

# G.S. Lakie Middle School



## 2021 /22 Assurance Plan

School Vision Statement

**School Mission Statement**



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



# ASSURANCE PLANNING

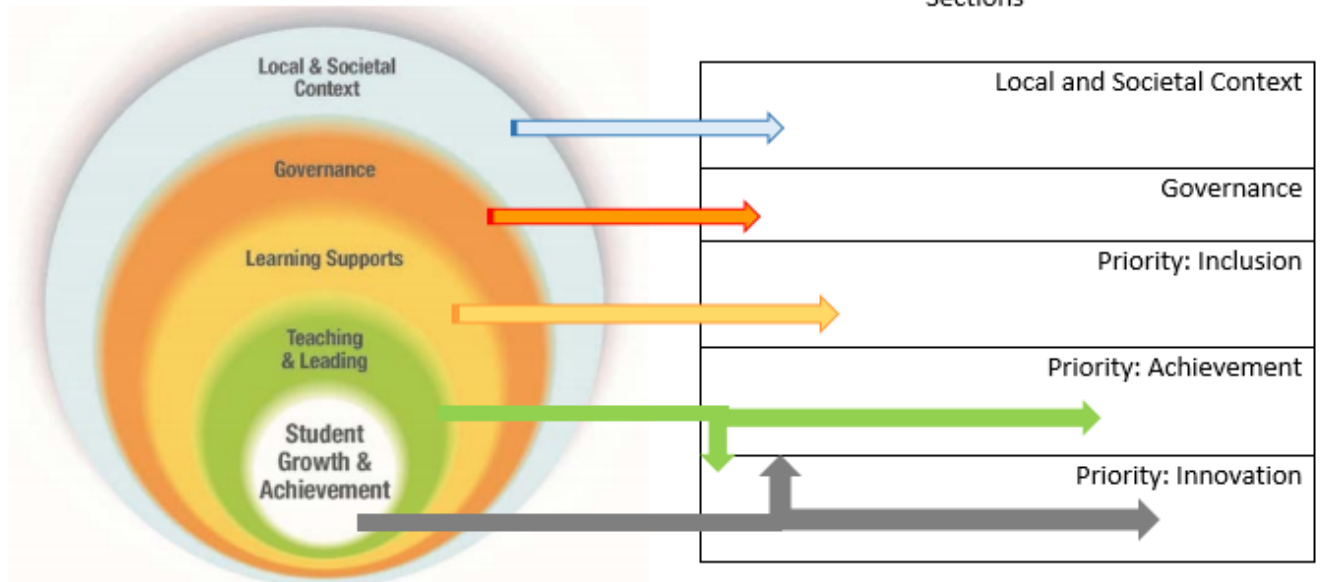
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

G.S. Lakie is a middle school of approximately 500 students on the west side of Lethbridge, Alberta. West Lethbridge is a young and vibrant area of the city with many new developments and many young families. Our population is diverse in regards to our socioeconomic spectrum. G.S. Lakie was the only middle school in West Lethbridge until three years ago when Senator Joyce Fairbairn Middle School opened. A split of our student population occurred and the demographics of our school changed as a result. Some of the more affluent communities in West Lethbridge were no longer zoned for Lakie and our numbers at Lakie have been stagnant since the split. Our hope is to see growth in this capacity as neighboring communities continue to develop.

## 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.
- Data from the survey suggests Lakie is doing a great job of preparing our students for the work force
- Events that build community (FISH Fridays, embedded collaborative time, a revitalization of our FISH philosophy).
- Celebrating staff helping staff to effectively use Microsoft Teams which assists in adequately delivering curriculum in on online capacity
- Increased social media presence

## CHALLENGES

- Continuing to maintain current programming despite enrollment and staffing
- Moving from a five-member Wellness Team to two, while still striving to meet the needs of a diverse learning community

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Student Growth and Achievement

### OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

## Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes  
 Provincial Assurance Survey measure of citizenship  
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement practices that foster divergent mathematical thinking and a deep understanding of number sense	<ul style="list-style-type: none"> <li>- Building Thinking Classroom routines in Mathematics—Peter Liljedahl</li> <li>- Graham Fletcher—Building Facts Fluency</li> <li>- Foundational Skills Interview</li> <li>- Michaela Demers (Division Lead Teacher)</li> </ul>	<ul style="list-style-type: none"> <li>- MIPI assessment and analysis of results—Sept./Oct.</li> <li>- Rich Tasks</li> <li>- Number Talks</li> </ul>	<ul style="list-style-type: none"> <li>- MIPI results—post assessment (following year)</li> <li>- Utilization of the Graham Fletcher math kits</li> <li>- teachers utilizing the Foundational Skills Interview to identify gaps in learning</li> </ul>
Infusing literacy as an interdisciplinary approach	<ul style="list-style-type: none"> <li>• “This is Disciplinary Literacy” by Releah Cossett Lent</li> <li>• Division lead teacher (Bev Smith)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a small cross-curricular committee that will utilize additional PL time to lead a school-wide literacy implementation</li> <li>• Use the Lethbridge Herald as a daily resource to supplement other online resources</li> <li>• Staff sharing of strategies during monthly staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased implementation of literacy in classes outside of traditional language arts</li> </ul>
Providing a well-rounded educational experience during a COVID year	<ul style="list-style-type: none"> <li>• The Return to School LSD Pandemic Plan</li> <li>• Executive Council</li> <li>• Lakie options team</li> <li>• Effective use of Microsoft Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Option opportunities for students</li> <li>• Guest instructors in a virtual and in-person capacity</li> <li>• Implementation of a full timetable</li> <li>• Multi-disciplinary clubs and athletics program</li> </ul>	<ul style="list-style-type: none"> <li>• Students exposed to diverse programming</li> <li>• Increased participation rates</li> <li>• Increased staff involvement with providing opportunities for students outside of regular class time</li> </ul>
Develop well-rounded students; social/emotional, mental, physical well-being	<ul style="list-style-type: none"> <li>• Health curriculum</li> <li>• Wellness team</li> <li>• Guest speakers (Ted Emmett, Cameron Hughes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated PE team to deliver health and PE curriculum</li> <li>• Part of our daily advisor time dedicated to delivering wellness lessons</li> <li>• Monthly grade level collaborative meetings</li> <li>• Weekly admin/counselling meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Student data from Tell Them From Me survey</li> <li>• Feedback from our monthly grade level collaborative meetings</li> <li>• Success stories as shared at our weekly admin/counselling meetings</li> </ul>

## DIVISION PRIORITIES

### Inclusion

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Learning Supports

### OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

## Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports and services

Goal	• Study/Resources	Strategies	Measures
Build upon existing whole-school celebrations of Indigenous culture	<ul style="list-style-type: none"> <li>• Jenna Jewison</li> <li>• Wellness Team (Fay Coleby &amp; Jennifer Melting Tallow)</li> <li>• John Chief Calf</li> <li>• Indigenous Education Teacher Rep</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Blackfoot greeting to start morning announcements</li> <li>• Blackfoot land acknowledgement mural in our foyer</li> <li>• Recognizing and celebrating Orange Shirt Day, Treaty 7 Day, Rock Your Mocs, National Truth &amp; Reconciliation Day, and Indigenous Day</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance and student engagement of our Indigenous students</li> <li>• Increased awareness and recognition of entire school body</li> <li>• Ability of staff to integrate Indigenous culture into lessons</li> </ul>
Continue to infuse and engrain the FISH philosophy with all school stakeholders	<ul style="list-style-type: none"> <li>• Newly formed FISH committee</li> <li>• FISH philosophy resources</li> <li>• Guest speakers that support our FISH philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Formed a new FISH committee in the spring of 2021 to start a review and planning for the 2021-22 school year</li> <li>• School garb to advertise and brand the FISH philosophy (shirts, decals, branding around the school, etc.)</li> <li>• New installation of FISH boulder bearing the four pillars of FISH philosophy</li> <li>• "Caught You" recognition cards</li> </ul>	<ul style="list-style-type: none"> <li>• Student citizenship</li> <li>• Student interaction</li> <li>• Staff engagement</li> <li>• Student ability to acknowledge the four pillars of FISH philosophy</li> <li>• Staff continue to find ongoing entry points of the FISH philosophy</li> </ul>
Increase differentiation and inclusion in the classroom	<ul style="list-style-type: none"> <li>• Division Lead Teachers</li> <li>• Christie Archer</li> <li>• Kate Waldie</li> <li>• Behavior Support Specialists—Erin Vogel</li> <li>• LST—Frank Lowe &amp; Tavis Newman</li> </ul>	<ul style="list-style-type: none"> <li>• Build capacity of staff to complete own benchmarking</li> <li>• Creation of a universal, targeted and individualized strategies binder</li> <li>• Built in collaborative grade level meetings</li> <li>• Providing release time for staff to complete F&amp;P assessments</li> <li>• Communicating ISP's of students with EA's</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers able to complete own benchmarking to create student baselines</li> <li>• Classroom teachers completing their own F&amp;P assessments</li> </ul>
Successfully integrating ELL and Learning Support students in to the mainstream classroom on a daily basis	<ul style="list-style-type: none"> <li>• Melanie Bergman—ELL teacher</li> <li>• ELL specialists within the Division</li> <li>• Frank Lowe—LST teacher</li> <li>• Option Teachers</li> <li>• Universal supports binder that we created for teachers this year</li> </ul>	<ul style="list-style-type: none"> <li>• Built in PL time throughout the year (August to June)</li> <li>• Staff sharing in monthly staff meetings</li> <li>• Monthly grade level collaborative meetings</li> <li>• Benchmarking &amp; ISP's completed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• ELL and LS students feel safe and are engaged in the mainstream classrooms</li> <li>• Teachers are differentiating to meet students where they're at</li> <li>• Regular reflection of ISP's and benchmarks; adjustments made accordingly</li> </ul>

