

Lethbridge Collegiate Institute



2022/2023 Assurance Plan

Vision Statement

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

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

Staff at LCI 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 & Global Citizenship, Creativity & Innovation, and Personal Growth & Well Being.



ASSURANCE PLANNING

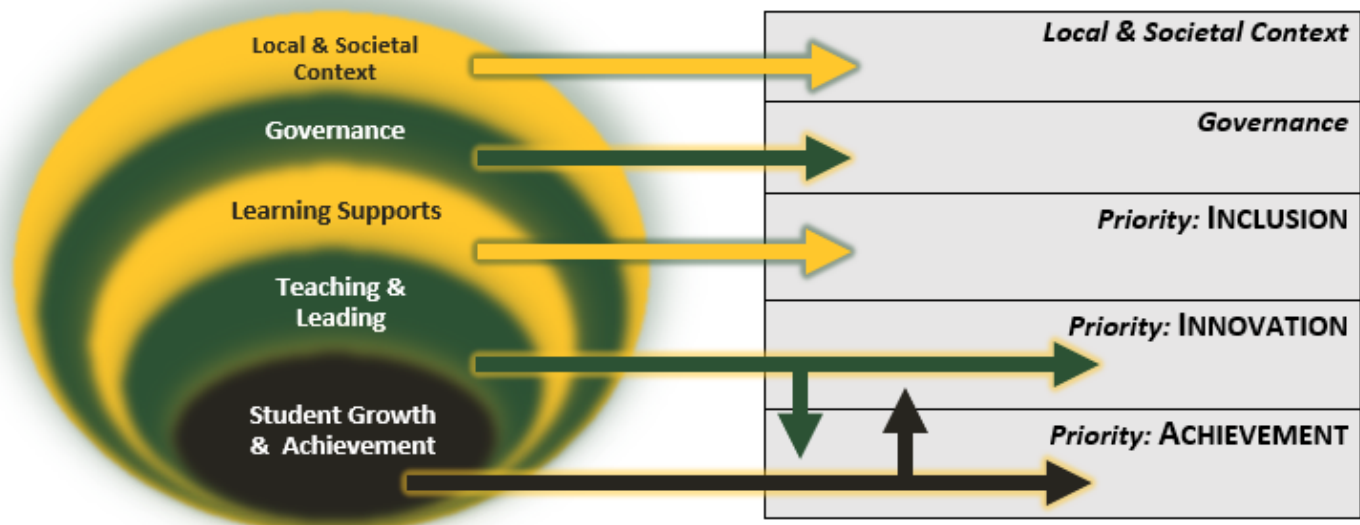
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Division Assurance Plan Sections



LCI SCHOOL CONTEXT

LCI has been experiencing growth at a rapid pace since taking on four new west side communities as part of our new school boundaries. We continue to have students who succeed academically, as well as providing a vast array of opportunities in occupational programs and the trades.

Strengths:

- Green-to-Gold character program continues to grow and guide school decisions. These are the pillars of our growth.
- Leadership program has successfully replaced Student Council model and is more effective in engaging a diverse group of student in the school community
- Our skilled and knowledgeable teachers continue to maintain high academic standards coupled with innovative teaching techniques meant to maintain high student achievement

Highlights:

- Growth in student population has allowed the hiring of new, energetic teaching staff with a fresh perspective on student engagement and instruction of the eight competencies.
- Growth has also led to new course offerings: Sport Medicine, Recreational Games, Math 15, and Welding
- Students with exceptional needs continue to be included in a variety of mainstream and option courses wherever appropriate with inclusion being a top priority amongst staff
- Continuing to build capacity amongst teachers to create learning environments suitable for ELL students
- First school in Lethbridge to establish an E-Sport team

Challenges:

- Addressing learning gaps that exist as a result of interrupted instruction since March 2020
- Increasing number of complex needs make it challenging to ensure students' needs are met (ex. EA pressure)
- Managing staffing and class size with the increased growth of LCI

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

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

DOMIAN: STUDENT GROWTH & ACHIEVEMENT



Outcomes:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. 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 (local and provincial assessment)
- 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
- High School Completion

Goal	Study/Resources	Strategies	Measures
Improve Numeracy Skills	<ul style="list-style-type: none"> • Use of the MIPI as a preassessment tool • Participation in the Division Lead Secondary Math Numeracy Committee 	<ul style="list-style-type: none"> • Continued Implementation of Math 15 as a means of "filling in" learning gaps 	<ul style="list-style-type: none"> • PAT and Diploma Exam marks will be a primary indicator • Number of students entering/completing Math 10C with success
ELL Support & Success	<ul style="list-style-type: none"> • Utilize Dave Fuller (ELL Specialist) to his fullest capacity 	<ul style="list-style-type: none"> • Increase our LST designation from 0.5 FTE to 1.0 FTE • Introduction of two, full year ELL classes designed to target supports to ELL 	<ul style="list-style-type: none"> • ELL Benchmarking will continue to be a primary measure of success with our ELL students • Course completions / Graduation rates of ELL student
Character Education		<ul style="list-style-type: none"> • Increased interconnection of Green to Gold Character education in ALL classes • Increased enrollment of the Leadership program 	<ul style="list-style-type: none"> • Parental/Student feed back through OurSchool Survey • Quantity and quality of G2G nominations of students
Higher Level Academic Opportunities		<ul style="list-style-type: none"> • Expansion of challenging Multi-Block, Multi-Credit courses such as: <ul style="list-style-type: none"> - Scimatics - EnviroSci - STEM Physics 	<ul style="list-style-type: none"> • Requests / demands and enrollment in such courses • Anecdotal feedback from teachers
Vocational Education Opportunities	<ul style="list-style-type: none"> • RAP Program of Studies • CTS Program of Studies • Dual Credit Courses with the Lethbridge College 	<ul style="list-style-type: none"> • Increase the breadth and depth of CTS Courses • Promote greater involvement in vocational studies through opportunities (ie Skills Comp) 	<ul style="list-style-type: none"> • Student enrollment / completion in CTS courses • Teacher/student involvement in trades competitions

