

Lethbridge Collegiate Institute



2023/2024 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

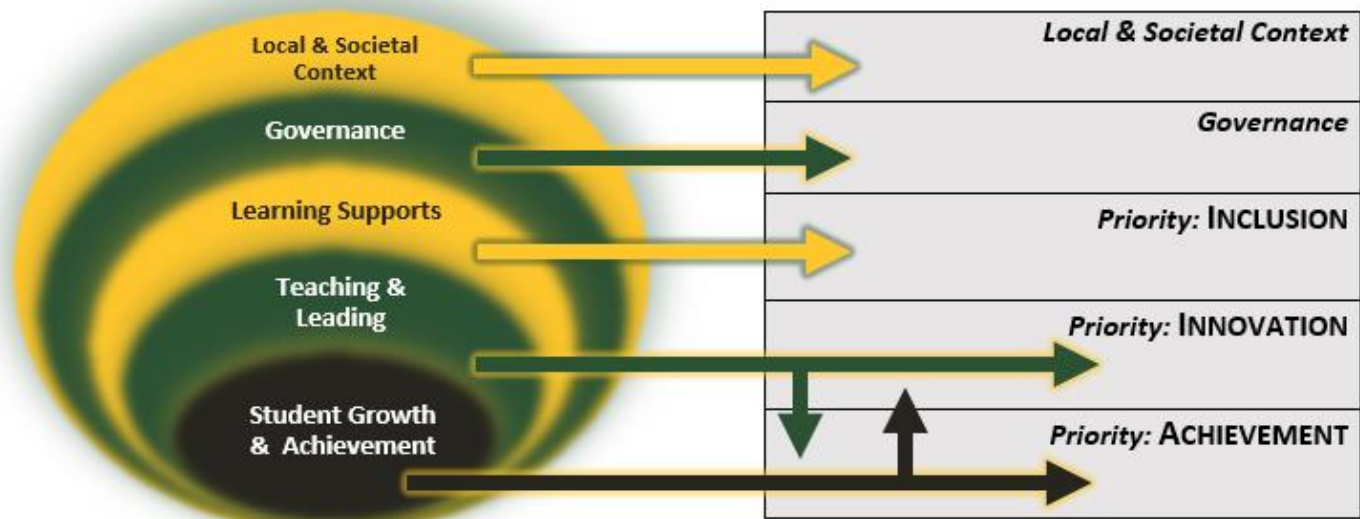
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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.
- Strong Vocational, Athletic, and Fine Arts programs give students choice and ownership in their educational endeavors
- 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
- Consistency within our Indigenous Grad Coach position has had positive impacts on our indigenous student population
- Creating a new position with a teacher dedicated to a full time ELL position to help our immigrant student population
- First school in Lethbridge to establish an E-Sport team

Challenges:

- Meeting the mental health and wellness needs of a growing student population
- Increasing number of complex needs make it challenging to ensure students' needs are met (ex. EA pressure)
- Finding efficiencies in our operations in order to manage the growth of our student population

DIVISION PRIORITY - GROWING LEARNERS & 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 and High School Completion

<i>Goal</i>	<i>Study/Resources</i>	<i>Strategies</i>	<i>Measures</i>
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 • Applying Mathletics as a Modified Math 9 program 	<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"> • Utilizing expertise is Dave Fuller as an ELL expert. • Allowing for free flow of communication between our LST, ELL Teacher, and Inclusive Education Administrator 	<ul style="list-style-type: none"> • Increase our LST designation from 0.5 FTE to 1.0 FTE • Introduction of a full time ELL program with a 1.0 FTE teacher focused solely on the success of out ELL student. 	<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
Exposure to Indigenous Ways of Knowing	<ul style="list-style-type: none"> • Utilizing the knowledge of our Indigenous Education Coordinator at the Division level as well as the expertise of the Lead Indigenous Teacher for the Division 	<ul style="list-style-type: none"> • Having a consistent person in the role of Indigenous Grad Coach • Creating a Blackfoot Education Course • Enrollment in the U of L Indigenous Youth Mentorship Program 	<ul style="list-style-type: none"> • Look for increase Attendance of our indigenous students • Educational Engagement by our indigenous students • Advocacy and participation in Indigenous Ways of Knowing by non Indigenous students.
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 PRIORITY - LEADING LEARNING & BUILDING CAPACITY



Outcomes:

1. Respond to the unique learning needs, interests, and cultural, social, and economic circumstances of all.
2. Improve professional practice through collaborative engagement in processes of growth.
3. Ongoing professional learning programs prepares staff to meet high standards to practice.
4. Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
5. Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

ASSURANCE MEASURES

- Provincial Assurance Survey measure of educational quality
- Review of strategies that were implemented to support professional learning.

