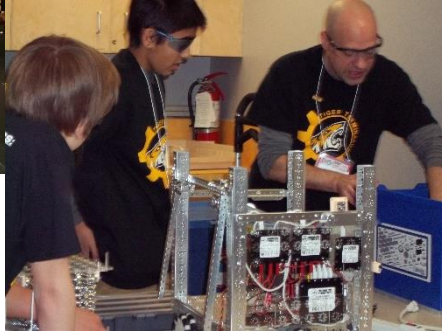


# GILBERT PATERSON MIDDLE SCHOOL



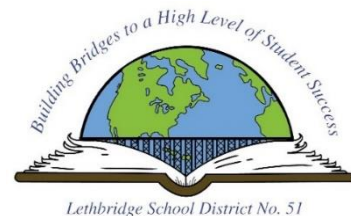
## 2017/18 Three Year Education Plan 2016-17 Results Report

### **Vision Statement**

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

### **Mission Statement**

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.



## Lethbridge School District Priority: Supporting Student Achievement.

### PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
  - Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- \* Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

### Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes

### Strategies

#### Focus on Literacy and Numeracy

- Introduction of Levelled Literacy Intervention (LLI) groups within grade 6, ELL and K&E
- Levelled math group with targeted grade 7 and K&E
- Partnership with U of L math professor for assessment and strategy feedback
- Team teaching of literacy strategies to model and support growth of balanced literacy
- Utilization at grade 6 of Fountas and Pinnell testing for guiding instruction
- Base line testing of numeracy – Basic Math Skills – grade 6 and 7 – development of strategies to improve basic skills (analyze and align assessment and instructional practices)
- Implementation of levelled math groups in areas such as K&E and Life Skills
- ELL program developing hands on opportunities with math through tuck shop and ELL
- Development of classroom libraries to promote literacy across curriculum
- PL and collaborative time focused on enhancing literacy instruction and best practice
- Work with feeder school and grade 9 for PAT analysis, articulation and instructional practices used

#### French Immersion Program

- Increased awareness and intent to language and cultural richness through team projects, assemblies, bulletin boards, announcements, school signs
- Incentive to use language and be proud of your program – cohesiveness in approach

#### FNMI Students

- Art and cultural program with Andrea Fox, University of Calgary and partner school in Calgary
- Development of rich, meaningful lessons for social studies with John Chief Calf
- School art and cultural promotion

#### Middle School Philosophy

- *Engagement, Relationships, Differentiation* 3 pillars of growth at Paterson
- Commitment to student voice and engagement through class rep meetings and leadership opportunities at all levels
- Review of option course opportunities and student interests
- Grade 6 transition morning in September with all staff to build confidence and comfort
- Staff collaboration through middle school PL and District days with other middle school colleagues

## **Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers**

### **OUTCOMES:**

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

### **Performance Measures**

- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

### **Strategies**

#### **Innovative Learning Opportunities inside and outside of the classroom**

- Utilization of technology to promote innovative thinking throughout classes (iPad, BYOD, reader / scribe capabilities, QR codes, translation apps, one drive with lead tech assistance)
- Development of two collaborate work stations, collaborative viewing area and a maker space in the learning commons from the fall school fundraiser
- Natural Leaders partnership to create front garden and environmental awareness
- Scientists in Schools programming, Science sizzle, Cardboard Boat Races
- Staff professional learning in CTF to develop basic multi-disciplinary projects
- Option choices such as Codemakers, Digital photography Scrapbooking, Foodology
- Robotics opportunity partnership with Wilson, WCHS
- French Immersion language and cultural opportunities and activities
- Promotion and use of Overdrive for all students to access on line book titles

#### **Leadership Opportunities**

- School wide leadership direction that includes classrooms, counselling, leadership options, clubs and student classroom representatives to provide opportunities
- School nutrition Program grant involving students and local community church to provide lunches for students in need
- Increased participation in community projects such as Feed the Bug through effective student leadership programs
- Leadership partnerships with local seniors, feeder schools and agencies
- Student-driven school activities facilitated by staff – What do you want to see? How do you want to do it happen?

## PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership.
- Engaged and effective governance.

## Lethbridge School District Priority: Supporting Student Diversity

### OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

## Performance Measures

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

## Strategies

### Welcoming School Environment

- Grade 6 first day morning with all staff – grade 6-8 class partnerships
- Student leadership activities / special days such as random acts of kindness, pink shirt day, orange shirt day, student led assemblies – participating in U of L Leadership Day
- Weekly health for all students to address all outcomes and Kids in the Know curriculum effectively
- Lunch / snack program for students that need support
- School clubs such as Me to We, Game Club, Rocky Mountain Book Club and intramural and fine art lunch time activities for students
- School beautification through painting, added bulletin boards, signage and art work
- Spirit days and assemblies led by students that include student recognition and learning opportunities such as Eva Olsson
- Create diverse welcoming lunch hour environments for students with different regulatory and/or mindfulness needs

