

G.S. Lakie Middle School



2019/20 Three Year Education Plan

and

2018/19 Results Report

Vision Statement

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

Mission Statement

Lethbridge School Division 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

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

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

- Continue to implement the Generative Dialogue and Inquiry-Based professional learning model, provide embedded time for teachers to explore their areas of interest and move the dialogue into deeper individual conversations based on classroom visits.
- Implement school-wide professional learning with a focus on Trauma Informed Practice.
- Continue the growth and development of an FNMI Youth Mentorship Program in partnership with the University of Lethbridge.
- Build upon existing whole school celebrations of Indigenous culture (i.e. Orange Shirt Day & Rock Your Mocs) to support further integration of FNMI culture into daily learning opportunities.
- Continue to prioritize small group literacy and numeracy intervention delivered by teachers in their area of expertise.
- Explore the possibilities of disciplinary literacy – a universal strategy
- Inquire into the prospects of adopting a new literacy screening tool.
- Implement the use of the MIPI tool as a screening assessment for numeracy.
- Continue to access District Lead teachers for support with both literacy and numeracy.
- Include support staff in school-based professional learning (PL), weekly collaborative meetings with Learning Support Teacher (LST), and supporting outside opportunities for PL.

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

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.
- Continue to support embedded technology tutorials and digital citizenship for all grade 6, 7 and 8 students.
- 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.
- 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.
- Embrace new community partnership opportunities to enhance student learning (Career Transitions, Parks Canada, Skills Alberta).
- Offer a breadth of extra-curricular activities that foster innovative thinking, such as Robotics club, a tech "SWAT" team, fine arts tech crew.
- Promote and support the concept of "Thinking Classrooms" amongst staff through Generative Dialogue.

Lethbridge School District Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.

Performance Measures

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

Strategies

- Continue to infuse the FISH Philosophy in the Lakie community, fostering a culture of respect and caring.
- Expand and revitalize our advisor program, with enhanced grade-level lessons and intentional, specific topics to be covered.
- Introduce and implement universal strategies as guided by Shelley Moore.
- Continue partnership with Big Brothers Big Sisters to support adolescents with the Game On program and Go Girls mentorship program.
- Continue to offer universal, targeted, and individualized 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.
- Continue to support our resiliency education program (GRIT) for all grades.
- Continue to develop our Wellness Centre with the intention of providing a safe, welcoming, and inclusive environment that students can access for a wide variety of self-regulation, nutritional, and alternative learning needs.

School Priority:

Outcomes:

- Intentional Universal Support for All Students

Performance Measures

- Development of a support center that all students can access (The Glades)
- Number of teachers accessing the program in an endeavor to support students that are struggling
- Number of students meeting with success in core subjects

Strategies

- The implementation of a universal support center (The Glades)
- The prioritization of an identified LST specializing in universal supports for struggling students
- Utilization of our LST to provide various supports including push-in and pull-out targeted programs
- Enhance our LST's knowledge of: Level B Testing, ISP supports, coordination of meetings, etc.
- Reflecting upon growth and celebrating successes created through the use of The Glades – formally and informally.

Accountability Pillar Results



Accountability Pillar Overall Summary
3-Year Plan - May 2019
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	Safe and Caring	86.8	89.5	88.3	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	86.9	82.7	84.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	88.6	89.0	86.4	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	73.0	76.5	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.4	18.6	20.9	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	75.3	75.0	67.5	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	77.8	77.4	78.5	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	65.9	68.0	68.0	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	69.2	76.3	79.4	81.0	80.3	81.0	Low	Declined Significantly	Concern

Highlights

- On the Accountability Pillar, we continue to receive positive ratings in regards to Lakie being a Safe and Caring school.
- Our breadth and depth of programming also continues to be an area of strength for our community.
- Lakie maintained Acceptable and Excellence standards on Provincial Achievement Tests.
- Another successful annual fundraising campaign was dedicated to enhancing programs accessed by all students in multiple areas (microphones, band uniforms, event tents, microwaves, etc.)
- Events that build community (FISH Fridays, Wednesday “Hump Day” breakfast, collaborative time, staff retreat, re-energized traditional events and embracing new ones).
- Initiate collaboration with other middle schools to intentionally enhance performing arts programming beyond our own Lakie community (Rockin’ for the Red Cross).

Challenges to Address

- On the Accountability Pillar, parental involvement continues to be an area of concern. Efforts have been made to increase opportunities (survey availability during interview time, monthly encouragement to attend School Council Meetings, Social Media presence) and will continue to be explored.
- During School Council Meetings parents provide input and actions are taken on various items, unfortunately the number of parents attending meetings is typically less than ten.
- Continuing to maintain current programming despite decreased enrollment and staffing.
- Aging building and equipment in the areas of technology, shop, athletics and performing arts.
- Engagement of FNMI students in the school community and closing the achievement gap.