Goal	Study/Resources	Strategies	Measures
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 utilizing our Indigenous Grad Coach to meet with students and focus on pathways to graduation 	<ul style="list-style-type: none"> • 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
Allow for Individual Professional Learning Initiatives		<ul style="list-style-type: none"> • Allow teachers to choose their own Professional areas of Inquiry to focus their Professional learning on. • Help facilitate small group collaboration between teacher with similar goals 	<ul style="list-style-type: none"> • Staff engagement in inquiry process as measured through conversation and observation. • Feedback from staff learning activities.
Increased Communication with Families	<ul style="list-style-type: none"> • Create a communication guide-line for parents and teachers • Increase attention to course outlines for each course with added communication guidelines 	<ul style="list-style-type: none"> • Weekly G2G Newsletter with running calendar for parents • Utilization of PowerSchool as communication tool • More targeted emails/phone calls home to students who are struggling. 	<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 PRIORITY: SUPPORTING LEARNING & WELL-BEING



Outcomes:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
3. Shared understanding of an inclusive education and collaborative partnerships to support learning.
4. Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
5. Students are active, health, and well.
6. Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

ASSURANCE MEASURES

- Provincial Assurance Survey measure of welcome, caring, respectful and safe learning environment.
- Provincial survey measure of access to supports and services

<i>Goal</i>	<i>Study/Resources</i>	<i>Strategies</i>	<i>Measures</i>
Create a Welcoming and Caring First Impression	<ul style="list-style-type: none"> • New student information package and program planning guide set up during “New Student Intake Meetings” 	<ul style="list-style-type: none"> • Grade 8 Orientation tour with the Leadership students in the spring • Separate K&E Student Orientation • Separate Indigenous Student Orientation • Separate Orientation of new Grade 10-12 students 	<ul style="list-style-type: none"> • Increased Attendance for students new to LCI • Decrease in student “transition jitters” with quicker integration and engagement
Integrate Ways of Knowing into the Classroom	<ul style="list-style-type: none"> • Shawnee Big Bull • 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
Form Working Partnerships with Parents		<ul style="list-style-type: none"> • Increase the number of Parent Information nights at the school (i.e. Grade 9 Parent Information Night) • Increase the number of Student Showcases of learning at the school (i.e. Maker Space Night) • Increase the number of fine arts performances to the school (i.e. Outdoor Spring Concert) 	<ul style="list-style-type: none"> • Parent interest and attendance at said events • Parent satisfaction indicators on Assurance Survey • Fewer Negative interactions between the school and Parents • Positive Interactions at Parent Council Meetings

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

School Reserves



Total Reserves as of August 31st, 2020: **\$8,103.50**

Planned use of Reserves	
1.	\$
2.	\$
3.	\$
4.	\$
Total	\$

School Generated Funds

Fund Balance as of July 31st, 2020: **\$103,491.53**

Funds are Carried Over for:	
Field Trips	\$ 0
Sports equipment—Rugby, Football, Baseball, Slo-Pitch	\$ -23720.36
Travel deposits	\$ 0
Other equipment and furnishings	\$ 0
Other (specify) - Bus Sale	\$ 20,000.00
Fundraising activities (All Groups)	\$ 25,186.91

School Generated Funds Balance Sheet



Total Reserves as of August 31st, 2020: **\$8,103.50**

Fund Balance as of July 31st, 2020: **\$103,491.53**

Fundraising:

Total Profit	\$ 61,900.80	<i>All fundraising for Athletics, Arts, Academics - Students and Clubs</i>
Total Loss	\$ -	
Grand Total	\$ 61,900.80	
Total Profit	\$ 361.41	<i>1. Athletics and Weight Training Fundraising</i>
Total Loss	\$ -	
Grand Total	\$ 361.41	
Total Profit	\$ 20,000.40	<i>2. Arts: Choir, Dance, Band, Drama, Artisan</i>
Total Loss	\$ -	
Grand Total	\$ 20,000.40	
Total Profit	\$ 4,825.10	<i>3. Academic, Student Council, Skill Development, SADD Fundraising, Peer Support Income, Clubs, Travel Club, Grad Fundraising</i>
Total Loss	\$ -	
Grand Total	\$ 4,825.10	

Sports Equipment/Travel:

Total Profit	\$ 1,379.64	<i>All Athletics programs userfees budgeted to offset costs in travel, equipment, retals, and misc expenses associated.</i>
Total Loss	-\$ 25,100.00	
Grand Total	-\$ 23,720.36	

Grants:

Total Profit	\$ 152.38	<i>Grants: Headstrong, Community Foundation, Alberta Traffic Safety, Snack, Community Initiatives Program, Dance (0)</i>
Total Loss	\$ -	
Grand Total	\$ 152.38	

Donations:

Total Profit	\$ 6,747.76	<i>Total dontation accounts combined from arts, academics, and athletics.</i>
Total Loss	\$ -	
Grand Total	\$ 6,747.76	
Total Profit	\$ 2,323.69	<i>1. Athletics and Alumni Donations</i>
Total Loss	\$ -	
Grand Total	\$ 2,323.69	
Total Profit	\$ 2,819.96	<i>2. Fine Arts: Band, Choir, Drama, Awards, and Donations</i>
Total Loss	\$ -	
Grand Total	\$ 2,819.96	
Total Profit	\$ 698.23	<i>3. Academics: Awards and Donations</i>
Total Loss	\$ -	
Grand Total	\$ 698.23	
Total Profit	\$ 905.88	<i>4. Poverty, Parent Council Donations</i>
Total Loss	\$ -	
Grand Total	\$ 905.88	

Buy & Sell:

Total Profit	\$ 9,503.68	<i>Purchases by students of products consumed for profit or not retained by school after purchase. Food and Yearbooks (concession, caft., Coca-Cola)</i>
Total Loss	\$ -	
Grand Total	\$ 9,503.68	