

G.S. Lakie Middle School



2022/23 Assurance Plan

School Vision Statement

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

Division 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.



gsl.lethsd.ab.ca



ASSURANCE PLANNING

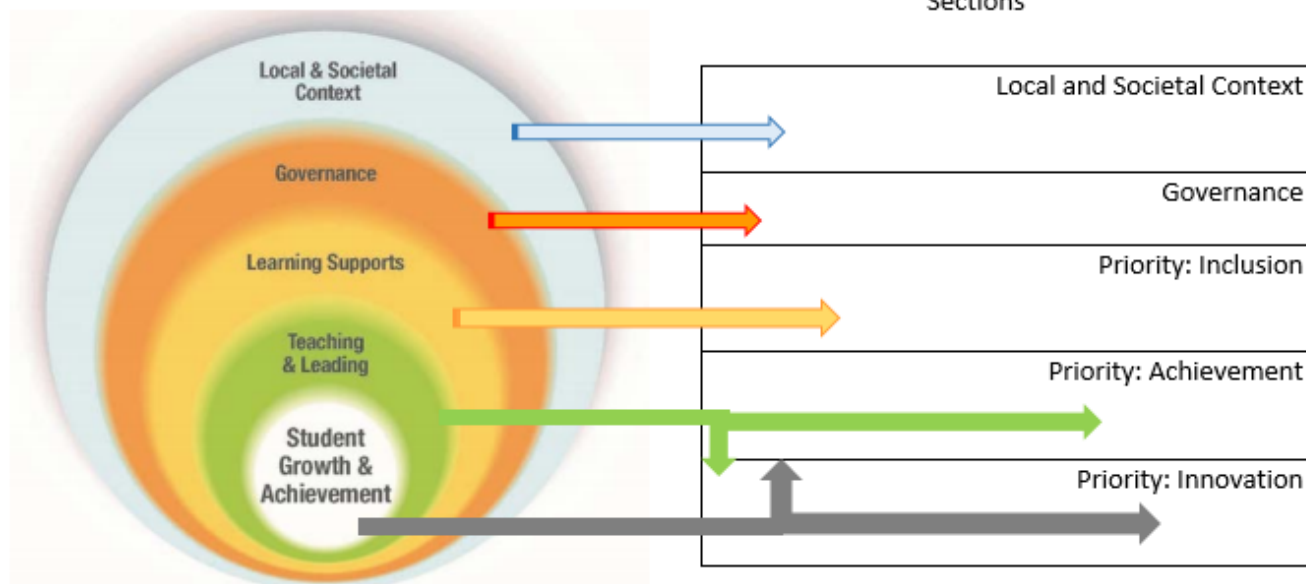
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are threaded through 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 four years ago with the opening of Senator Joyce Fairbairn Middle School. A split of our student population occurred and the demographics of our school changed as a result. Our hope is to see growth in this capacity as neighboring communities continue to develop, we begin our Spanish enrichment program, and our numbers grow with our Limited Formal Schooling program.

Strengths:

- Vibrant fine arts program
- Stable and experienced staff with diverse expertise
- Rich history with a foundation centering around the FISH philosophy

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.
- Events that build community (FISH Fridays, embedded collaborative time, a revitalization of our FISH philosophy).
- Increased communication platforms with parents, students, and community
- Continued Fine Arts programming via options offerings and extra-curricular activities

Challenges:

- Continuing to maintain current programming despite enrollment and staffing
- Meeting the increasing needs of learners with only two Wellness team members
- Decreased support in classrooms, while student needs increase and become more diverse
- Lack of training for high needs and at risk students.

