

# G.S. Lakie Middle School



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

## 2025/2026 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:

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



### SCHOOL CONTEXT

G. S. Lakie is a middle school comprised of a diverse community with approximately 600 students and 50 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 10% English as an Additional Language, 10% 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.

## 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.
- Alberta Education Numeracy Screening Assessment results and trends.

## 2025/2026 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** – We are committed to strengthening staff capacity in delivering supplemental universal literacy and numeracy instruction by embedding targeted lessons into our daily Advisor class. To support this initiative, we will collaborate with a diverse team of literacy and numeracy experts—including in-house curriculum specialists, Lead Teachers from the Lethbridge School Division, and external professionals from across Southern Alberta. These experts will provide professional learning opportunities focused on developing instructional expertise and ensuring effective, sustainable implementation.
- **Options** – We provide a diverse selection of elective courses that nurture student interests and foster skill development, including Physical Education, Fine Arts, and Career and Technology Foundations (CTF). These courses offer meaningful, hands-on learning experiences that extend beyond the core curriculum.

Our committed options team is made up of passionate, knowledgeable educators who bring expertise and enthusiasm to their teaching. We take great pride in the quality and breadth of our programming and continuously seek to enhance these offerings to meet the evolving needs of our students.

Lakie stands out with two exceptional and highly regarded programs that are unique in the region. Our outstanding Dance program attracts students from across the city, thanks to strong leadership and enriching opportunities. Additionally, our Rock & Pop program is evolving into the newly established Modern Music Academy in the 2025–26 school year, which we anticipate will foster growth and create exciting opportunities for students throughout Lethbridge. Both programs offer remarkable platforms for students to develop and showcase their talents within our community.

- **Physical Education and Health** – All students participate in daily Physical Education led by a dedicated and passionate team committed to promoting physical literacy, teamwork, and lifelong wellness. In addition to PE, this team also delivers the Health curriculum, ensuring a cohesive approach to physical, mental, and emotional well-being. Through this integrated model, students develop both the skills and habits needed for healthy, active living.
- **Technology and STEM** – At Lakie, students have strong access to technology, with five portable laptop carts, an iPad cart, and a fully operational computer lab available for the 2025–26 school year.

Our staff pursue professional learning to integrate innovative tools like drones and E-gaming into future programming. We also offer hands-on STEM activities, including cardboard boat races and Friday STEM sessions in partnership with the University of Lethbridge.

To build community, live morning announcements are streamed twice weekly on YouTube, produced by a teacher and rotating groups of students, providing valuable leadership opportunities.

- **Extracurricular Programs & Clubs** – Our staff is dedicated to enriching student learning and experiences beyond the classroom. All team members actively support and contribute to a wide range of opportunities that enable students to explore the Arts, Athletics, and Academics. While some of these opportunities are organized as teams, the majority are offered as clubs. We encourage students to engage in a variety of activities during their middle school years to help them identify their strengths and interests as they prepare for high school. Additionally, we aim to introduce an E-gaming club in the future, pending the availability of a staff member with the necessary expertise and enthusiasm.
- **Languages** – Our Spanish Bilingual program is poised for continued growth and development in the 2025–26 academic year. We anticipate nearly 90 students supported by three dedicated teachers, a significant increase from just 17 students and one teacher two years ago. Our team has successfully integrated cultural events, DELE testing and certification, and established an afterschool club to provide students with expanded learning opportunities. Moving forward, we plan to collaborate closely with the SBEA community organization to maximize educational and cultural experiences for our students both inside and outside the classroom.
- **Student Recognition** – At Lakie, we are committed to recognizing student effort and excellence throughout the academic year. Each grade level hosts monthly Cer“FISH”icate assemblies to honor students who exemplify the principles of the FISH philosophy. Academically, we celebrate students who achieve a minimum average of 85% by publishing an honor roll for each of the three terms. Additionally, culminating academic awards ceremonies are held for each grade level at the end of June. In athletics, teams present season-ending awards recognizing effort, leadership, and ability. We also acknowledge student-athletes who represent Lakie in three or more of the five formal sports offered, encouraging broad participation across multiple athletic disciplines. Overall, our student recognition programs aim to motivate learners to embody both the FISH philosophy and the values of middle school life. Through these initiatives, we strive to equip students with the confidence and enthusiasm to explore diverse opportunities and become responsible, engaged citizens both inside and outside the school community.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

A key focus for the 2025–26 school year will be the strategic use of daily Advisor time to deliver supplementary literacy and numeracy instruction. Due to recent staffing reductions, targeted intervention option classes are no longer feasible; therefore, we will adopt a universal design approach embedded within Advisor periods. To support this transition, we will collaborate with both in-house and local experts to build staff capacity and ensure that these lessons effectively benefit all students.

