work hard to put in place the necessary ingredients for all students to thrive. Teachers get to know students as full individuals with a variety of strengths, and they use this in planning their instruction and assessment. Our school has a strong culture of collaboration, which is beneficial to student learning.
- We have a vibrant social media presence where we share information and highlight our school culture and events.
- Our athletics program is a point of pride for our school. Emphasis is placed on developing teamwork, skills and good sportsmanship.
- In an extension of February's Kindness Month and Pink Shirt Day, we wear pink every Wednesday to signify kindness and support for all.
- We have a nutrition program that provides snacks in the morning three days each week to any and all students interested. This opportunity is a result of a grant program from the government, as well as from the generosity of our Parent Advisory (Fundraising) Association.
- We have partnered with other schools in Beaumont to be able to provide an early morning band program for our Gr 8s and 9s.
- Every fall, we run a Celebration of Success, where we recognize high academic achievement, as well as interpersonal skills & athletics.
- At the end of the year, we celebrate our Grade 9s with a Farewell ceremony.
- We appreciate very much the dedication of our School Council and Parent Advisory (Fundraising) Association, as they support the needs of all of the students within our school through their feedback, as well as monetary support.
- Relationship building - Teacher/Student connections
- Assemblies to celebrate events and student successes
- Community Partners - AHS, FCSS, Mental Health Capacity Building, QSA & GSA
- Enhancing our communication and partnerships with parents
- Enhancing Instructional Learning time - limited personal device use
- Instructional Support Teachers enhancing literacy, numeracy, and wellness.
- Enhanced Support for Knowledge & Employability classes/courses
- Evidence school wide assessments; MIPI and HLAT - guide effective instruction
- Learning Commons - creating a positive and welcoming environment for all students



School Events/Activities

- Spirit days & Theme, Terry Fox, Gr. 9 Farewell and camping trip, Assemblies, Halloween, Remembrance Day Ceremony, Christmas Activity Day, Sports Teams (Golf, Soccer, Cross-Country, Volleyball, Basketball, Badminton, etc.)
- Intramurals, Rainbow Cafe, Math Club
- Meet the Teacher during the first teacher workday, Orange Shirt Day, Pink Shirt Day, grade level field trips, National Indigenous People's Day, Open House, Parent Teacher conferences, etc.

Challenges:

- Meeting the needs of all students
- Student challenges with resilience, mental health, and accountability
- Student results in literacy and numeracy
- Balancing the number of students ISP's, student accommodations, behaviour
- Time to implement differentiation/inclusion
- Gym space
- Community Engagement
- Language acquisition in a dual track school
- Needs for social emotional learning supports



School Council Message

- École J. E. Lapointe School is proud to present the 2024-2025 Assurance Plan. The School Council looks forward to working with administration, staff, students and parents, as partners in education to meet the goals set out in the Assurance Plan. The School Council is committed to helping provide ideas, support initiatives and make decisions about programming that will direct us in keeping in line with the Assurance Plan goals.
- The School Council remains committed and active through regular in person meetings.

- Over the past year, the School Council provided direction on the 2026/2027 draft calendar, evaluated and recommended the photographer for the 2024/2025 school year and collaborated with administration in respect to the engagement grant funding. The School Council had a visible presence at the beginning of the year during Meet the Teacher and in the latter part of the year at the New Student Open House for incoming Grade 7 students.
- The School Council also supports the Parents Advisory Association, which provided financial contributions for bussing costs for field trips, the Grade 9 camping trip, IXL math software, chrome books, speaker fees, a student treat day, a year end food truck event and a staff appreciation lunch.
- All parents are welcome and encouraged to be part of the School Council. We value all opinions and ideas and appreciate the contribution of parents, in any capacity.

School Council Chair Signature: Christine Thorne

School Assurance Plan shared date: November 2024





Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3204 Ecole J E Lapointe School

Assurance Domain	Measure	Ecole J E Lapointe 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	81.8	85.5	82.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.4	78.8	71.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	75.2	80.3	80.3	62.5	62.6	62.6	Intermediate	Declined	Issue
	PAT9: Excellence	10.2	12.0	12.0	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	82.6	84.3	83.9	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	83.5	78.9	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	80.3	79.8	81.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	61.7	68.6	68.1	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2018/20 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.
- 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.

