

LETHBRIDGE COLLEGIATE INSTITUTE



2020/2021 Three Year Education Plan

and 2019/2020 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring

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



Provincial Goals

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders and school division authority leaders
- Alberta's education system is well governed and managed

Lethbridge School Division Priority: **ACHIEVEMENT**

OUTCOMES:

- Students achieve learning outcomes with strong foundational skills in literacy and numeracy
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing, or the world of work
- First Nations, Metis, and Inuit student achievement relative to provincial standards will improve
- School administrators are highly skilled in all areas of the School Leadership Quality Standard
- Teachers are highly skilled in all areas of the Teaching Quality Standard
- Support staff possess the knowledge, skills and attributes to support student success and can create optimal learning environments
- Effective learning and teaching are achieved through collaborative leadership and structures that build capacity to improve within and across schools
- A comprehensive wellness approach promotes well-being and fosters learning
- The education system demonstrates collaboration and engagement to further Division priorities
- Effective management of growth & capacity to support learning spaces and the provision of programs

Performance Measures

- Students achieve learning outcomes and demonstrate proficiency in literacy and numeracy
- Teachers effectively engage students and exercise instructional practices that are reflective of the Teaching Quality Standard

Strategies:

- Focus on numeracy by using the MIPI pre assessment to inform/guide instructional planning and the use of universal supports
- Department meetings to ensure the assessment policies and practices of teachers within that department align
- Teacher professional growth – continued authenticity to each teacher's interest and passion, while directly aligned with the TQS. Teacher will exercise inquiry-based exploration with continued engagement through a generative dialogue process
- Bi-Weekly CRM (Collaborative Response Model) meetings led by our Learning Support Teacher
- Continued engagement of FNMI students through integration of cultural identity (i.e. Rock Your Mocs, Smudging Days, Orange Shirt Day, FNMI Grad Coaching and Ceremonies)
- Continued support of ELL students through attendance tracking, targeted instruction (informed by benchmarks), collaborating with community agencies, ELL programming and courses, and targeted PD for staff
- Further integration of our "Green 2 Gold" Character Education into classes, the community and the creation of a leadership course which emphasizes the 5 pillars: Growth, Grit, Respect, Responsibility, and Empathy

Provincial Goals

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

Lethbridge School Division Priority: **INCLUSION**

OUTCOMES:

- Schools are welcoming, caring, respectful, and safe learning environments
- Schools are inclusive learning environments where all students are able to grow as learners

Performance Measures

- Opportunities for all students to receive a broad program of studies

Strategies:

- Students having access to inclusive spaces (Learning Commons, Prayer Spaces, and Smudging Spaces)
- Promote teacher growth and wellness through team-building activities, wellness challenges, and book study (Kids These Days by Jody Carrington)
- Fostering Continued Education of international students, both in-person and remotely
- FNMI engagement by focusing on cultural appreciation (i.e. Orange Shirt Day, Rock Your Mocs, FNMI Grad Coach, etc.)
- Incorporating occupational experience for specialized programs at LCI (i.e. Life Skills Program and the K&E program)

Provincial Goals

- Alberta's students are successful
- Alberta has excellent teachers and school leaders and school authority leaders

Lethbridge School Division Priority: INNOVATION

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity, and critical thinking in a concept-based learning environment
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing, and creating knowledge.

Performance Measures

- Improvement on the continuum of the indicators of inclusive schools
- Students model the characteristics of active citizenship

Strategies:

- Generative dialogue inquiry questions focus on teachers' interests and passion. Teachers form authentic groups based on individual or collaborative inquiry questions. Generative dialogue process will be led by pair of administrators.
- Prioritizing breadth and diversity in curricular programs (i.e. Artisan, Dual Credit Courses, French Immersion Accreditation, Arts Academy, and Independent Learning Center)
- Cross Curricular opportunities (i.e. Scimatics, BioSci, Engpsych, Active Living)
- Renovation and rebranding of Learning Commons to align with Character Education programming
- Reimagining and creation of innovative lessons for online course offerings via Microsoft TEAMS platform

School Priority: Continued Growth of School Culture

OUTCOMES:

- Staff and students model Green 2 Gold character traits of Grit, Growth, Respect, Responsibility, and Empathy
- Commitment to establish opportunities for parents, students, and staff perspectives to be heard

Performance Measures

- Embedding of Green 2 Gold in all facets of educational and curricular programming
- Increased engagement and involvement of LCI community

Strategies:

- Engaging school stake holders in the Green 2 Gold character education program (i.e. alumni sponsorships, online nomination forms, community connection, Instagram promotion and sharing)
- Embedding character education in staff professional learning
- Parents in the Know and Meet the Teacher Night, staff video clips shared through school website
- Continual review of data to further inform character education programming
- Leadership class – displays, monthly calendar, shout-out, character and birthday boards, promotion of G2G ambassadors
- G2G Newsletter – Keep community informed, updated, and ultimately involved
- Support School Council and Bylaws; Increasing parent engagement and turnout to monthly meetings
- Teacher, student, and parent surveys created in consideration of School Council Meeting



Accountability Pillar Results



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6446 Lethbridge Collegiate Institute



Measure Category	Measure	Lethbridge Collegiate Inst			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.8	84.3	83.5	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	79.4	81.1	83.5	82.4	82.2	82.0	High	Declined	Acceptable
	Education Quality	80.9	83.5	83.2	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	4.4	3.6	2.9	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	79.5	73.2	72.9	79.7	79.1	78.4	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.6	75.3	75.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	23.6	21.0	18.4	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.5	85.7	84.3	83.6	83.7	83.1	Very High	Improved	Excellent
	Diploma: Excellence	21.8	25.6	22.5	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	55.7	51.1	50.3	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	73.2	75.5	70.8	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.6	68.6	63.2	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	74.3	74.5	66.0	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	70.1	70.6	70.9	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	69.5	69.0	67.0	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	72.4	68.5	64.6	81.5	81.0	80.9	Intermediate	Improved	Good

School Highlights

Highlights of Lethbridge Collegiate Institute:

- New teachers added to the faculty have been a positive addition to LCI
- Implementation of new student leadership course
- Reforming of weekly counselling meetings
- Addition of a weekly G2G Newsletter
- Maintenance and improvement of academic achievement (both PAT and Diploma results)
- Breadth of educational programming in both core subject areas and CTS courses

Challenges to Address

Challenges Lethbridge Collegiate Institute Faces:

- Loss of flexibility in scheduling when moving from a five to a four block day
- Attrition of exceptional teachers within the first five years of their career
- Implementation of COVID-19 protocols
- Future programming of ELL students
- Significantly reduced staffing in our Counselling/Wellness Department