

# G.S. Lakie Middle School



## 2023/24 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.



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



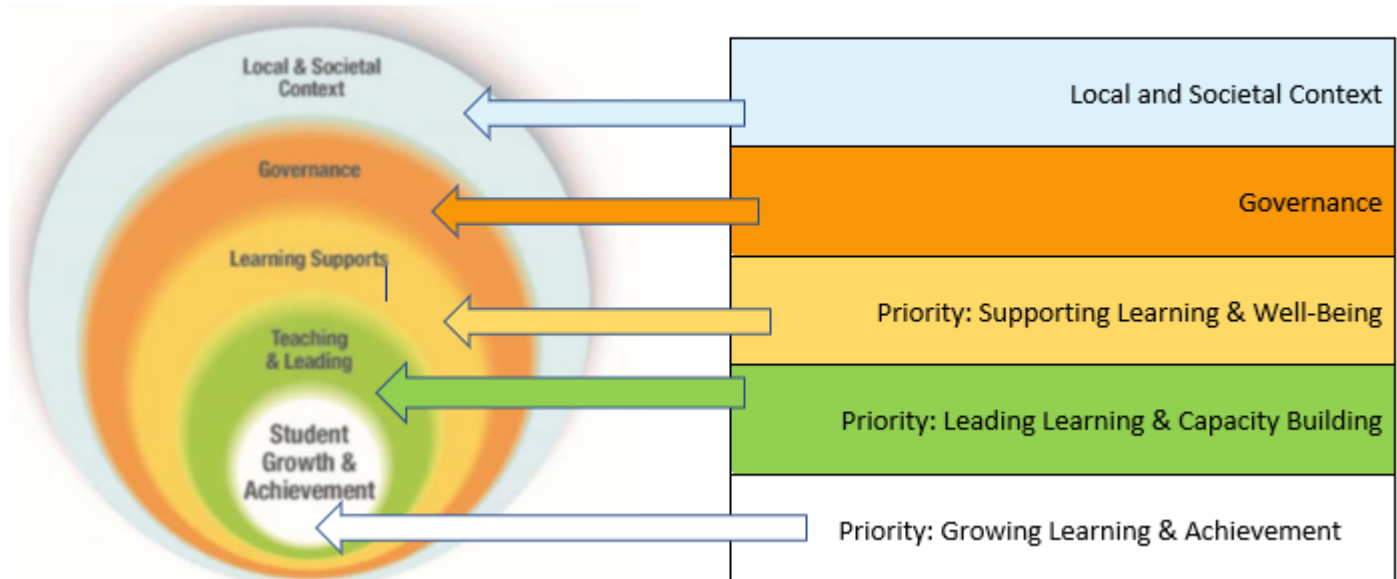
# ASSURANCE PLANNING

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.

## ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



## SCHOOL CONTEXT

G. S. Lakie is a middle school comprised of a diverse community with approximately 515 students and 46 staff serving grades 6 to 8. The school is situated on the west side of Lethbridge and draws students from a broad range of socioeconomic and cultural backgrounds. The student population is comprised of approximately 11% English as an Additional Language, 11% Indigenous students, and 10% students who have an integrated special education program. Lakie is also the middle school providing a new Spanish Bilingual program to students who have gone through an elementary program for the past seven years.

### Strengths:

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

### Highlights:

- Lakie added the Spanish Bilingual program in September of 2022 and will see this grow over the next few years.
- Events that build community (FISH Fridays, embedded collaborative time, parent engagement activities, utilization of common spaces within our building).
- Increased communication with stakeholders through a variety of platforms
- Extensive 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 PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

### Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.  
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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

