

# G.S. Lakie Middle School



## 2018/19 Three Year Education Plan and 2017/18 Results Report

### **Vision Statement**

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

### **Mission Statement**

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

[www.lethsd.ab.ca](http://www.lethsd.ab.ca)

## Lethbridge School District Priority: Achievement.

### PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

### Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

### Strategies

- Implement the Generative Dialogue and Inquiry-Based professional learning model to support growth in the new Teacher Quality Standards and provide embedded time for teachers to explore their areas of interest.
- Continue a school-wide focus for professional learning on building foundational knowledge of First Nations, Metis and Inuit history and culture, and infusing it into regular classroom curricula.
- Continue the growth and development of an FNMI Youth Mentorship Program in partnership with the University of Lethbridge.
- Continue intentionality in whole-school celebrations of Indigenous culture; for example, hosting Orange Shirt Day and Rock Your Mocs, and raising a Blackfoot flag at Lakie.
- Mentor our FNMI Liaison, Crystal Crosschild, and access her expertise.
- Identify specialist teachers to implement small-group literacy and numeracy intervention for students identified by their core teachers.
- Continue to use the Scholastic Reading Inventory as a screening tool for literacy, and implement the use of the MIPI tool as a new screening assessment for numeracy.
- Continue to access District Lead teachers for support as needed, with a new focussed partnership between our Math teachers and Jen Giles.
- Introduce students to myBlueprint as an effective tool to reflect on their attributes as learners and to begin exploring future career possibilities.
- Include support staff in school-based PL, as well as weekly collaborative meetings with the LST; support outside opportunities for professional learning.
- Partner with Ever Active Schools as one of three schools chosen in the district to begin a Physical Literacy Program, with a focus on infusing Indigenous culture into physical literacy at Lakie.

## Lethbridge School District Priority: Innovation

### OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

### Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

### Strategies

- Implement a timetable allowing teachers to teach within their specialties, thus supporting high-quality programming.
- Implement a timetable that focusses on true teaching teams, allowing for innovative cross curricular collaboration, a strong sense of community, and a better ability for teachers to develop meaningful relationships with students and effectively support their learning needs.
- Continue to implement mandatory embedded technology tutorials and digital citizenship for all grade 6, 7 and 8 students.
- Provide teachers opportunities to explore new digital tools and applications, including a "tech-tip" corner at each staff meeting.
- Invite and encourage staff sharing of instructional practices that engage students in innovative learning, critical thinking and creativity in order to build a common understanding—during staff meetings, generative dialogue, Wednesday PL time and the district Middle School Day.
- Continue to offer a breadth of option programming which fosters innovative, creative and critical thinking, including a CTF Innovative Design class offered at each grade level that focuses on inquiry and process-based learning.
- Offer a breadth of extra-curricular activities that foster innovative thinking, such as Robotics club, a tech "SWAT" team, fine arts tech crew.

## Lethbridge School District Priority: Inclusion

### OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

### Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

### Strategies

- Continue to infuse the FISH! Philosophy in the Lakie community, fostering a culture of respectfulness and caring.
- Continue to provide students with citizenship/volunteerism opportunities.
- Continue partnership with Big Brothers Big Sisters to support adolescents with the Game On program and Go Girls mentorship program.
- Continue to offer individualized, targeted and universal supports to students through a cohesive Wellness Team.
- Continue to support a G.S.A (Gay-Straight Student Alliance) Positive Spaces group for the Lakie community.
- Expand and revitalize our advisor program, with collaboratively-developed grade-level lessons and intentional, specific topics to be covered.
- Expand our resiliency education program (GRIT) from Grade 6 to Grade 7 and 8.
- Implement a timetable allowing for entire teaching teams to meet weekly to discuss student learning needs, and to attend Learning Team meetings as a whole team.
- Create a Wellness Centre with the intention of providing a safe and welcoming environment that students can access for self-regulation and alternative learning needs.
- Access funding to provide a “grab and go” breakfast program for students.

### School Priority:

#### Outcomes:

- Maintain the culture and integrity of Lakie while embracing new ideas and new directions.

### Performance Measures

- A welcoming, caring school where kids want to be.
- A breadth of programming, both curricular and extracurricular
- A reenergized take on traditional Lakie events, and development of exciting new ones.

### Strategies

- Form strong committees with members who collaborate to plan activities and remain open to new ideas.
- Review the athletics model and how it corresponds to the middle school philosophy.
- Review academic awards and honour roll to better align with middle school philosophy
- Discuss and embrace the current changes at Lakie and continue to explore the opportunities created with the change.

# Accountability Pillar Results



## Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2018 School: 1097 G. S. Lakie Middle School

Measure Category	Measure	G. S. Lakie Middle 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	89.5	87.5	88.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	82.7	83.2	86.0	81.8	81.9	81.7	Very High	Declined	Good
	<a href="#">Education Quality</a>	89.0	83.4	86.4	90.0	90.1	89.9	High	Improved	Good
	<a href="#">Drop Out Rate</a>	0.0	*	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT- Acceptable</a>	78.3	73.0	76.5	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT- Excellence</a>	20.4	18.6	20.9	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma- Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	<a href="#">Diploma- Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	75.0	60.8	68.0	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	77.4	76.5	79.6	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	68.0	69.4	67.7	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	<a href="#">School Improvement</a>	76.3	81.4	81.6	80.3	81.4	80.7	High	Declined Significantly	Issue

## Highlights

- On the Accountability Pillar, we are most proud that students and parents continue to give high marks to Lakie as a Safe and Caring school, and they also rate student learning opportunities with similar enthusiasm.
- Lakie experienced growth in the percentage of students reaching both the Acceptable and Excellence standards on PATs.
- Increased regular attendance by FNMI students.
- Successful fundraising contributing to the future development of outdoor recreational spaces at G.S. Lakie.
- Events that build community (FISH Fridays, Wednesday "Hump Day" breakfast, collaborative times, retreat, re-energized traditional events and the embracing of new ones).
- A shift to continuous, authentic and immediate feedback to parents and students regarding academic progress rather than term-based reporting.

## Challenges to Address

- On the Accountability Pillar, parental involvement was identified as an area of concern. Specifically, a majority of parents indicated they have little to no involvement in decisions at their child's school. This is being addressed with an increase in opportunities for parents to give feedback on issues of significance at the school (for example, laptop initiative, ongoing live reporting).
- As a staff, viewing the reduced size of the school as a new opportunity for growth, rather than a loss.
- Engagement of FNMI students in the overall school community and closing the achievement gap. Conversations have begun to identify strategies specifically geared towards academically engaging our FNMI students (Education is Our Buffalo).