

Lethbridge Collegiate Institute



2020/21 Annual Education Results Report

School Vision Statement

Lethbridge Collegiate Institute supports the Lethbridge School Division's Vision and Mission when providing educational opportunities

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

School 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.

Staff at LCI also believe in and strive to build student skills in the eight competencies outlined by the province of Alberta which include Critical Thinking, Communication, Problem Solving, Collaboration, Managing Information, Cultural and Global Citizenship, Creativity and Innovation, and Personal Growth and Well-Being.

Accountability Pillar Results

Assurance Domain	Measure	School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	69.7	73.9	71.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	81.4	84.0	80.3	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	90.2	82.8	86.5	86.2	85.3	84.8	High	Improved	Good
	PAT: Acceptable	n/a	n/a	68.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	77.7	82.3	82.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.7	71.6	70.0	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

Highlights

- The staff at LCI is encouraged that we were able to continue with a sound delivery of education to our students. We are proud of our students who continued to be dedicated during uncertain times and whether their delivery was in-person or online through TEAMS, students had fair opportunity to be successful. These tools and skills developed will lead to ways to manage future platforms.
- Our school has been advantage with support from Division's Building & Maintenance department to evergreen our school. The recognition of areas that are aging but need that special care
- Not reflective in the results above, but our student population growth will be an advantage at LCI in terms of hiring new staff bringing amazing energy to our building.

Challenges to Address

Challenges

- 2020-2021 was a difficult year to find highlights in. COVID-19 changed delivery and meaningful interactions with students. Assessment was inconsistent from semester one to semester two. Teachers, Parents, and students felt as though school was not their safe place to be. Building meaningful relationships was interrupted, and very little out of class experiences were held, and frankly, masks impeded recognition of emotion.

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student 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.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader 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 create optimal learning environments.
- Effective learning and teaching is 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 and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	233	77.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	72.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	138	64.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	94.3

Evaluation

LCI is excited to welcome back students in a classroom based environment. As the school year gets underway and students have the chance to return to being face to face with teachers in a consistent delivery, engagement will increase. Students at all levels will need time to adjust and understand the requirements of a new daily routine.

Our school is also excited about the return to co-curricular and extra-curricular activities that give students a reason to attend. Culture is built with the additional relationships students gain during out of school time where students can be passionate.

Lethbridge School Division Priority: Achievement (continued)

Performance Measures

2. High School Completion Rate: The percentage of students who completed high school within three, four and five years of entering Grade 10.

	School										Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	253	81.8	232	73.8	262	83.0	260	84.0	295	81.4	Intermediate	Maintained	Acceptable
4 Year Completion	247	85.3	253	87.9	230	80.1	260	88.1	259	89.7	High	Improved	Good
5 Year Completion	229	86.4	246	87.3	253	89.4	230	82.8	260	90.2	High	Improved	Good

Evaluation

Completion rates are an ever changing value. Lethbridge Collegiate Institute partners closely with Victoria Park High School and our Division's Distance Learning teacher to support students who are at-risk of not completing high school. This partnership allows for flexible learning opportunities in ways that fit for each student. We value the connections that wellness team brings to our student body.

3. Education

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	861	86.4	247	80.0	261	83.6	254	82.3	233	77.7
Parent	31	86.6	38	69.9	39	74.3	42	73.7	41	70.7
Student	790	77.8	182	79.9	177	80.6	195	78.2	138	71.2
Teacher	40	95.0	27	90.1	45	95.9	17	95.1	54	91.3

Quality

Evaluation

Our education quality feels like it is reflective of being stuck in COVID-19 protocols and constant uncertainty as how classes will be delivered. Opportunities were lost by students in the areas of co-curricular and extra-curricular activities for the entire school year. This would have changed our feel and perception of education quality.

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

Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school
Improvement on the continuum of the Indicators of Inclusive Schools.

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	233	75.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	68.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	138	63.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	94.7

Evaluation

Inclusive learning environments are a strength of our high school in the sense of providing opportunities for students to be accommodated for with readers, scribes, extra time, or other supports. Our school LST works closely with teachers to ensure student supports are in place and student learning is being supported.

We need to keep the connection strong between parents, students and teachers.

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	232	79.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	75.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	72.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54	91.2

Evaluation

A few statements about what the school is doing to make the school welcoming, caring, respectful and safe.

B—School staff and students are working on putting up signage to welcome visitors to the building in a variety of languages—also depicting our Green 2 Gold characteristics. The PL committee is working with a variety of student teams to create and then paint graphics on our walls to represent Indigenous perspectives and ways of knowing. A visual land acknowledgment for each classroom is also being designed and printed by a group of Indigenous art students.

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	70	78.2	65	63.9	84	74.5	59	71.6	95	72.7
Parent	31	67.7	38	48.7	39	65.2	42	59.8	41	67.2
Teacher	39	88.6	27	79.1	45	83.9	17	83.3	54	78.1

Evaluation

A parent grad committee is in the process of being formed. All parents are welcome to participate in parent council where the link is posted on the main page every month.

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

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	856	77.8	247	69.2	261	71.7	253	73.9	233	69.7
Parent	31	76.1	38	57.2	39	61.8	42	63.6	41	61.3
Student	785	64.8	182	65.3	177	66.1	194	63.8	138	59.8
Teacher	40	92.4	27	85.2	45	87.1	17	94.1	54	87.9

Evaluation

B— Green 2 Gold character education program highlights and encourages the formation of quality character along with building good student skills as well.

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	71	82.4	65	64.0	84	70.7	58	79.0	95	74.0
Parent	31	83.9	38	48.7	39	55.8	41	61.0	41	57.3
Teacher	40	81.0	27	79.2	45	85.6	17	97.0	54	90.7

Evaluation

B—LCI offers a wide range of CTS options in which students can gain hands-on experience and skills to further lifelong learning. Green2Gold program encourages and builds skills that are necessary for lifelong learning and success.

School Priority:

Performance Measures

The school may decide to pull any information from the “supplemental AEAMs” if it is appropriate for the performance measures identified in the school priority. AND/OR

The school may have identified other measures they want to describe here

AND/OR The school can make qualitative comments regarding progress toward the school goal

AND/OR The school may not have had a school priority so this page would be deleted