



2009- 2012 SCHOOL EDUCATION PLAN
and 2009/2010 RESULTS REPORT

Building bridges to a high
level of student success

School: G.S. Lakie Middle School
Address: 50 Blackfoot Blvd W Lethbridge, AB T1K7N7
Administrator(s): Doug James, Jessica Rumer, Craig DeJong, David Mikuliak

2010-2011 School Profile

Enrolment		Staff FTE	
Grade 6	237	Support	18.5
Grade 7	248	Teaching	36.25
Grade 8	256		
	<hr/>		
Total	<u>741</u>	Total	<u>54.75</u>

SCHOOL PHILOSOPHY

G.S. Lakie Middle School provides a responsive middle level school that promotes high expectations of success. We believe that successful middle schools are committed to the understanding that young adolescents are capable of far more than adults often assume. We at G.S. Lakie feel that attaining positive educational and individual success is dependent on the flexibility and the quality of the programs provided for young adolescents. We believe that middle level educators make conscious choices to work with young adolescents. They will understand the developmental uniqueness of young adolescents and are as knowledgeable about their students as they are knowledgeable about the subject matter they teach. We believe that a safe, inviting and caring school promotes a sense of community and encourages learning. G.S. Lakie has incorporated the “Fish Philosophy” which is the signature belief of our community: Be There...Choose Your Attitude...Make Their Day...Play. As a result, both students and teachers will engage in positive risk taking, initiative and the development of relationships.

SCHOOL COMMUNITY PROFILE

G.S. Lakie Middle School serves a population of approximately 740 “super star” students. The G.S. Lakie family believes that a student entering our middle school joins a caring community in which people – students and adults – get to know each other well to create a climate for intellectual development. G.S. Lakie Middle School facilitates the “Middle School” philosophy that guides our planning and decision making. Inclusion of students, staff, parents and administration in all aspects of our community is the essential component of our success.

Interdisciplinary teams are the most distinguished feature of G.S. Lakie Middle School. Teams of teachers sharing their knowledge, skills and philosophies through embedded planning time for each teaching team on a quarterly basis. G.S. Lakie teams are staffed and designed to support the best core and complementary program delivery. The G.S. Lakie Middle School family believes that we (Lakie and School District #51) must not be satisfied with current traditional program designs but move ahead and create new ones that include all teachers on teams and thereby release the full potential of teaming and learning together. G.S. Lakie is committed to providing opportunity for our teams (Office, Spec. Ed, CTS, Grade 6, 7 and 8) to work together to make

decisions, solve problems and stimulate new challenges. Our teams are totally committed to change and providing the attitude of ...”whatever it takes”, to achieve a much higher level of effective learning for all.

PROGRAMS AND ORGANIZATION

G.S. Lakie Middle School offers eight patterns of core classes in each grade level. Student are provided with daily physical education classes and also receive a variety of option choices four times a week. Students have an opportunity to have eight option exposures throughout the school year. In addition, G.S. Lakie provides daily core support classes to facilitate successful learning. Students at the school have the opportunity to register in a variety of curricular courses to be instructed within the confines of the school day.

G.S. Lakie Middle School offers the following curricular Fine and Performing Arts Options for students:

Visual Art	Dance (Lyrical/Jazz, Hip Hop)	Dramatic Arts	Performance
Choral Music	Instrumental Music	Rock and Pop Music	Strings (Guitar)

G.S. Lakie Middle School also offers the following co-curricular opportunities for students:

FINE ARTS

G.S Lakie believes in a ‘no cut’ policy for students in the performing arts. The following opportunities are offered:

Art Club, GS Lakie Concert Band, GS Lakie Select Choir, Lakie Guitar Orchestra, Stage Band, Jazz Band, Fall Drama Project/Production, Rock Show Concert, Christmas Production, March Musical Theatre Project.

ATHLETICS

Students from Lakie participate in the Lethbridge Schools Athletic Association and we have teams for boys and girls in the following sports: cross country, volleyball, badminton, basketball, cheer team, and track and field. Lakie offers club teams that allow all students who try out to participate. Our school has been very fortunate to have staff and community willing and able to provide coaches for all teams to promote skill development.

Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

LSD Outcome (Differentiated Instruction): The education system meets needs of all K-12 students.	AE Goal (Differentiated Instruction): <i>High Quality Learning Opportunities For All</i>
GSL Outcome (Differentiated Instruction): All staff will use Differentiated Instruction as a tool to plan learning activities and performance tasks to meet learning objectives for 21 st century learners.	
Indicators (Differentiated Instruction): What are the current areas targeted for growth? <ul style="list-style-type: none">• Understand and implement various types of DI strategies.• Develop various management techniques that can be used to support differentiation including: positive class atmosphere and anchoring activities.• Use various strategies to support differentiating the classroom elements of product, process, and content.• Create quality summative assessments for ongoing and diagnostic assessment during the unit.• Create common marking schemes in Teacher Logic to ensure consistency.• Accurately self-assess their own level of implementation of differentiated instruction and determine their next steps for continued professional growth.	
Measures (Differentiated Instruction): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results) Direct Evidence <ul style="list-style-type: none">• PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results.• Self-checklists utilizing DI strategies.• Increased student engagement.• Individual Teacher/ Team Projects incorporating the three district cornerstones.• Effective classroom management.• GAP Analysis – Pre & Post Survey. Indirect Evidence <ul style="list-style-type: none">• Lessons include strategies for differentiated instruction.• Staff can communicate how they are incorporating DI into daily activities.• Staff will participate in DI Staff Learning sessions.	
ALSI Strategies (Differentiated Instruction): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?	

<p>New Strategies:</p> <ul style="list-style-type: none"> • Encourage and make aware of workshops available at all levels. • Provide release time for teachers to: observe other teachers within the school/district, allow for planning with teachers within the school/district, individual planning opportunities. • Encourage teachers to review their curriculum and try new strategies for differentiated instruction. • Continue self-assessment practices. • Provide a series of two Staff Learning sessions for new staff to ensure understanding of school's goals and initiatives. • Purposeful classroom visitation by administration. <p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> • Utilize team common times and AISI times for planning/learning/preparing DI strategies. • Meet with each team once per month to discuss report card change initiatives. • Meet with assigned grade teams each quarter to focus on grade specific goals dealing with Assessment Practices and Differentiated Instruction. • Utilize AISI times to review current research and discuss DI strategies and Assessment Practices. 	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • Purchase individual/team resources to facilitate implementation of differentiated instruction into all classrooms, ie: Print resources, technology resources, manipulatives. • Utilize team common times and AISI times for planning/learning/preparing DI strategies. • Use a variety of DI strategies and evaluate successes and struggles. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Review current research on differentiated instruction. • Discuss strategies for differentiated instruction. • Prepare a lesson and identify areas of differentiated instruction. • Staff Learning sessions to focus on DI at the middle school level. • Weekly Staff Learning time facilitated by AISI Lead Teachers.
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Allot \$300.00 per team to purchase resources to facilitate implementation of differentiated instruction into all classrooms, ie: Print resources, technology resources, manipulatives. • Each team/ individual will set a goal to accomplish during assigned AISI quarter. • Evaluate individual/ team project at the end of AISI quarter. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Review research on differentiated instruction. • Each staff member will be allotted one day to work on specific goal relating to the corner stones. • Support staff will participate in technology and DI Staff Learning workshops twice per month, building into the day. • Lead teachers will focus on one team per quarter to work on team specific/ grade specific goals.
<p>Year Three Activities (2011/2012):</p> <ul style="list-style-type: none"> • Continue working during AISI common time on differentiated instructional strategies. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Prepare a unit of study which focuses on utilizing strategies of differentiated instruction and DI assessment practices.

Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

LSD Outcome (Effective Assessment Practices): Students demonstrate high standards in learner outcomes.	AE Goal (Effective Assessment Practices): <i>Excellence in Student Learning Outcomes</i>
GSL Goal (Effective Assessment Practices): All staff will use assessment and upgrading practices to enhance and report achievement of 21 st century learners.	
Indicators (Effective Assessment Practices): What are the current areas targeted for growth? <ul style="list-style-type: none">• Develop common methods to communicate and report on student achievement.• Plan effective learning lessons and units using common formative and summative assessments.• Use team collaboration to set up teacher logic grade weighting for all core classes.• Implement district suggested interim behavioural checklist for the middle schools.• Use team collaborative planning for common assessment practices.• Break down curriculum into meaningful assignments and communicate SLO's to students.	
Measures (Effective Assessment Practices): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results , and Educational Technology Survey Results) Direct Evidence <ul style="list-style-type: none">• PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results.• Self-checklists utilizing assessment strategies.• Increased student awareness of assessment practices. Indirect Evidence <ul style="list-style-type: none">• Lessons include both formative and summative assessment practices.• Common summative assessments used throughout similar classes.• "I can" statements.• Implement home logic to parents to ensure up-to-date marking and assessment.• Using lesson purpose.	
AISI Strategies (Effective Assessment Practices): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth? New Strategies: <ul style="list-style-type: none">• Analyze assessment practices (ie: % of assessment format, types of questions based on Bloom's Taxomy, number and quality of assessments requiring writing and/or problem solving, number and quality of rubrics).• Implement and give feedback to the district middle school report card committee in terms of the middle school report card behavioural checklist.	

<p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> • Review grading policies and practices to new staff. • Implement Backwards Design. 	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • During common AISI time, review grading policies and practices. • During common AISI time, develop a sense of the enduring understandings for one unit of study. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop one common summative assessment for a unit of study.
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • During common AISI time, develop multiple summative assessment tasks for a unit of study. <ul style="list-style-type: none"> • Implement Interim Behaviour Checklist and provide feedback to district. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop multiple summative assessments for a unit of study.
<p>Year Three Activities (2011/2012):</p> <ul style="list-style-type: none"> • During common AISI time, develop a unit of study that includes both formative and summative assessment practices. • Include a vertical integration to ensure assessment practices are continuous throughout all grade levels. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop a common unit of study that includes both formative and summative assessment.

Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

LSD Outcome (21st Century Classrooms): The education system at all levels demonstrates leadership and continuous improvement.	AE Goal (21st Century Classrooms): <i>Highly Responsive and Responsible Jurisdiction</i>
GSL Goal: All Staff and students will use 21 st Century technology applications to enhance learning opportunities for all students.	
Indicators (21st Century Classrooms): What are the current areas targeted for growth? <ul style="list-style-type: none">• Gain greater communication skills and opportunities through the use of blogs, wikis, discussion forums, and general media literacy while engaging in the curriculum.• Become a critical consumer of web-based information and digital media through teacher guidance.• Use web-based applications and tools to problem solve in the classroom, pertaining to the curriculum.• Virtually collaborate with fellow students and teachers to share opinions, viewpoints, and knowledge through the use of district approved wikis, blogs, podcasts, and other pertinent digital media.• Guide students to become critical consumers of web-based information and digital media.• Develop the ability to facilitate the use of 21st century technology as a tool to differentiate instruction.	
Measures (21st Century Classrooms): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results) Direct Evidence <ul style="list-style-type: none">• Students exhibit a fluency in using 21st century tools to enhance their own learning.• Teacher and student self-evaluation of ability to utilize 21st century technology in order to foster future growth.• Increased student engagement.• Complete a project pre and post GAP analysis. Indirect Evidence <ul style="list-style-type: none">• Lessons include strategies for Web 2.0 technology implementation where appropriate.• Staff can communicate how they are incorporating 21st century technology into daily activities.• Staff will participate in Educational Technology Staff Learning sessions.• Staff will access and include streaming video from Discovery, Access Learning, and Learn 360 under the district license.	
ALSI Strategies (21st Century Classrooms): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth? New Strategies: Utilize demographers to build knowledge and perspective for staff regarding 21 st Century Learners. Provide release time for teachers to observe other teachers within the school/district, allowing for planning with teachers within the school/district, individual planning opportunities.	