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> <li>• Inquiry Based Professional Learning templates</li> <li>• TQS</li> </ul>	<ul style="list-style-type: none"> <li>• Time scheduled for collaborative groups and individual work time</li> <li>• Generative dialogue scheduled with admin</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engagement</li> <li>• Observable change in instructional practice</li> </ul>
School professional learning plan will center on the development of: Thinking Classroom routines	<ul style="list-style-type: none"> <li>• Ron Ritchhart</li> <li>• Peter Liljedahl</li> <li>• Staff sharing with staff</li> <li>• Professional Learning committee</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concepts of Thinking Classrooms to staff to provide foundation to the concept</li> <li>• Staff sharing of routines used in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of Thinking Classroom routines within our school</li> <li>• Increased student engagement</li> <li>• Increased willingness of staff to share successful practices</li> </ul>
Continue to build capacity of all staff in order to meet learning needs of our diverse population	<ul style="list-style-type: none"> <li>• Universal Strategies Binder</li> <li>• Christie Archer</li> <li>• LSD Literacy/Numeracy Lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity of our school-based PL days over the past couple years</li> <li>• Implementation of various strategies from our Universal Strategies binder</li> <li>• Continuing to update the Universal Strategies binder</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers using Universal Strategies binder to help support students</li> <li>• Inclusion of diverse learners in mainstream classrooms</li> <li>• Increased student engagement</li> </ul>

## School Goal or Inquiry

In what ways can we help build the capacity of staff to better meet the needs of our student population (academically and socially/emotionally)?

**Possible Resources:** Christie Archer, Fountas & Pinnell, MIPI, John Chief Calf, Ron Ritchhart, Graham Fletcher, Peter Lijledahl, Michaela Demers, Bev Smith, Thinking Pathways website, staff sharing

Strategies	Timeline	Indicators of Success
October PL focusing on Thinking Classrooms, literacy, numeracy	October 12-14; Ongoing entire 2021/22 school year	Implementation of Thinking Classroom strategies
MIPI to inform instruction in math classes	September 2021	Implementation of manipulatives to help support learning
Comprehensive participation in Graham Fletcher PL session on math facts	Introduced October 12, 2021; ongoing throughout 2021/22 school year	Use of Building Math Fluency kits
Classroom teachers utilizing Fountas and Pinnell assessments to support benchmarking	September to June, 2022	Differentiation occurring within classrooms to meet the needs of ELL learners
Continue to infuse various Indigenous activities, acknowledgments and celebrations, while encouraging staff to include these	September to June, 2022	Teachers and community move from the initial phase of understanding to a more seamless implementation.

## School Reserves

Total estimated reserves as of **Aug. 31, 2021**: \$ \_\_\_\_\_

<b>Planned use of reserves</b>	
1. Staffing	\$30,000
2. Evergreening of performing arts equipment	TBD—Remainder of funds
3.	\$
4.	\$
<b>Total</b>	\$

## School Generated Funds

Fund balance estimate as of **August 31, 2021**: \$230,000

<b>Funds are carried over for:</b>	
Grounds enhancement project	\$140,000
Athletics equipment and apparel	\$12,500
Yearbook	\$7000
Off-campus activities	\$5000
Revitalization of our FISH philosophy	\$8000
School poverty intervention fund	\$7500
Fine Arts productions	\$20,000
Evergreening fine arts equipment	\$30,000