

# Lethbridge Collegiate Institute



## 2021/2022 ASSURANCE PLAN

### School Vision Statement

Lethbridge Collegiate Institute supports the Lethbridge School Division's Vision and Mission when providing educational opportunities meaning we foster learners who are innovative thinkers, 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 & Global Citizenship, Creativity & Innovation, and Personal Growth & Wellbeing



[lci.lethsd.ab.ca](http://lci.lethsd.ab.ca)

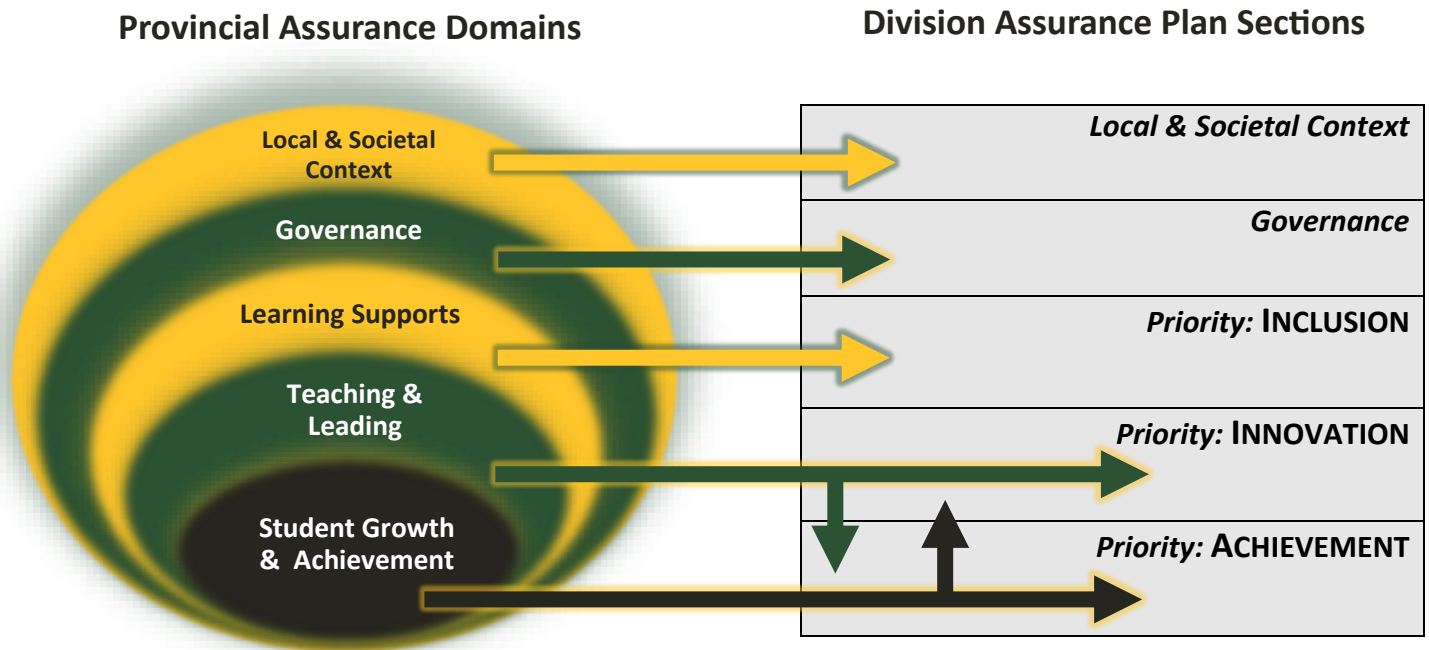


# ASSURANCE PLANNING

Lethbridge School Division has three priorities which are identified within each of the Provincial Assurance Domains. The three priorities are:

**ACHIEVEMENT INCLUSION INNOVATION**

This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual development and enhanced public assurance



## SCHOOL CONTEXT

Lethbridge Collegiate Institute serves the schooling needs of the Southside, as well as portions of the Westside of the city. Currently, the school is composed of 1,150 students in grades 9 to 12. In addition to that, LCI offers the French Immersion program to all of Lethbridge's high school students. LCI prides itself on a tradition of excellence in Academics, the Arts, and Athletics. The school also plays host to a breadth of outstanding trades and CTS programming.

## SCHOOL STRENGTHS

- Green-to-Gold character education program continues to grow and guide school decisions in an effort to create caring and responsible citizens with the fortitude to enter post-secondary education or the world of work
- LCI's leadership program successfully replaced our student council model and is more effective in engaging a diverse group of students 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

## SCHOOL HIGHLIGHTS

- Recent growth in student population has led to hiring of new, energetic teaching staff
- Recent addition of new specialized course offerings such as Sports Medicine and Outdoor Education
- Students with exceptional needs continue to be included in a variety of mainstream and option courses
- First School in Lethbridge to establish an E-Sport Team

## SCHOOL CHALLENGES

- Addressing Learning gaps that exist as a result of interruptions to learning since March of 2020
- Increased number of complex learning needs make it challenging to ensure that their learning needs are met
- Staff cohesiveness may become a challenge as the staff of LCI continues to grow

## DIVISION PRIORITY I

# ACHIEVEMENT

## PROVINCIAL GOALS

- Alberta's students are successful
- Indigenous students in Alberta are successful

## DOMAIN: STUDENT GROWTH & ACHIEVEMENT

### OUTCOMES:

- 1) Students achieve prescribed provincial learning outcomes, demonstrating strength in literacy and numeracy
- 2) Students 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 and feedback to reflect continuously on their progress and set new learning goals