<p>Carry-Forward Strategies: Purchase resources and technology (eg. Peripherals, software licenses, hardware) to support teachers' and students' learning regarding 21st Century Technologies.</p>	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • During common Ed Tech time, review current practice regarding 21st century technology. • During common Ed Tech time, develop a greater understanding of the profile of the 21st century Learner. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop a minimum of three Web 2.0 tools that teachers are comfortable to implement in their classrooms. • Develop an increased understanding of 21st Century Learners.
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • During common Ed Tech time, implement Web 2.0 technology into new and previously created lesson plans in at least one area or subject. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop a minimum of five Web 2.0 tools that teachers are comfortable to implement in their classrooms.
<p>Year Three Activities (2011/2012):</p> <ul style="list-style-type: none"> • During common Ed Tech time, implement Web 2.0 technology into new and previously created lesson plans in subject areas taught where applicable. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Develop multiple lessons per unit of study that utilize Web 2.0 tools.

Healthy Living Goal

<p>School Outcome: Our school will promote a healthy lifestyle for staff and students.</p>	<p>Board Priority: Promote a healthy lifestyle for staff and students.</p>
<p>Indicators: What are the current areas targeted for growth?</p> <ul style="list-style-type: none"> • Improved food choices for students/staff at the school. • Healthy lifestyles promotion. • Access to active living opportunities. 	
<p>Measures: What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results).</p> <ul style="list-style-type: none"> • A balanced school day with two nutrition/activity breaks, and daily physical education. • Re-assess daily P.E. because of enrolment increase. 	
<p>Strategies: What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?</p> <p>New Strategies:</p> <ul style="list-style-type: none"> • Vending machine will be stocked with items from the choose most often and choose sometimes categories. • Work toward canteen providing foods from choose most often and choose sometimes categories. <p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> • All students will be provided with daily physical education opportunities. • Staff will be encouraged and supported in their participation of the district run Wellness and Health Incentive Program (WHIP). • The school will hire a provider that will ensure that the Gator Canteen is offering food that is working toward being consistent with Alberta Nutrition Guidelines for Children and Youth. • Students and staff will have an opportunity to access two nutrition/activity breaks during the regular school day. • Timetabling will reduce off campus accessibility to convenience store products. 	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • Implement new schedule with 2 nutrition breaks • Daily physical education for all students • Implement hydration stations 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Evaluate success/changes for current timetable and provide recommendations for the coming year
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Provide Canteen and Vending access that follows the Alberta Nutrition Guidelines for Children and Youth. • Establish a strong connection between nutrition education and foods available at school. • Encourage staff to model healthy nutritional practices. 	<p>Focus of Professional Learning:</p> <ul style="list-style-type: none"> • Review options with food suppliers to maximize nutritional value of the food served. • Compile resource lists/materials for implementing an environment of positive food messages, both in the classroom and general school community.



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Highlights of Accountability Pillar and District Satisfaction Survey Results

Areas of Success (3-5 areas):	% Satisfied 2009	% Satisfied 2010
- Are you satisfied with the number of options available to Lakie students?	83	98
- Do teachers at your school care about their students?	87	86
- Do students feel they are treated fairly by adults at your school?	85	86
- Are you satisfied with the overall education you are receiving at GS Lakie?	89	Unavailable
- Your child can get help at school with problems not related to school	63	72
- Students at your child's school help each other when they can	73	87
- Your child is encouraged at school to be involved in activities that help the community	54	76
Areas to be Addressed (3-5 areas):		
- Are you satisfied with the Special Ed Programs for Gifted and Talented students at Lakie?	38	Unavailable
- Are you satisfied with the way student discipline is being dealt with by the school?	48	91
- Are you satisfied with the number of students in classes?	54	68
- In your opinion has the quality of education at your school improved in the past 3 years?	59	82
A. Students at your school follow the rules	79	62
B. Students treat each other well at your school	90 Student 93 Teacher	78 Student 69 Teacher
C. How satisfied are you with the opportunities to learn health?	71 Teacher	54 Teacher 89 Parent
D. My school work is interesting	75	61

Black – 2009 Red - 2010

Strategies for Improvement:

2009 Strategies will continue to be implemented.

Are you satisfied with the Special Ed Programs for Gifted and Talented students at Lakie?

- Continue to communicate the philosophy and expectation of the gifted and talented program.
- Continue to provide a project based pull out program to compliment the regular classroom accommodations.

- Continue to provide a satisfaction survey for students, teachers, and parents to validate progress of the Gifted and Talented Program.

Are you satisfied with the way student discipline is being dealt with by the school?