### Professional Learning Support for staff

- Learning presentations during staff meeting and collaborative time with Keenan Geer, Allison Lux, David Fuller, Cayley King, Shaun Metz, Robin Bright, Andrea Fox, Helen Irwin, Melanie Duffin – building capacity and awareness of the diverse needs of all learners
- Collaborative time with literacy and numeracy groups to develop teaching strategies and assessment
- Development of ISP's in a collaborative team approach that provides support for differentiation
- Team teaching opportunities in literacy and French Immersion to explore instructional strategies and assessment practices
- Regular Support Staff in-services during collaborative time on self-regulation, anxiety, autism ADHD, sensory strategies
- Ongoing adjustments to improve delivery of the learning support / life skills model at Paterson to provide effective support for all learners
- Continued development of counselling team model to provide individual, targeted and universal programming that is proactive and supports classroom learning
- Work with agencies such as Alberta mental Health, Key Connections, Bridges to address student needs and programming

## School Priority: Effective implementation of student supports (Year 2)

### Outcomes:

- Increased awareness of FNMI culture and opportunities for FNMI students
- Effective differentiation at the classroom level as well as school wide literacy / numeracy interventions
- Continued growth in universal programming to support wellness, resiliency and mental health for all
- Address PAT improvement plans in targeted areas

### Performance Measures

- Student, parent staff surveys
- Literacy and Numeracy interventions that improve student learning and performance
- Increased engagement and success of FNMI students

### Strategies

- Increased exposure and celebration of FNMI culture through art, activities and events – create more FNMI presence in our building
- Staff awareness of FNMI culture through blanket exercise and targeted lesson development
- Effective school counselling plan that addresses universal programming at all grade levels and involves coordination of health delivery and school wide activities
- Purposeful PAT reflection and planning to increase acceptable standard and excellence in targeted areas
- Increased levels of student feedback from classroom representatives, Tell Them From Me and informal student feedback regarding programming and student success
- Continue to build Paterson culture through beautification, assemblies, activities and student involvement
- Support of all staff to meet diverse needs of learners
- Continue to diversify our learning commons collection for more FNMI content

### School Highlights

- Increased student leadership opportunities inside and outside of the school community
- Successful, thriving French Immersion program that emphasizes language and cultural growth
- Increased staff awareness and growth in meeting diverse needs of learners
- Strong literacy interventions for targeted groups and all learners
- Successful fine arts and athletic programs that provide a wide variety of opportunities
- Supportive and involved parent group and community
- Safe, welcoming school environment for all
- Development of creative learning spaces within the learning commons

### Challenges to address

- Continue to develop rich, innovative learning opportunities for all that ensure successful, differentiated learning experiences in literacy and numeracy
- Trend of increased population growth over time – programming and space challenges to be addressed with timetabling and course offerings
- Development of varied options that reflect student feedback and innovative instruction
- Increased FNMI and multicultural visibility in our school – continue to develop family partnerships
- Continue to build effective collaborative learning partnerships with feeder and high schools
- PAT reflection and strategy development to address gaps in achievement

## Accountability Pillar and Provincial Achievement Results

Subject	School Acceptable Standard %	Province Acceptable Standard %	School Standard of Excellence %	Province Standard of Excellence %
English LA Writing	95.7	90.3	15.0	12.3
English LA Reading	96.1	90.0	47.8	43.8
English Math Part A	68.5	65.1	23.5	29.6
English Math Part B	83.2	78.5	10.1	14.6
English Science	88.2	86	35.4	33.2
English Social	88.5	81.3	39.9	25.1
French LA Writing	91.5	90.6	15.3	15.4
French LA Reading	84.7	83.2	18.6	21.3
French Math Part A	40.7	68.1	10.2	28.2
French Math Part B	71.2	84.9	11.9	18.5
French Science	72.9	83.3	18.6	22.4
French Social	54.2	77.8	6.8	13.1

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2017  
School: 6442 Gilbert Paterson Middle School



Measure Category	Measure	Gilbert Paterson Middle 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	89.1	90.7	90.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	87.6	89.2	87.4	81.9	81.9	81.5	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	85.7	88.1	88.5	90.1	90.1	89.6	Intermediate	Declined	Issue
	<a href="#">Drop Out Rate</a>	*	0.0	0.0	3.0	3.2	3.3	*	*	*
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	80.4	77.2	79.2	73.4	73.6	73.2	High	Maintained	Good
	<a href="#">PAT: Excellence</a>	20.7	25.0	20.0	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	76.3	74.8	74.7	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	81.9	83.4	82.7	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	76.0	80.8	74.8	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	85.6	82.7	81.0	81.4	81.2	80.2	Very High	Improved	Excellent