School Goal 1: To foster a welcoming, safe, and inclusive school environment that builds the resiliency and the overall wellness of students and staff.

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

- Relationships

Timeline: 2024-2027

Rationale:

- *Division Priority: Relationships*
- *Assurance Domain results: Student Growth and Achievement and Learning Supports (WCRSLE) & Parental Involvement*

Timeline	Strategies	Supporting Data
2024-2027	<p>Build teacher-student relationships & positive school culture</p> <ul style="list-style-type: none"> • Greeting and saying goodbye to students at the door (verbal and non-verbal greetings) • Music playing through hallway intercom as students arrive (include students and staff in choices and expose students to a variety of genres of music) • Assemblies to celebrate and recognize students • School Spirit Days • Increase the visibility of student work around the school • Ensure multiple cultures & identities are represented (Carousel, social media) <p>Deepen our foundational understanding of Indigenous peoples, culture, and history and incorporate this in classes and visibility throughout the school</p>	<ul style="list-style-type: none"> • Assurance survey results (domain - <i>Student Growth and Achievement and Learning Supports</i>) • Teacher participation in professional learning activities • Staff identify and are able to provide practical support to individuals • Students are able to express who they are freely • Students' cultures & religions will be visible • Students will follow routines and manage their day with less support from staff (attendance data) • We will have fewer students struggling with getting assignments handed in • We will see an increase in positive well-being from students • Qualitative feedback from parents will be collaborative in working with the school

- Staff will engage in a range of professional learning activities to continue to develop our skills and abilities in order to support the learning and development of our students
- Staff will participate in a blanket exercise

Promote self-management skills for students

- Use effective routines, structures, and procedures to reduce stress
- Promote student and parent use of the homework tab on school website that is updated regularly by teachers
- Include brain/movement breaks throughout the day
- Include daily time outside including but not limited to noon hour
- work with Black Gold's multi-disciplinary school-linked team


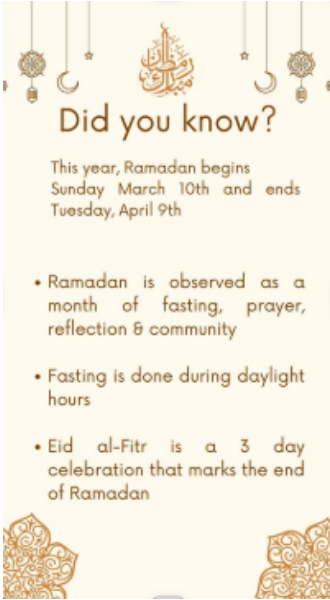
Implement universal emotional supports for students:

- emotional check-ins with students by homeroom teachers, counsellor, EAs and admin team
- individual and group support from our Family School Liaison
- Use board games and cards during indoor recesses as a means to assist students to develop communication skills
- Intramurals to include more students in DPA.

All staff to be positive role models through strategies that include;

- Promotion of self-management skills for students with effective routines,



	<p>expectations, and procedures that reduce stress, create comfort and support a healthy school culture.</p> <ul style="list-style-type: none"> • Teaching strategies for conflict resolution and mindfulness • Staff to build positive purposeful connections with students' that struggle with communication and friendships. • Assemblies that support and celebrate students. <p>Educate and develop student skills and abilities to problem solve common challenges experienced at the junior high level.</p> <ul style="list-style-type: none"> • Health curriculum • School Counselor Support • Family School Liaison Support • Learning Support Teacher • Administrative Support • Team approach (teachers, Student support, Admin, etc) <p>Promote, foster and provide education around the topics of respect and acceptance for all</p> <ul style="list-style-type: none"> • QSA • National Truth and Reconciliation Day • Orange Shirt Day • Pink Shirt Day • Mental Health Week • Random Acts of Kindness Week • Grade level/whole school guest speakers <p>Community support/resource collaboration and partnership</p> <ul style="list-style-type: none"> • Collaboration with AHS and FCSS 	  <p>Did you know?</p> <p>This year, Ramadan begins Sunday March 10th and ends Tuesday, April 9th</p> <ul style="list-style-type: none"> • Ramadan is observed as a month of fasting, prayer, reflection & community • Fasting is done during daylight hours • Eid al-Fitr is a 3 day celebration that marks the end of Ramadan
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- RCMP interacting with students to build positive relationships
- RCMP works with administration to develop comprehensive safety plans to ensure the school is a safe and caring place