- Continue to increase communication and accountability via the Pupil Plan of Action form.
- Continue to provide proactive intervention strategies for discipline.
- Continue to define the roles regarding discipline (e.g. Staff, Administration, etc) and provide an expanded Admin Team.

Are you satisfied with the number of students in classes?

- Continue to strategize and develop an improved timetable.
- Continue to strategize with Executive Council about possible solutions (e.g. Relocateables, Revise population boundaries).

In your opinion has the quality of education at your school improved in the past 3 years?

- Continue to provide staff the opportunity for quality of education feedback (e.g. satisfaction survey common admin discussions).
- Continue to provide extra core class time with the timetable throughout the school year.
- Continue to provide a reading literacy program.
- Continue to provide common planning time.

A. Students at your school follow the rules

- Students will be provided expectations regarding rules at grade level assemblies on a monthly basis.
- Students will be provided details on consequences as a result of their actions (e.g. physical fights)
- Expanding the Admin team will provide consistent discipline and proactive education.
- Revise and implement a new office referral slip, both positive and negative, in order to provide consistency and clarity with Teachers, Students and Administrators.

B. Students treat each other well at your school

- Implement a 'good will' incentive via positive referral slips. 'Marble Slab Student of the Week Draw.'
- Continue to provide an active advisor program emphasizing the four principles of the FISH Philosophy.
- Encourage all staff to acknowledge respectful activities via positive reinforcement.

C. How satisfied are you with the opportunities to learn health?

- Revise and develop the existing health program by providing Staff Learning time and appropriate staffing.
- Review the implementation on a monthly basis.

D. My school work is interesting

- Provide staff with Staff Learning that will provide DI strategies (AISI) to encourage student interest.
- Provide common planning time for staff to explore new lesson delivery strategies.
- Provide the necessary resources to allow interesting class instruction and involvement.



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Instructional Time in Minutes (Please identify the start and end times of instructional periods only). **Fridays**

	ECS			Grade One to Grade 12		
	Start Time	End Time	Total Minutes	Start Time	End Time	Total Minutes
Block One				8:30	9:16	46
Block Two				9:18	10:03	45
Block Three				10:05	10:50	45
Advisor Gr 7&8				10:50	11:10	20
Advisor Gr 6				11:20	11:40	20
Block Four				11:40	12:22	42
Block Five				12:24	1:06	42
Block Six				1:08	1:50	42
Block Seven				2:05	2:47	42
Block Eight				2:49	3:30	41
TOTAL MINUTES				365		



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Report Card Dates: November 19, February 11, April 21, June 28
School Council Dates: September 21, October 19, November 16, January 18, February 15, March 15, April 19, May 17
Christmas Concert Dates: December 14

Instructional Time:

Monday - Thursday

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Subtotal # minutes										

Friday

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">31</td></tr> <tr><td style="font-size: 10pt;"># of instructional Days</td></tr> </table>	31	# of instructional Days	X	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">203</td></tr> <tr><td style="font-size: 10pt;"># of minutes per day</td></tr> </table>	203	# of minutes per day	=	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">6293</td></tr> <tr><td style="font-size: 10pt;">Subtotal # minutes</td></tr> </table>	6293	Subtotal # minutes
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Monday – Thursday Mornings

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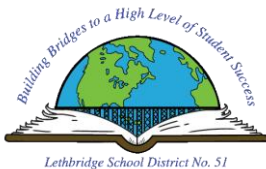
Monday – Thursday Afternoons

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">0</td></tr> <tr><td style="font-size: 10pt;"># of Partial instructional Days</td></tr> </table>	0	# of Partial instructional Days	X	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">0</td></tr> <tr><td style="font-size: 10pt;"># of minutes per day</td></tr> </table>	0	# of minutes per day	=	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; font-size: 24pt;">0</td></tr> <tr><td style="font-size: 10pt;">Subtotal # minutes</td></tr> </table>	0	Subtotal # minutes
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181								
TOTAL instructional Days *								
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TOTAL # minutes **								

* Minimum 178 days **

Minimum 28, 500 minutes Kindergarten
 Minimum 57,000 minutes Grade 1-9
 Minimum 60,000 minutes Grade 10-12



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Student Achievement Indicator: Provincial Achievement Test Results

Highlights of PAT Results

G.S. Lakie PAT Articulation Report: June 2010 Results

The core subject teachers met and did an item analysis on last year's results in order to identify any trends that were apparent. Concepts that received +/- 5% from the provincial average were noted and drawn on for our results.

