

Gilbert Paterson Middle School



2020/21 Three Year Education Plan

and
2019/20 Results Report

Vision Statement

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



www.lethsd.ab.ca



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.
- First Nations, Metis and Inuit 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.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

Strategies:

- Develop and implement strategies for growth within concepts / strands identified from French Immersion, Numeracy and Literacy groups which identify strategies for growth
- Utilize MIPI data to guide programming and instruction
- Inquiry-based learning and collaborative work focused on engagement and enrichment activities
- Response to Intervention (RTI) and Learning Support model developed around supporting teachers with instruction and interventions and a collaborative team approach
- Continue with dyad model for consistency for students
- Plan to support the physical, social and emotional needs of our students and families in order to facilitate academic success
- Continued use of schedule Wednesday collaborative time to facilitate student interventions, inquiry-based learning and other professional learning opportunities
- Work with John Chief Calf and Shawnee Big Bull to facilitate Indigenous understanding and curriculum with staff
- Continue to use formative feedback through PowerSchool to inform parents of student progress and areas for growth

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.

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

Opportunity for students to receive a broad program of studies,

Strategies:

- ROAR philosophy - making connections with students around our four pillars (respect, determination, integrity, acceptance) through intentional activities, at the classroom, grade and school level
- Collaborative meetings at grade levels to address academic, social, emotional needs of students and intentional strategies for success
- Developing programming and supports for a wide variety of in school and at home learners
- School wide professional learning focusing on trauma informed practice and brain research

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

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

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:

- Intentional focus on rigor, engagement, critical thinking through professional learning, staff meeting activities and discussions
- Continue to provide and expand opportunities to engage students through Scientists in Schools, Natural Leaders, Think Outside and other programs
- incorporate strategies into classroom instruction through project-based learning and authentic applications
- ROAR philosophy - develop common character traits of successful learners and citizens through common strategies, activities and school community
- Grade level based activity classes of exploratory learning to maintain cohorts during the pandemic

School Priority:

In what ways can we facilitate student engagement, success and wellness in our classrooms and school community with in the parameters of a pandemic-driven school structure?

OUTCOMES:

- GPMS staff will demonstrate flexible cultures of thinking
- GPMS staff will develop intentional structures and strategies to support students, families and each other

Performance Measures:

- Engage in reflection and conversations to help us meet the needs of our community

Strategies:

- Daily check ins with staff and students
- Increased parent communication around wellness of students and families
- Intentional planning around issues of cohorting and at home learning for both English and French immersion streams
- Looking at ways to create engagement by offering different activities while cohorting
- Providing virtual announcements, assemblies, choir, band opportunities
- Development of PE activities that promote cooperation and exposure to new games and activities that follow health protocols
- Taking an approach to planning that emphasizes the need for consistent structures that are sustainable
- Utilizing the Wellness team to deliver universal strategies and provide capacity building for teachers in order meet diverse and increased needs in a sustainable manner

Accountability Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
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	Safe and Caring	84.9	81.5	86.7	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	82.2	83.1	85.8	82.4	82.2	82.0	Very High	Declined	Good
Student Learning Opportunities	Education Quality	83.4	81.6	84.7	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	*	*	13.3	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT - Acceptable	82.1	83.8	80.4	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT - Excellence	22.0	21.1	22.3	20.6	19.9	19.6	High	Maintained	Good
	Diploma - Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma - Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	63.6	49.9	65.4	84.1	83.0	82.7	Very Low	Maintained	Concern
Parental Involvement	Citizenship	72.6	65.6	75.4	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
	Parental Involvement	73.9	67.6	73.6	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	69.0	60.3	74.4	81.6	81.0	80.9	Low	Declined	Issue

Highlights

- Response to Intervention model (RTI) that is collaborative and involves all staff
- Effective and responsive Universal Programming to address wellness at the classroom and grade level
- Continued success of a dual track school and the importance of French language learning in our community
- ROAR philosophy and activities to promote school culture and community
- Successful fine arts, athletics and student club programs that provide a wide variety of opportunities
- Grades 4-9 conversations with teachers around student success starting with the French Immersion program and building relationships with elementary and high schools
- Virtual band and choir opportunities after school

Challenges to Address

- Future population trends — effects on physical space and programming
- Building connections for positive transition with multiple feeder schools and high school
- Increased diversity in our student population with respect to learning, social-emotional, attendance and family needs - understanding as a staff how to best provide opportunities for success
- Reflection on programming student engagement, critical thinking, rigor and community based on input from students, parents and staff
- Provide effective opportunities to promote growth and understanding of Indigenous culture and effects of residential schools
- Opportunities for parent involvement in our school that are meaningful and build connections during a pandemic
- Providing programming and support for diverse at home learners
- Providing effective Wellness team model within current structure of supports