Goal	Strategies	Resources	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>- Foundational Skills Interview</li> <li>- Utilize Division Lead Teacher supports</li> <li>- Cross-graded numeracy support teachers</li> <li>- Wednesday PL time to include subject specific collaborative opportunities</li> <li>- Intentional infusion into advisor time</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> <li>- “Math for Life” option classes</li> <li>- Targeted numeracy intervention classes</li> </ul>	<ul style="list-style-type: none"> <li>- MIPI results—post assessment (following year)</li> <li>- Utilization of Fact Fluency Kits</li> <li>- utilizing the Foundational Skills Interview to identify gaps in learning</li> </ul>
Infusing literacy as an inter-disciplinary approach	<ul style="list-style-type: none"> <li>• Division lead teacher (Jodie Babki)</li> <li>• Wednesday PL time to include subject specific collaborative opportunities</li> <li>• Look at F+P results of incoming students</li> <li>• Intentional infusion into advisor time</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to utilize a cross-curricular committee that will help establish a school-wide literacy implementation</li> <li>• Use the Lethbridge Herald as a resource to supplement other online resources</li> <li>• Reading and Writing Strategies book—Jennifer Serravallo</li> <li>• Rime Magic, reading intervention program—Sharon Zinke</li> <li>• Haggerty Phonics Program</li> </ul>	<ul style="list-style-type: none"> <li>• Increased implementation of literacy in classes outside of traditional language arts</li> <li>• Utilization of school LST to support needs of students</li> <li>• Improvement in written Part A, and across all subject results</li> </ul>
Reducing barriers to student engagement	<ul style="list-style-type: none"> <li>• Programming of LST time to provide a SAIC room to address diverse and unique learning needs</li> <li>• Utilization of skilled Wellness Team</li> <li>• Implementation of new cell phone policy</li> <li>• Building capacity with Trauma Informed Practice.</li> <li>• Weekly Admin counselling meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Team</li> <li>• Jen Day and Jim Kerr</li> <li>• LST staff</li> <li>• Trauma informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement in the classroom</li> <li>• Increased attendance</li> <li>• Bridging the gap between home and school communication</li> </ul>
Creating an inclusive environment where students of all backgrounds and cultures feel welcome	<ul style="list-style-type: none"> <li>- Targeted groups (i.e. Indigenous Leadership, Positive Spaces, Chess club, etc.)- Guest speakers</li> <li>- Use of morning announcements to incorporate a variety of languages</li> <li>- Host student round tables</li> <li>- Highlight important dates on the Division’s multicultural calendar</li> <li>- Hosting and supporting events that provide a multicultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness team, Sheridan Mustard</li> <li>• LFS</li> <li>• Joel Tailfeathers and the LSD Indigenous Education team</li> <li>• Saajan Sapkota, Carmen Carvalho</li> <li>• LSD multicultural calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Student data from the Our School Survey</li> <li>• Feedback from our monthly grade level collaborative meetings</li> <li>• Success stories as shared at our weekly admin/counselling meetings</li> <li>• Feedback from student round tables</li> </ul>

## DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

### Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

### Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Build capacity in understanding how to support students with diverse needs	<ul style="list-style-type: none"> <li>- Bring in guest speakers to share expertise</li> <li>- Collaborate with LSD Lead teachers</li> <li>- F&amp;P assessments completed by classroom teachers</li> <li>- Revamping use of LST model to support diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>- Continuity of our school-based PL days—Trauma Informed Practice</li> <li>- “Fostering Resilient Learners” book staff book study</li> <li>- Use of Laserfiche and Dossier</li> <li>- GSL Thought Books</li> <li>- Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration among colleagues to meet learning needs of students</li> <li>- Inclusion of diverse learners in mainstream classrooms</li> <li>- Increased student engagement</li> <li>- Use of SAIC room to support learning</li> </ul>
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> <li>- Inquiry Based Professional Learning templates (All staff)</li> <li>- TQS/LQS</li> <li>- Dedicated time during our Wednesday embedded PL schedule</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 pedagogy</li> <li>- Generative dialogue between inquiry groups and admin</li> <li>- Self-initiated professional learning</li> </ul>
School professional learning plan will center on the development of best practices	<ul style="list-style-type: none"> <li>- “Fostering Resilient Learners” school wide book study</li> <li>- Professional Learning committee</li> <li>- Seek opportunities for staff sharing</li> </ul>	<ul style="list-style-type: none"> <li>- Continuation of building capacity in the area of trauma informed practice</li> <li>- Reinforcement of the UDL model</li> <li>- “Smart But Scattered” by Peg Dawson</li> </ul>	<ul style="list-style-type: none"> <li>- Increased understanding of the impacts of trauma on learning</li> <li>- Multiple entry points for student learning</li> <li>- Increased student engagement</li> </ul>
Effectively structure our collaborative Wednesday PL time	<ul style="list-style-type: none"> <li>- Employ a five week cycle:                             <ul style="list-style-type: none"> <li>• Collaborative meetings which include student articulation</li> <li>• Cross-graded curricular meetings</li> <li>• IBPL/Generative dialogue</li> <li>• Team meetings &amp; advisor time planning</li> <li>• Student support/documentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Wellness team</li> <li>• Grade level teams</li> <li>• Subject specific teams</li> <li>• IBPL template</li> </ul>	<ul style="list-style-type: none"> <li>- Increased collaboration within our own school</li> <li>- Identifying learning needs and collaboratively strategize interventions</li> </ul>

## DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

### Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

### Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.  
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Create a learning environment that limits controllable distractions	<ul style="list-style-type: none"> <li>- apply our newly revamped device policy</li> <li>- Educate parents on the impacts of devices on learning</li> <li>- Staff to model appropriate use of personal devices</li> </ul>	<ul style="list-style-type: none"> <li>- Cason Machacek &amp; Sydney Erendson</li> <li>- Seek out guest speakers to host parent engagement opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- learning environments free from personal devices</li> <li>- increased engagement in classrooms</li> </ul>
Create an environment where students' social, emotional and physical needs are met	<ul style="list-style-type: none"> <li>- daily PE with specialized staff</li> <li>- use of LSD nutrition grant to provide a grab-and-go universal breakfast program</li> <li>- provide a universal lunch program for those in need</li> <li>- Multiple self-regulation spaces (swing room, SAIC room, low-stimulant room, breakout rooms)</li> <li>- FISH philosophy</li> <li>- Well-planned FISH Friday activities</li> </ul>	<ul style="list-style-type: none"> <li>- Mindful Munchies lunch program provided by the Lethbridge Food Bank</li> <li>- LSD Nutrition grant</li> <li>- MHCB team</li> <li>- Wellness team</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Improved Friday attendance</li> <li>- Decreased students wandering during class time</li> </ul>
Build upon existing whole-school celebrations of Indigenous culture	<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>• Jenna Jewison</li> <li>• Wellness Team (Fay Coleby &amp; Jennifer Melting Tallow)</li> <li>• Use of Division Indigenous lead teacher</li> <li>• Indigenous Education Teacher Rep</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>
Redesign our LST model to meet diverse learning needs of students	<ul style="list-style-type: none"> <li>• create a SAIC room to support student learning</li> <li>• Multiple modalities to student support</li> <li>• Small group literacy &amp; numeracy interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Joe Wright</li> <li>• Kate Waldie</li> <li>• Admin team</li> <li>• UDL model</li> <li>• Educational Assistants</li> <li>• Ashley Lynch</li> </ul>	<ul style="list-style-type: none"> <li>• increased student engagement with students struggling in traditional setting</li> <li>• Increased student engagement resulting in a decrease in behaviors</li> </ul>

## School Goal or Inquiry

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

In what ways can we help build the capacity of staff to better meet the needs of our student population (academically and socially/emotionally)? *2022/23 Inquiry Question*

### Possible Resources:

**Strategies**

**Timeline**

**Indicators of Success**

## School Reserves

Total estimated reserves available for use in 2023-24: \$170,406

<b>Planned use of reserves</b>	
1. Staffing	\$107,389
2.	\$
3.	\$
4.	\$
Total	\$

## School Generated Funds

Fund balance estimate for the 2023-24 school year: \$300,000

<b>Funds are carried over for:</b>	
Grounds enhancement project	\$195,500
Athletics equipment and apparel	\$7000
Yearbook	\$7000
Off-campus activities	\$25,000
Revitalization of FISH philosophy	\$8000
School poverty intervention fund	\$7500
Fine Arts productions	\$20,000
Evergreening Fine Arts equipment	\$30,000