More broadly, we remain committed to sustaining the diverse range of programs offered at Lakie by aligning staff assignments with their areas of expertise. This approach allows educators to leverage their knowledge and passion, inspiring and engaging students. Every team member plays an integral role in

enriching the holistic experience of our student body through programs delivered during and beyond the school day. Our goal is to empower students to explore their interests fully, helping them develop specific passions that will guide their transition into high school and future endeavors.

# 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.



## 2025/2026 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 work collaboratively, with guidance from Administration, to set strategic direction and develop meaningful learning opportunities for our staff. In recent years, our focus has centered on Trauma-Informed Practice and Collaborative Problem Solving, initiatives that have significantly enhanced our capacity to understand and support students effectively.  
Building on these foundational areas, we look forward to further strengthening staff expertise in meeting the diverse needs of unique learners, ensuring that all students receive the tailored support necessary for their success.
- **Collaborative Meetings** – Although dedicated Professional Learning time on Wednesdays will no longer be available for collaborative meetings, we are actively exploring innovative approaches to preserve these essential opportunities for staff collaboration. These meetings have proven invaluable for grade-level teams, our Wellness team, and the Administrative team to work closely with teachers and support staff in developing creative strategies to meet student needs. With Wednesday afternoons no longer an option, we are considering integrating these collaborative sessions into our monthly staff meetings to ensure continued communication and teamwork.
- **Guest Speakers** – We remain committed to bringing in knowledgeable presenters for our staff, students, and guardians to explore current trends shaping student learning. Over the past year, our presentations have covered a wide range of important topics—from organ donation to responsible technology use. We believe that passionate and skilled speakers have the power to inspire positive growth, and we’re always eager to connect with individuals who can offer meaningful, relevant insights to our community.
- **Targeted Supports** – Due to recent staffing reductions, we are no longer able to operate a dedicated Flex Room for individualized academic support. In response, Administration is collaborating closely with our Learning Support Teacher to redesign our support model to better meet student needs. One key strategy being implemented is the “KITE” approach, in which Educational Assistants partner with the Learning Support Teacher and classroom teachers to triage student needs and provide coordinated, rotating support for those requiring additional assistance.
- **Involving Stakeholders** – Last year’s Alberta Education Assurance Measure results highlighted the need to enhance parent engagement within our school community. In addition, we remain committed to ensuring that both staff and students have a meaningful voice in shaping the future of our school. With this in mind, we decided it was time to embark on a comprehensive process to revisit and revitalize our school’s vision and mission statements. This initiative is designed to include input from all stakeholders, fostering a shared sense of purpose and direction. To guide this important work, we formed a dedicated committee, and we’re excited to begin implementing positive changes based on their thoughtful recommendations.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

In the 2025-26 school year, our intentional focus will be on deepening staff capacity to address the diverse needs of our learners through targeted professional development, innovative collaboration, and responsive support systems. Building on our foundational work in Trauma-Informed Practice and Collaborative Problem Solving, we will continue to provide meaningful learning opportunities guided by our Professional Learning Committee. Recognizing changes in scheduling, we will adapt collaborative meetings by integrating them into monthly staff gatherings to maintain strong teamwork and strategic planning. Additionally, we remain committed to engaging expert guest speakers who can inspire and inform our community on relevant educational trends. With recent adjustments to our support model, we will implement the “KITE” approach to ensure coordinated, flexible assistance for students requiring additional help. Finally, we will actively involve all stakeholders—staff, students, and families—in shaping our school’s direction, fostering a united commitment to improving student outcomes. Together, these focused efforts will propel us closer to our goal of effectively responding to the unique needs of every learner.

# 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.
- 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.

## 2025/2026 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** – The Wellness Team will continue to facilitate weekly administrative and counseling meetings, as well as monthly collaborative grade-level meetings, to provide comprehensive wrap-around support for students in need. In response to the discontinuation of weekly embedded professional learning time, we will restructure our collaborative efforts by dedicating portions of monthly staff meetings to discuss individual student needs and develop targeted action plans.  
Our Wellness Team demonstrates exceptional dedication and expertise in supporting and engaging students beyond these meetings. Both members lead key student initiatives, including the Grade 8 Leadership and Indigenous Leadership clubs, actively coach athletic teams, and participate extensively in extracurricular activities. These sustained interactions foster meaningful and mutually beneficial relationships with students.  
Additionally, the team ensures that student nutritional needs are consistently met. They continue to secure valuable nutritional grants from both internal and external sources, enabling the provision of universal breakfast and lunch programs. Furthermore, they coordinate the distribution of WAM bags and Christmas hampers to support families facing financial challenges, exemplifying their commitment to the holistic well-being of our school community.
- **FISH Philosophy** – The FISH Philosophy lies at the heart of everything we do at Lakie. Its core principle encourages having fun while fostering good citizenship both inside and outside of school. For over 20 years, it has served as Lakie’s guiding mantra, shaping our community culture. This philosophy is actively integrated into Advisor time, assemblies, morning announcements, and student recognition programs.  
A distinctive way we bring the FISH Philosophy to life is through our weekly FISH Friday activities. Each Friday’s focus varies—some sessions address serious topics, such as guest speakers for Green Shirt Day, while others emphasize play and community-building. In essence, the FISH Philosophy serves as Lakie’s vision statement, illuminating the path for our school community.
- **Advisor Program** – Our Advisor program has dual purpose. First and foremost, it exists for every student to have a consistent advocate at school. Someone they see daily to collect information; help keep them organized and get assistance from in times of need. Secondly, our Advisor program helps deliver supplemental literacy and numeracy lessons, work on executive functioning skills, and encourage and emphasize the FISH philosophy.
- **Physical Education and Health** – All students will continue to benefit from daily physical education delivered by our dedicated and passionate PE team, who also teach the health curriculum. By providing consistent, quality exercise opportunities, our committed educators help instill lifelong healthy habits in our students. We take pride in the well-maintained facilities at Lakie, which offer excellent spaces to support these activities. Additionally, Lakie is one of the