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.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of learning engagement
 High School Completion

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"> - Building Thinking Classroom routines in Mathematics—Peter Liljedahl - Graham Fletcher—Building Facts Fluency - Foundational Skills Interview - Michaela Demers (Division Lead Teacher) 	<ul style="list-style-type: none"> - MIPI assessment and analysis of results—Sept./Oct. - Rich Tasks - Number Talks 	<ul style="list-style-type: none"> - MIPI results—post assessment (following year) - Utilization of the Graham Fletcher math kits - teachers utilizing the Foundational Skills Interview to identify gaps in learning
Infusing literacy as an interdisciplinary approach	<ul style="list-style-type: none"> • “This is Disciplinary Literacy” by Releah Cossett Lent • Division lead teacher (Jodie Babki) 	<ul style="list-style-type: none"> • Continue to utilize a cross-curricular committee that will help establish a school-wide literacy implementation • Use the Lethbridge Herald as a resource to supplement other online resources • Staff sharing of strategies during monthly staff meetings 	<ul style="list-style-type: none"> • Increased implementation of literacy in classes outside of traditional language arts • Utilization of school LST to support needs of students
Communication with home and outside of the school setting	<ul style="list-style-type: none"> • Effective use of Microsoft Teams • Consistent online presence and resources • Maintaining adequate and timely reporting in PowerSchool 	<ul style="list-style-type: none"> • Social Media • Gator Gab • Regularly updated school website • Emails and utilization of school messenger 	<ul style="list-style-type: none"> • Timely reporting in PowerSchool • Parent and community engagement • Assurance Survey results
Develop well-rounded students; social/emotional, mental, physical well-being	<ul style="list-style-type: none"> • Health curriculum • Wellness team • Guest speakers 	<ul style="list-style-type: none"> • Dedicated PE team to deliver health and PE curriculum • Part of our daily advisor time dedicated to delivering wellness lessons • Monthly grade level collaborative meetings • Weekly admin/counselling meetings 	<ul style="list-style-type: none"> • Student data from Tell Them From Me survey • Feedback from our monthly grade level collaborative meetings • Success stories as shared at our weekly admin/counselling meetings

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

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"> • Inquiry Based Professional Learning templates • TQS 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups and individual work time • Generative dialogue scheduled with admin 	<ul style="list-style-type: none"> • Staff engagement • Observable change in instructional practice
School professional learning plan will center on the development of best practices	<ul style="list-style-type: none"> • "Fostering Resilient Learners" school wide book study • Ron Ritchhart & Peter Liljedahl • Staff sharing with staff • Professional Learning committee 	<ul style="list-style-type: none"> • Introduction of trauma informed practices to help understand the needs of students • Staff sharing of thinking routines used in classrooms • Reinforcement of the UDL model 	<ul style="list-style-type: none"> • Increased understanding regarding the impacts of trauma • Multiple entry points for student learning • Increased student engagement
Continue to build capacity of all staff in order to meet learning needs of our diverse population	<ul style="list-style-type: none"> • Universal Strategies Binder • Christie Archer • LSD Lead teachers • Guest speakers 	<ul style="list-style-type: none"> • Continuity of our school-based PL days • Implementation of various strategies from our Universal Strategies binder • Continuing to update and utilization of the Universal Strategies binder • Dyads at all grade levels 	<ul style="list-style-type: none"> • Collaboration among colleagues to meet learning needs of students • Inclusion of diverse learners in mainstream classrooms • Increased student engagement

School Goal or Inquiry

Note—this section will be completed in the fall and plan updated by October 1, 2022

Possible Resources:

Strategies	Timeline	Indicators of Success
PL focusing on developing a school-wide understanding of trauma informed practice	Ongoing entire 2022/23 school year	Staff to be more mindful of environmental factors that contribute to the learning needs at school.
MIPI to inform instruction in math classes	September 2021; initial testing Ongoing; referenced remainder of year	Decreased gaps in student learning in areas of need through the use of: Building Math Fluency kits, Foundational Skills interview, numeracy pull-out support, numeracy option offerings
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 learnings within their instruction	September to June, 2022	Teachers seamlessly integrate Indigenous ways of knowing in a culturally respectful fashion within their classroom and in the school as a whole.

School Reserves

Total estimated reserves available for use in 2022-23:

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

School Generated Funds

Fund balance estimate for the 2022-23 school year:

Funds are carried over for:	
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