Student Transition Plan:

- gr. 7/9 orientation day(s)
- gr. 7 Success Presentation
- gr. 9 Academic Planning and Counseling, and presentation
- MyBlueprint

Encourage parent participation with School Council

- Solicit feedback from parents using Google Surveys for school questions (Including feedback for our fall interviews)
- Continue with weekly “Bullets” and “Updates” sent to parents as a means to keep connection to the school
- Include upcoming events on social media
- Promote school council (School Messenger, weekly updates, Social Media)



School Goal 1

School Goal 1 Reflection

Review, Reflection and Progress Update

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School Goal 2: Enhancing Student Learning Through Visible Learning Practices

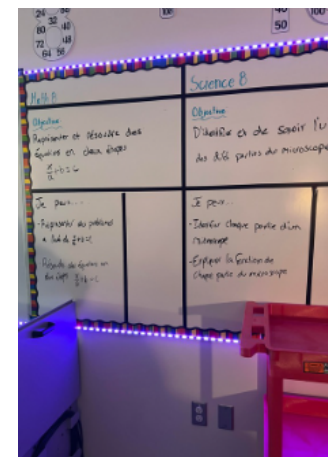
Alignment with Division Priorities ([Success/ Wellness/ Engagement and Partnerships](#))

- Success

Timeline: 2024-2027

Rationale:

- Division Priority: Success
- Division Focus: Visible Learning
- Teacher Clarity
- Improved Student Learning



Timeline	Strategies	Supporting Data
2024-2027	<ul style="list-style-type: none"> • Teachers will continue to develop their understanding of visible learning concepts. • Teachers will attend learning workshops and participate in regular PD sessions to further their expertise. • Teachers will incorporate the use of clear learning intentions for their lessons. • Feedback will be given to students. • Students will be encouraged to self-reflect on their progress. Regular feedback sessions allow students to see their learning journey and adjust their efforts accordingly. <p>Common Summative Assessments:</p> <ul style="list-style-type: none"> • Collaborative Assessment Design: 	<ul style="list-style-type: none"> • Qualitative & quantitative data through classroom observations. • Teachers will reflect on their own practices. • Document evidence of student engagement, teacher feedback, and metacognitive discussions. • Collect artifacts such as student reflections, self-assessments, and learning journals. • Continued PAT analysis

- **Subject Teams:** Subject-specific teams collaborate to design common summative assessments. These assessments align with learning objectives and success criteria.
- **Rubrics and Scoring Guides:** Develop rubrics and scoring guides to ensure consistency in assessment across teachers and classes.
- **Data-Driven Discussions:**
 - **Analyze Results:** Regularly analyze assessment data to identify trends, strengths, and areas for improvement.
 - **Adjust Instruction:** Use assessment data to adjust teaching strategies and address student needs.

Data-Driven Decision Making:

- **Formative Assessment:** Regularly assess student progress using formative assessments aligned with learning objectives. Use tools like quizzes, exit tickets, and observations.
- **Visible Learning Impact Surveys:** Administer surveys to students and teachers to gauge the impact of Visible Learning practices on student engagement, motivation, and understanding.



	<ul style="list-style-type: none"> • Analyze Student Work: Examine student work samples to identify trends, misconceptions, and areas for improvement. <p>Visible Learning Environment:</p> <ul style="list-style-type: none"> • Classroom Displays: Create visual displays showcasing learning goals, success criteria, and student progress. Make learning visible through anchor charts, student work, and growth trackers. • Student-Led Conferences: Involve students in discussing their progress with parents, emphasizing their learning journey and growth. 	
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School Goal 2
School Goal 2 Reflection

Review, Reflection and Progress Update