few schools that continues to host annual school-wide cross country runs in partnership with the Terry Fox Foundation, as well as track meets—underscoring our strong commitment to health and fitness.

- **Extracurricular Programs & Clubs** – We remain committed to offering a wide range of extracurricular opportunities beyond instructional time, encouraging students to actively explore diverse interests. Embracing the middle school philosophy, we motivate students to step outside their comfort zones and try as many activities as possible during their time with us, helping them discover their passions and strengths before transitioning to high school. Our dedicated and enthusiastic staff play a vital role in this effort, with many actively involved in leading clubs and extracurricular programs. This strong culture of engagement is one of our school's greatest assets.
- **Nutritional Program** – As previously noted, our Wellness Team excels in securing financial support to address the nutritional needs of our students. Beyond providing universal breakfast and lunch programs for those in need, we have fostered a welcoming culture where students feel comfortable visiting our office for a snack at any time. Ensuring that students have access to nutritious food helps promote their focus and engagement in the classroom, supporting their overall academic success.
- **Device Policy** – Lakie was among the first schools in the LSD to remove personal devices from classrooms, pioneering a change that was soon adopted into Alberta law. Since implementing this policy, we have observed a notable reduction in device-related distractions and a significant increase in student engagement. Moving forward, we remain committed to fostering focused learning environments by continuing to prohibit personal devices during all instructional time.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

In the 2025-26 school year, our intentional focus will be on enhancing a holistic approach to student wellness by strengthening wrap-around supports, promoting positive community values, and encouraging active engagement in physical and extracurricular activities. We will continue to empower our Wellness Team to provide targeted support through collaborative meetings and leadership initiatives while maintaining essential nutritional programs that ensure students' basic needs are met. The FISH Philosophy will remain central in nurturing a positive school culture that balances fun with citizenship, supported by a robust Advisor program designed to advocate for each student's well-being and academic progress. Our commitment to daily physical education and health instruction, alongside a diverse range of extracurricular opportunities, will further cultivate lifelong healthy habits and personal growth. Finally, we will uphold our progressive device policy to minimize distractions and maximize engagement, fostering focused learning environments. Together, these efforts will advance our goal of supporting the physical, mental, and emotional wellness necessary for optimal student learning.

## **School Domain**

With a projected increase in our student population for 2025/26 and a decrease in staff, we have had to reduce some student support programs. Our Flex Room (student assistance) will no longer be available, and the targeted Literacy and Numeracy intervention option classes have been discontinued. These option classes were previously capped at 12–15 students to provide individualized support, but we now need to offer options capped closer to 30 students. As a result, we will collaborate as a staff to ensure Literacy and Numeracy support is integrated during Monday to Thursday Advisor time.

***School Goal*** – To improve student achievement in Literacy and Numeracy by maximizing Advisor time and fostering staff collaboration to provide consistent, effective support for all students—while also using this time to deliver instruction in character education (FISH), address individual needs, and develop executive functioning skills.

### ***Strategies:***

- Allocate professional learning time for staff to collaborate and plan Advisor time with a focus on supplementary Literacy and Numeracy instruction.
- Utilize Literacy and Numeracy committees to identify areas of need and assist in lesson planning.
- Utilize teacher expertise within each grade level to collaboratively plan targeted lessons.
- Adjust the bell schedule to include transition time, ensuring students receive the full 20 minutes of Advisor time each day.
- Emphasize universal strategies to support the diverse needs of all learners.

### ***Resources:***

- Division lead teachers in Literacy and Numeracy to provide professional learning for staff.
- In-house experts to lead collaborative planning sessions in Literacy and Numeracy.
- School-based Literacy and Numeracy committees
- Ensure staff are familiar with existing Literacy and Numeracy resources currently used in Math and ELA classes.