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

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

DOMIAN: LEARNING SUPPORTS

Outcomes:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning



ASSURANCE MEASURES

- Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment
- Provincial survey measure of student inclusion
- Provincial survey measure of access to supports and services

<i>Goal</i>	<i>Study/Resources</i>	<i>Strategies</i>	<i>Measures</i>
Building a Welcoming Environment	<ul style="list-style-type: none"> • Advisor Committee 	<ul style="list-style-type: none"> • Open day celebrations with students and staff • Grade level meetings to kick-start the school year • Mapping out Advisor topics for each month 	<ul style="list-style-type: none"> • Grade 9 adaptation and acclimation to high school life • Student OurSchool Survey Results
Increased Graduation for Indigenous Students	<ul style="list-style-type: none"> • Implement a Grad Coach Program 	<ul style="list-style-type: none"> • Hire a Graduation Coach for indigenous students • Institute an Indigenous Student space within the wellness office for additional programming by Grad Coach 	<ul style="list-style-type: none"> • Rate of Indigenous graduation • Rate of Indigenous students attending Post-Secondary • OurSchool Survey results for Indigenous Students
Broaden Occupational Opportunities	<ul style="list-style-type: none"> • Alberta Education Guide to Education • Guide to Knowledge & Employability Programming 	<ul style="list-style-type: none"> • Create occupational opportunities within the school for Skills / K&E students to operate • Addition of "Workplace Practicum 35" for K&E 	<ul style="list-style-type: none"> • Increased employment of K&E students prior to certificate completion • Increased visibility / Involvement around the school for Skills / K&E students
Increased Communication with Families	<ul style="list-style-type: none"> • Student announcements on web page for all to see 	<ul style="list-style-type: none"> • Weekly G2G Newsletter with running calendar for parents • Utilization of PowerSchool as communication tool 	<ul style="list-style-type: none"> • Greater attendance at School Events (i.e. PTI, School Council, or Meet the Teacher Night) • Decrease in missing / late assessment items by students



DIVISION PRIORITIES

Achievement
Innovation

DOMIAN: TEACHING & LEADING

Outcomes:

1. Staff respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all students.
2. Staff improve their professional practice through collaborative engagement
3. Professional Learning programs prepare staff to meet the standards for professional practice
4. Teachers and leaders use a range of data arising from their practice to inform continuous learning.

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

ASSURANCE MEASURES

- Provincial Assurance Survey measure of educational quality

<i>Goal</i>	<i>Study/Resources</i>	<i>Strategies</i>	<i>Measures</i>
Reshaping Student Behaviour, Attitude, and Motivation	<ul style="list-style-type: none"> • PowerSchool guide for staff • PowerSchool tutorial videos for parents 	<ul style="list-style-type: none"> • Consistency of expectations including punctuality, preparedness, and due dates • Code of Conduct • Academic standards for any co-curricular involvement 	<ul style="list-style-type: none"> • Improved academic achievement • Fewer late assignments • Fewer students late to class
Integrate Ways of Knowing into the Classroom	<ul style="list-style-type: none"> • Shawnee Big Bull, Indigenous Learning Leader High School • Medicine Wheel • Guided trips to the reservation to expose lived experiences 	<ul style="list-style-type: none"> • Emphasize the physical and psychological dimensions (Medicine Wheel) • Utilize Shawnee Big Bull as Indigenous reference • Emphasize the complexity of the individual 	<ul style="list-style-type: none"> • Will convert into deeper understanding of the human condition and ability to construct meaning in high school courses • Indigenous graduation rate improvement
Integrate Viewpoint Diversity & Emphasize Individual Voices	<ul style="list-style-type: none"> • Diverse text choice while maintaining textual complexity and multiple perspectives • Students should not feel censored or judged for perspectives 	<ul style="list-style-type: none"> • Develop individual relationships and comfort • Sharing nuanced perspectives in the classroom without judgment 	<ul style="list-style-type: none"> • Measurement of success in classroom discussion (depth of discussion, willingness to engage, ability to consider that a person who they disagree with might know something they do not) • Display of empathy throughout the building or among students
Identify Specific Language Standards	<ul style="list-style-type: none"> • Identify and expose ourselves to thought leaders 	<ul style="list-style-type: none"> • Preferred pronouns on “Start of Year” survey and keep track for substitute teachers 	<ul style="list-style-type: none"> • Gauging Relationships with students (do they improve when addressed with inclusive language?)

School Goal or Inquiry

At LCI we strive to be a diverse, as well as inclusive school supporting all students and their needs.

How do Staff focus on ensuring all students feel a sense of belonging?



Possible Resources:

STRATEGIES	TIMELINE	INDICATORS OF SUCCESS
<ul style="list-style-type: none"> Increased awareness of surroundings and opportunities within the school Use advisor time to support school initiatives Build in relationship time throughout the school year 	<ul style="list-style-type: none"> Strong emphasis in September, with a continued effort all year. 	<ul style="list-style-type: none"> Students feel comfortable in their surroundings Increase attendance in advisor because of meaningful relationships built between teacher and student
<ul style="list-style-type: none"> Common classroom expectations School Wide Phone Policy: No cellphones in washrooms or while on class breaks Communication with home regarding absences Career Counselling and Student Goal Setting 	<ul style="list-style-type: none"> Continuous throughout the year 	<ul style="list-style-type: none"> Students are compliant Fewer students skipping leading to less vandalism Students have a greater knowledge of graduation requirements