

G.S. Lakie Middle School



www.gsl.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

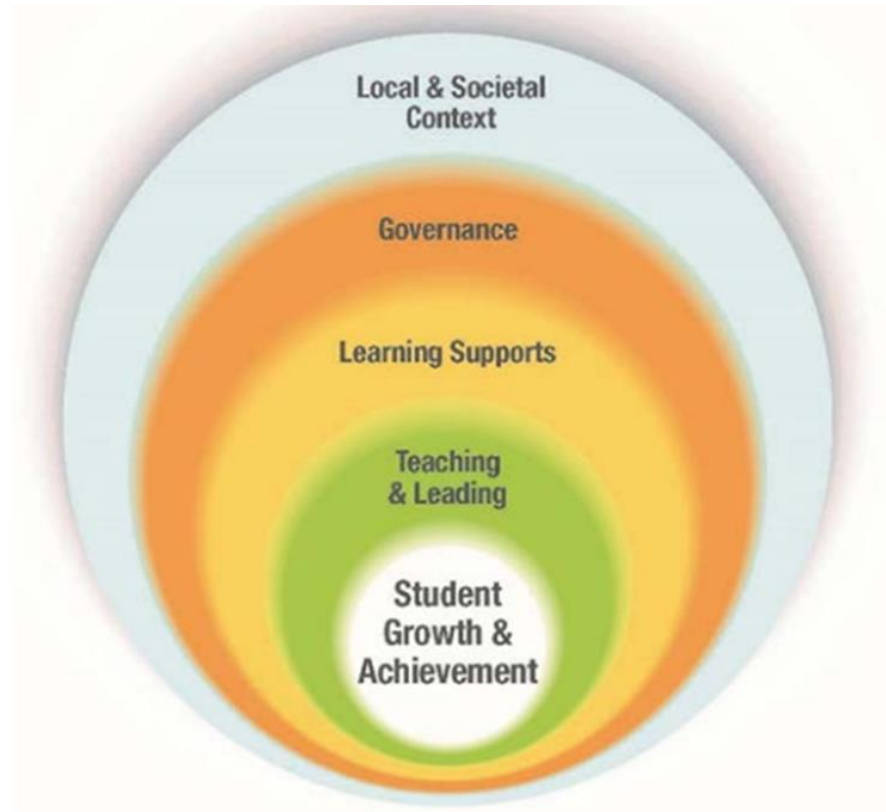
Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- Inclusion, Well-being, Learning, Respect and Leadership



SCHOOL CONTEXT

G. S. Lakie is a middle school comprised of a diverse community with approximately 525 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 the Spanish Bilingual program to students moving on from the program at Coalbanks Elementary School.

School Highlights:

- Rich history with a foundation centering around the FISH Philosophy
- Vibrant and extensive Fine Arts programming
- We offer the Spanish Bilingual program at the middle school level in Lethbridge School Division
- Extensive option and extra-curricular offerings
- Host many community building events throughout the year (FISH Fridays, embedded collaborative time, parent engagement activities, utilization of common spaces throughout the building, etc.)

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Literacy and Numeracy – Continue to run targeted numeracy intervention option classes for identified students. We will add literacy intervention option classes in 24/25 to serve the same purpose. Building foundational skills in a targeted fashion will be a priority for our school.
- Options – Continue to provide a breadth of options that allow for diverse learning opportunities. Options include physical education-based options, Fine Arts, CTF, etc. We take pride in having a dedicated options team which include passionate, talented teachers in their area of expertise.
- Physical Education and Health – All students receive daily PE with a dedicated and passionate PE team. Health curriculum is also delivered by our PE team.
- Technology and STEM – Ensure students at Lakie have adequate and equitable access to technology via a computer lab, laptop carts and an iPad cart. We are planning on implementing an E-Games program in 2024/25, with a dedicated staff member and specialized hardware to facilitate the program.
- Extracurricular Programs & Clubs – Provide diverse opportunities for students to learn and explore in areas of choice. Our staff is committed to providing these opportunities outside of school time to ensure students have additional learning opportunities and great experiences in middle school.
- Languages – Continue to offer our growing Spanish Bilingual program. We are going into our third year/grade with this program in 24/25 with approximately 70 students registered in it.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- We remain dedicated to supporting the diverse programs at Lakie by ensuring our staff teach within their areas of expertise, allowing their knowledge and passion to inspire our students. Every team member contributes to the holistic experience of our student body through various programs offered both during and after school. Our objective is to provide students with enriching opportunities to explore their interests, equipping them with specific areas of passion as they transition into high school and beyond.