Last year we were very pleased with the overall results, and our results with respect to achieving the standard of excellence. The results from previous years suggest that we are consistently maintaining high levels of success through our instructional strategies.

Math

Area of Improvement

1. Skills – Patterns and Relations
 - Extend a pattern involving a design composed of regular 2D shapes
2. Knowledge – Patterns and Relations
 - Use pre-algebra strategies to solve an equation that has one unknown value
3. Skills – Statistics and Probability
 - Given a tally chart with data representing a series of trials, express the experimental probability of two outcomes as a fraction

Strengths

1. Skills – Numbers
 - Solve a problem that involves arithmetic operations on whole numbers and decimals
 - Use knowledge of least common multiples to determine when two events will occur at the same time in the future

2. Knowledge – Patterns and Relations
 - Identify a strategy that could be used to predict a value given a numeric pattern
3. Knowledge – Shape and Space
 - Estimate and or measure one interior angle of a polygon that has four vertices
4. Skills – Shape and Space
 - Identify the ordered pair that is contained within two 2D shapes in the first quadrant of the coordinate grid
 - Convert SI units of length for a given 3D object for the purpose of determining capacity
5. Knowledge – Statistics and Probability
 - Determine which set of experimental data is closest to the event’s theoretical probability
6. Skills – Statistics and Probability
 - Read and interpret data presented in bar graph in order to perform an operation involving addition and subtraction of whole numbers
- **Strategies**
 - Use opportunities in other subject areas to discuss and interpret graphs for interpolation and extrapolation.
 - Use manipulatives representing numeric values to balance equations.
 - Use manipulatives to practice extending patterns involving a design composed of regular 2D shapes.
 - Utilize opportunities to practice using proper vocabulary and key words associated with patterns and relations.
 - Utilize opportunities to integrate the use of patterns and relations in other units ie number concepts – multiples and factors, and possibly subject areas.
 - Try teaching the unit earlier in the year.
 - Analyze the individual learner outcomes of the new curriculum and pay specific attention to integration of new strategies to incorporate the appropriate achievement indicators.

Science

Area of Improvement

1. Skills – Inquiry and Problem Solving

- Determine the month in which a given orientation of a constellation would occur
 - Evaluate an experimental design to determine which variables are controlled
2. Skills – Evidence and investigation
 - Identify the appropriate characteristics of a handwriting sample that would be used in a comparison
 3. Skills – Trees and Forests
 - Identify the type, shape and margin of a given leaf

Areas of Strengths

1. Knowledge – Trees and Forests
 - Determine where the energy that drives the nutrient cycle comes from
 - Recognize one of the products of photosynthesis
2. Skills – Trees and Forests
 - Infer an environmental factor that limits the growth of plants in the underbrush of a forest
3. Skills – Sky Science
 - Indicate the length of time it takes for the Earth to rotate a certain degree
4. Knowledge – Evidence and Investigation
 - Identify the correct classification of given fingerprints
5. Skills – Evidence and Investigation
 - Evaluate a crime scene diagram and identify an observation that can be made from the diagram
6. Skills – Aerodynamics and Flight
 - Infer the reason for differences in force of drag experience by two different aircraft
7. Knowledge – Aerodynamics and Flight
 - Recognize that the flaps of an airplane are used to increase drag
 - Recognize the characteristics of air that allow a solar kite to generate lift
8. Skills – Inquiry and Problem Solving

- Evaluate a problem associated with a parachute design to determine a possible solution
- Make an inference regarding the best location to find a particular piece of evidence at a crime scene
- **Strategies**
 - Increase number of experiments conducted in the classroom.
 - Include higher level thinking questions associated with experiments.
 - Incorporate the scientific process throughout all science units.
 - Use star charts and stellarium to predict constellation movements. (rotation & revolution).
 - Use Venn diagrams and dichotomous keys to categorize the characteristics of trees.
 - Increase hands-on exposure to tree leaves and needles.
 - Sort and analyze handwriting samples with different characteristics.

