

# Gilbert Paterson Middle School 1



## 2021 /22 Assurance Plan

### **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.**



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# ASSURANCE PLANNING

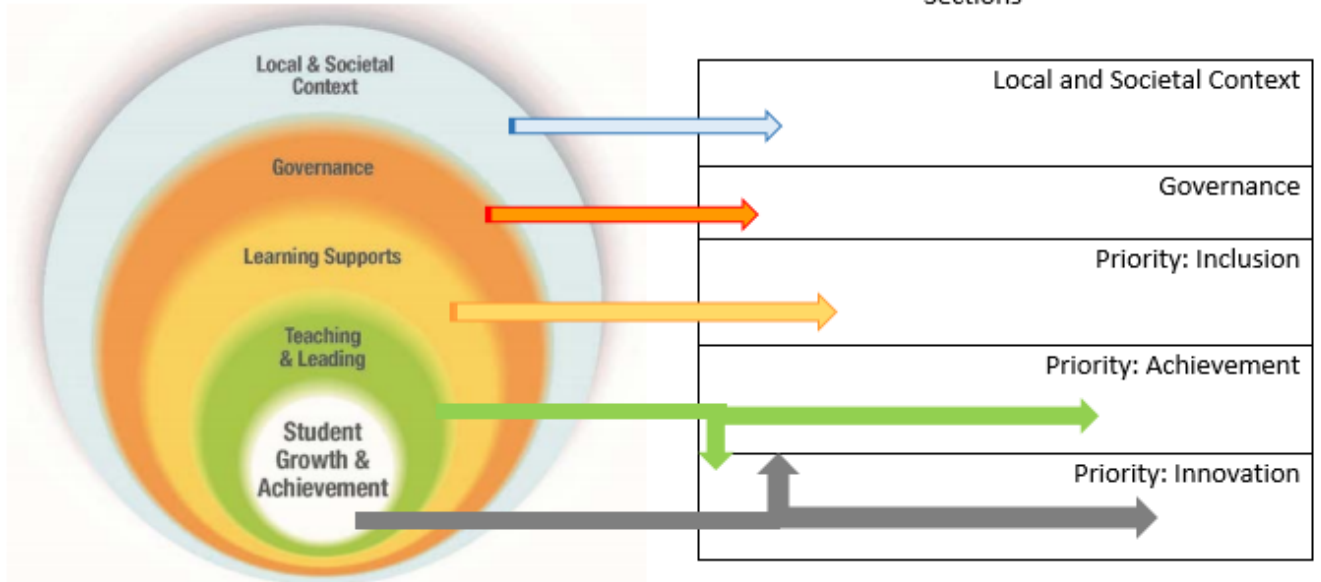
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Gilbert Paterson Middle School (GPMS) is a dual track middle school with both English and French Immersion (FRIM) programming. It is the largest middle school in Lethbridge with 776 students, 215 of whom are in the FRIM program. Our school draws students to English program from South Lethbridge, while FRIM students come from all corners of the city. We have continued to see steady growth over the past five years in both streams and our building is working at capacity in 2021-22. We are fortunate to have two gymnasiums as well as fitness, foods, sewing, choir, band, construction, drama and technology facilities to meet the needs of our learners.

GPMS has seen an exciting and noticeable shift in its demographics over the last five years to include a wider range of learners with many different needs and perspectives, including more ELL and Indigenous families. As such, we have focused on more inclusive and diverse teaching and learning strategies to ensure student success.

GPMS offers a full range of elective course programming for students in all grades. Over the last five years, we have included a wider variety of choices for students with new courses such as outdoor education, photo scrapbooking, beginner guitar and different technology options. Extra curricular activities in the fine arts include drama productions, choir, traditional band and rock band opportunities that are developed at the elective level. Tiger athletics offers full rep, development and club opportunities for a large number of students to participate in school sports at a school or league level.

Our **ROAR** philosophy of respect, determination, acceptance and integrity is an important foundation of teaching, learning, playing and working together at Gilbert Paterson Middle School.

