

G.S. Lakie Middle School



2020/21 Three Year Education Plan and 2019/20 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.

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 have a focus on Inquiry Based Professional Learning with expectations and time built into our embedded PL schedule for teachers to work collaboratively on projects impacting improved pedagogy in the classroom.
 - Generative dialogue scheduled monthly between administration and collaborative groups to enhance deeper discussion.
- Restructured Wednesday PL schedule to provide clarity and focus on areas of growth.
- Implement school-wide professional learning with a focus on Thinking Classrooms.
- Implement ongoing PL with a focus on building teacher capacity addressing the needs during a pandemic and beyond.
- *Continue the growth and development of an FNMI Youth Mentorship Program in partnership with the University of Lethbridge.*
- Continue to foster the growth of disciplinary literacy as a universal strategy.
- Adopting and implementing Fountas and Pinnell as a literacy assessment tool.
 - Training all staff on how to administer F&P assessments.
 - Implementation of a literacy and numeracy strategies resource binder for all staff.
- Continued use of the MIPI tool as a screening assessment for numeracy.
- Integrate targeted literacy and numeracy interventions into our FISHology time.
- 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.
- Creation of both literacy and numeracy committees to provide direction for these initiatives in the school.

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

- Continue to support embedded technology tutorials for staff and students.
- Built time into our schedule for our tech team to support staff.
- Digital citizenship programming built into FISHology time 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.
- *We will 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 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 with sharing of ideas at monthly staff meetings.
- Offering online clubs to provide opportunities for students to pursue passions and explore new opportunities.
- Seek opportunities to utilize technology as a method to showcase events that engage our school community and beyond.

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. With Covid we are finding creative ways to continue this endeavor.
- Re-structured advisor program (FISHology) to incorporate a broader scope of initiatives.
- Introduce and implement a universal strategies resource binder to guide staff in differentiation and inclusion in the classroom.
- *Continue partnership with Big Brothers Big Sisters to support adolescents with the Game On program and Go Girls mentorship program.*
- Enhancing relationships with community stakeholders; SRO's, Helen Schuler, Front Line Workers, Feeder Schools, etc.
- 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.*
- Build upon existing whole school celebrations of Indigenous culture (i.e. Orange Shirt Day, Treaty 7 Day, Rock Your Mocs, etc.) to support further integration of FNMI culture into daily learning opportunities.
- Introduced collaborative meetings for each grade level into our regular Wednesday PL schedule.
- Integrated ELL and Learning Support students into mainstream classes to enrich educational experience and improve social context.
- Ensuring our online learners are equally involved in our school community as in-person learners.
- Celebrating diversity and creating awareness of social issues in society through a rotation of displays in our foyer.
- Utilizing social media platforms to effectively communicate with our school community.

School Priority:

Outcomes:

- Building capacity of staff to better meet the needs of our diverse learners

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

- Continuing to timetable for and implement a student support center (The Glades).
- Integrating targeted and individualized supports with built in LST time in the areas of literacy, numeracy, and core subjects.
- PL time dedicated to building capacity with all staff in the areas of ISP's, benchmarking, F&P and SIVA.
- Creation of a resource binder that provides strategies for differentiating in the classroom to better meet the needs of diverse learners.
- Including our Wellness team and EA's into our grade level collaborative meetings each week.
- Wednesday PL time schedule that supports our PL plan and school initiatives.

Accountability Pillar Results



Accountability Pillar Overall Summary
3-Year Plan - May 2020
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	87.5	86.8	87.9	83.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	83.6	86.9	84.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	86.0	88.6	87.0	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	*	0.0	0.0	2.7	2.6	2.7	*	*	*
	High School Completion Rate (1 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	80.3	78.3	76.6	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	27.8	20.4	19.8	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.6	75.3	70.4	84.1	83.0	82.7	High	Improved	Good
	Citizenship	77.0	77.8	77.2	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	81.6	65.9	67.8	81.8	81.3	81.2	High	Improved	Good
Continuous Improvement	School Improvement	73.3	69.2	75.7	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

Highlights

- On the Accountability Pillar, we continue to receive positive ratings regarding 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 had very high levels of Acceptable and Excellence standards on Provincial Achievement Tests.
- We revamped our annual fundraising campaign this year and did very well despite being limited in our mode of delivery. Money will be 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, re-energized traditional events and embracing new ones).
- Celebrating staff helping staff to adequately deliver curriculum in on online capacity
- Teachers willing to take on new teaching assignments to meet demands in the school during Covid
- Establishing creative ways to continue to offer exposure to PE related and supplementary/option types of activities
- Data from the survey suggests Lakie is doing a great job of preparing our students for the work force
- A concern from last year’s survey was parental involvement which showed significant improvement in all three areas.
- Continuous improvement is an area that also levelled out on the survey from last year. Last year this category showed concerning results in all three areas, but this year levelled off.
- Increased social media presence to increase engagement of families.

Challenges to Address

- On the Accountability Pillar, citizenship seems to be an area that showed a decrease. This will be an area of focus for 2020/21
- 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.
 - Parental involvement was a concern last year, so even with growth this year, we will continue to focus on this area.
- 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.
- Went from a five-member wellness team to two members and still trying to meet the needs of students.