Social Studies

- **Area of Improvement**
 - There were no questions in which our students were below 5% of the provincial average.
- **Strengths**
 1. Knowledge and Understanding – Democratic Principles
 - Identify a freedom in the Canadian Charter of Rights and Freedoms
 2. Skills and Processes – Democratic Principles
 - Identify the right from the Canadian Charter of Rights and Freedoms being demonstrate by a speaker
 - Analyze facts to determine features of direct democracy
 - Interpret facts to determine the rights of citizens of an unidentified country
 - Analyze facts to compare similarities between an country and Ancient Athens
 3. Knowledge & Understanding – Local & Provincial Government
 - Recognize a responsibility of the lieutenant governor
 4. Skills & Processes – Local & Provincial Government
 - Recognize an activity in the election process
 - Synthesize source information to select

Strategies

- Continue to differentiate instruction and lessons for the curriculum, to allow students to experience the concepts first-hand.
- Outcome based learning more important than topic-based.
- Continue to allot enough time for adequate review and preparation for PATs.

Language Arts

Areas of Improvement

Although we are pleased with our overall results, we will continue to strive to improve our results of student scoring the Standard of Excellence in narrative writing.

1. Text Organization; Informational
 - Recognize an author's use of a word in an informational article

Areas of Strength

1. Ideas and Details; Informational:
 - Identify a key detail in an informational article
2. Ideas and Details; Narrative/Poetic:
 - Analyze key details to determine a character's feelings in an excerpt from a novel
 - Infer the relationship between the actions of a character and the character's feelings in a poem
 - Identify a key detail in an excerpt from a novel
3. Text Organization; Informational
 - Infer the author's purpose for using questions in the introduction of an informational article
4. Text Organization; Narrative/ Poetic
 - Recognize a literary technique (onomatopoeia) used in a cartoon
 - Identify figurative language (simile and alliteration) in an excerpt from a novel

5. Associating Meaning; Informational
 - Identify the explicit meaning of a word in a phrase in an informational article
6. Associating Meaning; Narrative/ Poetic
 - Determine the contextual meaning of a quotation in a cartoon
 - Identify the connotative meaning of a phrase in a poem
 - Identify the word in an excerpt from a novel
 - Identify figurative language (simile) in an excerpt from a novel
7. Synthesizing Ideas; Informational
 - Integrate information to identify the main idea of a paragraph in an informational article
8. Synthesizing Ideas; Narrative/ Poetic
 - Integrate information to identify the main idea of a paragraph in an informational article
 - Synthesize information to identify the main idea in an excerpt from a novel
 - Identify a key detail in a cartoon
 - Identify challenges faced by the character throughout a cartoon
 - Integrate information to draw a conclusion about a character in a cartoon

Strategies

- Using novels, short stories, informational articles and poems, we will have students practice more use of contextual clues to arrive at better character understanding and meaning of words.
- Develop a bank of practice readings to determine meanings through context.

Provincial Achievement Test Results Course Summary

Please find the Provincial Achievement Test Results as compared to the province of Alberta below. G.S. Lakie scored above the provincial average in all subject areas in both the acceptable standard and standards of excellence. Congratulations to students, parents and teachers for your hard work and great support!

		G.S. Lakie Middle School		Alberta		2010 Difference
Subject	Standards %	2010 Results	2007-2009 Average	2010 Results	2007-2009 Average	
English Language Arts 6	Acceptable Standard %	94.1	90.1	91.8	90.4	2.3% Above Average
	Standard of Excellence %	26.1	22.0	20.8	22.2	5.3% Above Average
Mathematics 6	Acceptable Standard %	87.0	82.7	84.2	83.3	2.8% Above Average
	Standard of Excellence %	19.7	15.3	18.7	17.4	1.0% Above Average
Science 6	Acceptable Standard %	86.5	85.3	84.8	84.6	1.7% Above Average
	Standard of Excellence %	32.7	28.8	29.2	28.2	3.5% Above Average
Social Studies 6	Acceptable Standard %	86.0	n/a	78.6	n/a	7.4% Above Average
	Standard of Excellence %	27.9	n/a	18.2	n/a	9.7% Above Average