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

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

## Domain: Student Growth and 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.

## 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
Promote / discuss / share and support teachers in implementing and managing both an effective in person and on line learning presence in our current fall 2021 protocols	<ul style="list-style-type: none"> <li>• Collaborative Time Wednesdays</li> <li>• School based tech support</li> <li>• Admin conversations and listening to needs of staff</li> <li>• Middle school admin group</li> </ul>	<ul style="list-style-type: none"> <li>• PL opportunities</li> <li>• Ongoing sharing and reflection at grade level meetings</li> <li>• Ongoing communication teachers, home and admin</li> </ul>	<ul style="list-style-type: none"> <li>• Successful transitions of students / classrooms to and from each platform</li> <li>• Feedback from students and parents</li> </ul>
Continue to develop functional oral language skills and descriptive writing skills in our French Immersion program	<ul style="list-style-type: none"> <li>• School French immersion team</li> <li>• Working with Southern Alberta French Immersion council</li> <li>• Using various writing resources that engage students in writing tasks</li> <li>• Adopting spontaneous conversation resources as shared with ACPI speakers</li> </ul>	<ul style="list-style-type: none"> <li>• PL opportunities (Edmonton Consortium presentations and ACPI)</li> <li>• Daily journaling</li> <li>• Speaking activities</li> <li>• Monthly FRIM team mtgs to review goal progress</li> <li>• Collaboration with elementary and high school FRIM teams</li> </ul>	<ul style="list-style-type: none"> <li>• DELF exams</li> <li>• French language presentatations</li> <li>• Improvement in daily journaling quality</li> <li>• Use of French oral language in classrooms</li> </ul>
Further develop effective assessment of student learning and feedback strategies through our middle school report card	<ul style="list-style-type: none"> <li>• Middle school admin group</li> <li>• Admin conversations and feedback of reporting</li> <li>• Learning Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level meetings and collaboration / feedback</li> <li>• Exemplars for feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback on middle school reporting</li> <li>• Evolution of comments (more thorough)</li> </ul>
Continue to support/develop numeracy and literacy top yielding strategies for student engagement	<ul style="list-style-type: none"> <li>• School based Num/Lit committee work</li> <li>• School lead teachers in numeracy, literacy</li> <li>• Division lead teachers</li> <li>• Learning Support Teacher</li> <li>• Inquiry groups</li> <li>• Foundation skills interview</li> <li>• Numeracy and writing continuums</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of literacy and numeracy plans</li> <li>• Using Thinking classrooms routines and strategies</li> <li>• LA teachers participating in group book student with Dr. Robin Bright</li> <li>• Numeracy teachers using strategies from <i>Building Thinking Classrooms</i> with Peter Liljedahl.</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI (post results including high school results)</li> <li>• Formative assessments</li> <li>• Increased frequency of teacher dialogue</li> <li>• teachers utilizing the Foundational Skills Interview to identify gaps in learning</li> </ul>



## DIVISION PRIORITIES

### Inclusion

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit 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 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.

## Performance Measures

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

Goal	• Study/Resources	Strategies	Measures
<p><b>Our goal in this area is to focus on 4 distinct populations in our school and in turn create practices that benefit ALL learners</b></p> <p><i>Discuss / promote / share / implement strategies that enhance a respectful, caring school environment that we want to create for ALL STUDENTS, specifically for these identified groups of learners:</i></p> <ul style="list-style-type: none"> <li>• Indigenous students</li> <li>• ELL learners</li> <li>• LGBTQ2S+ students and allies</li> <li>• Students impacted by trauma (CoVid, family, mental health, absenteeism, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• PL with Jenna Jewison and John Chief Calf</li> <li>• Use of Division Indigenous materials</li> <li>• ATA Pebbles collection</li> <li>• Learning Support Teacher</li> <li>• School based ELL lead teachers</li> <li>• Rebecca Adamson, Bev Smith</li> <li>• Wellness Team (school and division)</li> <li>• Positive Spaces</li> <li>• Health teachers</li> <li>• Wellness Team (school and division)</li> <li>• Learning Support Teacher</li> <li>• Youth Engagement Officer</li> <li>• Alison Lux, CMH</li> <li>• Anjana Sawney-Burgess</li> <li>• Division Wellness team</li> <li>• Inquiry groups</li> <li>• Latest research of Dr. Perry</li> </ul>	<ul style="list-style-type: none"> <li>• Infuse Indigenous perspectives/ways across curriculum authentically into our school's everyday life and culture.</li> <li>• Offering learning opportunities for staff and students (ie. Think Outside, Orange Shirt Day, Rock Your Mocs)</li> <li>• Involvement of leadership groups</li> <li>• Build capacity of staff to complete own benchmarking</li> <li>• Built in collaborative grade level meetings</li> <li>• Communicating ISP's of students with EA's</li> <li>• Developing targeted programming in the areas of writing, reading and speaking in core subject areas to increase engagement of ELL learners in mainstream classrooms</li> <li>• PL in use of technology to help ELL in content areas and vocabulary development</li> <li>• Weekly GSA club meetings and activities</li> <li>• More engagement of allies and school presence of the club</li> <li>• Staff professional learning on pronouns and strategies to support</li> <li>• Pro-active Gender neutral washroom and change room plans</li> <li>• Universal and targeted programming to build trauma sensitive classrooms/school</li> <li>• Supporting student wellbeing through universal programming</li> <li>• Presentations from outside agencies (Cameron Hughes,</li> <li>• Weekly Admin counselling meetings</li> <li>• Increased representation of all groups around the school</li> </ul>	<ul style="list-style-type: none"> <li>• All students should be feel a sense of belonging and safety</li> <li>• Increased family engagement with school community</li> <li>• Teacher participation in Indigenous PL opportunities</li> <li>• Increase incorporation of Indigenous perspectives, Ways of knowing and content into their planning , instruction and classrooms</li> <li>• Increased participation in language learning opportunities in the classroom</li> <li>• Pre/post common writing assessments</li> <li>• Regular reflection of ISP's and benchmarks; adjustments made accordingly</li> <li>• Student participation level in GSA</li> <li>• Student conversations promoting others</li> <li>• Flexibility of staff in meeting individual student needs</li> <li>• Students exposed to diverse programming</li> <li>• Collaborative Grade level meetings with Learning support teacher and admin</li> <li>• Increased staff involvement with providing opportunities for students outside of regular class time</li> </ul>