## PERFORMANCE MEASURES

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment). Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
- Provincial Assurance Survey measure of citizenship
- Provincial Assurance Survey measure of engagement

GOAL	STUDY / RESOURCES	STRATEGIES	MEASURES
Implement practices that foster divergent mathematical thinking and a deep understanding of number sense	Building Thinking Classrooms in Mathematics (Peter Liljedahl)	Use MIPI assessment and analyze results in not only grade 9, but at the end of Math 15	MIPI Results – Post assessment in the following year
Addressing large learning gaps existing in Math	Implementation of Math 15 course to address key Math 9 learning outcomes and prep students for Math 10C	Pre-select students for Math 15 course based on Math 9 marks	Use the MIPI assessment at the end of Math 15 and track improvement of students
Using the PowerSchool platform as an effective communication tool to provide timely feedback on student achievement		Give PowerSchool in servicing to new staff Create common reporting practices amongst staff and Have “expert staff” share their assessment reporting strategies	Fewer parent calls to administration regarding teacher gradebooks Parents are informed of Child's progress prior to PTI's Grade book reflects
Green to Gold initiative continues to recognize student growth but look for ways to tie in Indigenous way of knowing into the recognition pillars		Can we add/replace a Pillar within the Green to Gold initiative with an Indigenous word/trait	
Look for new innovative cross-curricular course offerings		Create locally developed courses that are cross curricular (i.e. Environmental Science)	Add course offerings for next year as teachers see the need and have the passion

## DIVISION PRIORITY II

# INCLUSION

### PROVINCIAL GOALS

- Alberta's students are successful
- Indigenous students in Alberta are successful

## DOMAIN: LEARNING SUPPORTS

### OUTCOMES:

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

### PERORMANCE MEASSURES

- Provincial Assurance Survey measure of safe and caring schools
- Provincial Assurance Survey measure of student inclusion
- Provincial Assurance Survey measure of access to supports and services

GOAL	STUDY / RESOURCES	STRATEGIES	MEASURES
Creating a grade nine option to support out new grade nine learners to become acclimated to LCI	Teacher with understand of the functioning of our building	Teacher lead course	Academic Succeed More Students graduating
LST moves towards a learning coach model instead of administrative duties	Implementation of Math 15 course to address key Math 9 learning outcomes and prep students for Math 10C	Continued meetings with student's learning teams Continued review and revision of students' ISPs Increased LST time to increase accessibility for teacher and support staff	
Responsible inclusion of students with exceptional needs in mainstream and option courses		LST and Administration to meet with student and families to discuss individual goals Individual goals communicated with EAs and classroom teachers	
Continued PL with staff in understanding supports necessary for ELL student success		Benchmarking review LST to help teachers with assessment of ELL students Targeted ELL class offered once/semester LST to share ELL resources	Improved/sustained attendance by ELL learners

## DIVISION PRIORITY III

## INNOVATION

### PROVINCIAL GOALS

- Alberta's students are successful
- Indigenous students in Alberta are successful

## DOMAIN: LEARNING SUPPORTS

### OUTCOMES:

- 1) Staff respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all
- 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.

### PERFORMANCE MEASURES

- Provincial Assurance Survey measure of educational quality

GOAL	STUDY / RESOURCES	STRATEGIES	MEASURES
Staff engagement in inquiry based professional learning as part of growth planning	Inquiry templates	Time scheduled for collaborative groups	Staff engagement Observable change in instructional practice
School professional learning plan will center on the development of: <b>LIST</b>	Implementation of Math 15 course to address key Math 9 learning outcomes and prep students for Math 10C	Continued meetings with student's learning teams Continued review and revision of students' ISPs Increased LST time to increase accessibility for teacher and support staff	
Staff wide, yearlong professional learning on TQS standard #5 and LQS standard #5	School Professional Learning community to meet periodically with John Chief Calf	School Professional Learning focusing on TQS standard #5	
LCI Staff participate in a Collaborative Response Model to support students	Meeting format	Take a team approach to students who are finding academic challenges at all grade levels	Student engagement Student Success

## SCHOOL GOAL or INQUIRY

In what ways can out staff professional learning of acquiring foundational knowledge about reconciliation and the Indigenous ways of knowing guide out educational delivery to students?

### POSSIBLE RESOURCES:

STRATEGIES	TIMELINE	INDICATORS of SUCCESS
Increase Foundational Knowledge	Ongoing	Staff begin to develop a comfort level in participation and delivery of information
Knowledge of Indigenous people allows our staff to growth in the understanding and empathy to all cultures what attend LCI	Ongoing	Staff talk and acknowledge the growing information and incorporate it into their daily lessons and instruction Our indigenous knowledge will lend itself to understanding to the representation of all groups in our school and how support is given.

# SCHOOL FINANCIAL STATEMENT

## SCHOOL RESERVE FUNDS

Total estimated reserves as of August 31<sup>st</sup> 2021 = **\$11,315**

### *Planned use of reserves:*

1) Continue to support the modernization of LCI in the form of small projects such as painting and flooring.	<b>\$11,315</b>
2)	
3)	
4)	
<b>Total Expenditure =</b>	<b>\$11,315</b>

## SCHOOL GENERATED FUNDS

Total estimated reserves as of August 31<sup>st</sup> 2021 = **\$122,576**

### *Funds are carried over for:*

1) Due to the restricted ability to run co-curricular programming we have a surplus	
2) Alberta high schools needed to continue to pay ASSS and SAIAC for services and to maintain membership	
3) Allocation for teams and groups as they have acquired the money through fundraising or small surpluses	
<b>Total Expenditure =</b>	