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

Staff respond effectively to the unique needs of all learners.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Professional Learning Opportunities – Our Professional Learning Committee will continue to emphasize trauma-informed practices, aiming to enhance our staff's ability to address the diverse needs of our students effectively.
- Collaborative Meetings – Continue to host monthly collaborative grade level meetings with the involvement of teaching staff, support staff and our Wellness Team. Purposeful and dedicated attention is given to areas of need for our students in these meetings.
- Guest Speakers – Continue to seek out presenters for staff, students and guardians to educate on current trends impacting student learning. This past year we had multiple presenters on the impacts of screen time and social media. This is an area we will continue to explore.
- Targeted Supports – Continue to offer a flexible learning center (Flex Room) where students learning needs can be met at a deeper foundational level. This space provides additional academic and emotional support for students in need and comes by referral by teaching staff or administration.
- Involving Stakeholders – Supporting teachers to become involved in a collaborative approach to learning by reaching out and including parents and caregivers.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Our aim is to consistently bolster our staff's ability to address the needs of our learning community. This goal will be realized through the direction provided by our Professional Learning Committee, the implementation of our learning support model, and a collaborative approach engaging all stakeholders. Our steadfast commitment lies in cultivating a reflective mindset through professional dialogue, with an unwavering focus on advancing student learning outcomes.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

To foster the physical, mental and emotional wellness of students to support optimal learning.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Wellness Team – Our Wellness Team will continue to offer weekly admin/counselling meetings and monthly collaborative grade level meetings to offer wrap-around supports for students in need.
- FISH Philosophy – We will continue to offer school-wide activities each Friday that promote a sense of belonging and inclusivity for all students.
- Advisor Program – Continue to offer a structured advisor program that provides common learning opportunities for all students. Advisors care for and assist in looking after the needs of their students, including purposeful, age-appropriate conversations about student wellness.
- Physical Education and Health – All students will continue to receive daily PE by a dedicated and passionate PE team. Health curriculum is also delivered by our PE team.
- Extracurricular Programs & Clubs – Continue to provide a breadth of opportunities for students to engage in programs of choice outside of instructional time.
- Nutritional Program – Continue to work with third party organizations to provide a daily universal breakfast and lunch program for students in need.
- Device Policy – Continue to promote student engagement in school by eliminating personal devices during all instructional time.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- We will continue to keep the whole child as our focus at Lakie. To do so we will ensure our school offers diverse programming, extracurricular opportunities, and wrap around supports to meet student needs.

School Domain

Our school has noted a decrease in daily attendance since the onset of the Covid pandemic. A significant number of students are arriving late each day, and a concerning proportion have been identified as attendance issues, with Fridays being particularly problematic. We perceive this trend as indicative of a broader apathetic stance among families regarding the importance of consistent attendance and resilience in facing life's challenges. As a school, we are actively collaborating with partners within our Division to formulate an action plan aimed at tackling this issue comprehensively.

School Goal – We are currently exploring strategies to enhance daily attendance at G.S. Lakie.

Strategies:

- Provide research to our families about the importance of daily attendance.
- Encourage advisors to be the first point of contact with families of students struggling with attendance.
- Offer a six block Friday timetable so we can include an option class which students have chosen and look forward to.
- Continue to host FISH Friday activities each week to have fun together and build community at Lakie.
- Continue to offer professional learning with staff that aims to build their capacity in understanding and meeting the needs of our diverse learners.
- Continue to offer a Flex Room where struggling students receive additional academic support.
- Continue to host weekly Admin/Counselling meetings and monthly Collaborative meetings with each grade level to create action plans for students in need.
- Wellness team and Administration follow up with the families of struggling students.
- Build upon already strong parental involvement in our school by providing volunteer opportunities, hosting collaborative School Council meetings and working with our Society which directly benefits our school community.

Resources:

- We will ask our Professional Learning Committee to continue to offer PL aimed at building staff capacity in diverse learning needs of students.
- We will continue to work with Education Center staff (Jim Kerr, Jen Day, Lead teachers, etc.) to build capacity and meet the needs of students.
 - Cross reference with monthly chronic absenteeism list from Jim Kerr.
- Seek guest speakers to present to staff and/or students on current trends of education.
- Look at quantitative data and compare data from previous school years.
- Search for literature and data aimed at motivating students and their families to improve school attendance.