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- 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.	<ul style="list-style-type: none"> <li>• Inquiry templates</li> <li>• Staff self reflection using TQS</li> <li>• Generative Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Time scheduled for inquiry groups throughout the year during Wednesday Collaborative time, PL days.</li> <li>• Opportunities to share growth and learning with Admin and staff</li> <li>• Supporting staff with their inquiry goals</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engagement</li> <li>• Staff achieving success in their own inquiry goals</li> <li>• Conversations between staff about their inquiry questions</li> <li>• Observable change in instructional practice</li> </ul>
Administration reflection / action / strategies to support staff with the complexities of the pandemic with student learning and wellness	<ul style="list-style-type: none"> <li>• Generative Dialogue</li> <li>• Middle school admin group</li> <li>• Wellness team (school and division)</li> <li>• School social committee</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings about students (Admin and Wellness teams)</li> <li>• Individual conversations about students with staff</li> <li>• Staff appreciation</li> <li>• Accessing school and community supports (Family Ties, CMH, Food bank, Nutrition Grant)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular student tracking attendance and progress</li> <li>• Frequency of conversations about student and staff needs</li> <li>• Staff wellness activities</li> </ul>
Introduction of Thinking Classroom strategies, activities, reflections for staff	<ul style="list-style-type: none"> <li>• Creating Thinking Routines</li> <li>• Creating Thinking Classrooms</li> <li>• Building Thinking Classrooms with Peter Liljedahl</li> <li>• Admin PL group</li> <li>• Middle school admin group</li> <li>• Division lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>• PL committee book study</li> <li>• Modeling strategies at staff meetings and PL</li> <li>• Creating strategy card rings for staff</li> <li>• Staff reflection and inventory</li> <li>• Using Thinking Routines to introduce and explore concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Observable use of thinking strategies in classrooms</li> <li>• Students can articulate their thinking and make it visual</li> <li>• Increased willingness of staff to share successful practices</li> </ul>

## School Goal or Inquiry

E.g. In what ways do we foster deep and purposeful thinking about teaching and learning to invigorate staff learning and classroom practice?

### Possible Resources:

Strategies	Timeline	Indicators of Success
Opportunities to engage students with active/hands on learning	Ongoing	Think Outside, Alison Lux Mental Health presentations, Natural Leaders, <b>creating in house Traveling Lab Coats</b> , new options, field trips, ZOOM inservices, French immersion contests and activities in house, movie making, community service opportunities.  Building staff capacity to create unique learning experiences and partnerships.
Reflect and develop new learning opportunities in our Learning Commons	Ongoing	Teachers using learning commons as a teaching space, different spaces of learning, networking with other schools, committee dialogue; work with Learning commons coordinator; embedded time for Maker activities; communication surrounding LC opportunities; staff participation in activities
Continue to develop our ROAR philosophy in our school through a variety of activities and opportunities		Student leadership opportunities, special days/assemblies, embedding it in trauma informed school, inquiry questions, guides how we celebrate student success, ROAR awards