Gilbert Paterson Middle School

2021/2022 Annual Education 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.

www.gp.lethsd.ab.ca

Lethbridge
SCHOOL DIVISION

Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Gilbert Paterson Middle Schoo			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**83.3**	85.0	n/a	**85.1**	85.6	n/a	n/a	n/a	n/a
	Citizenship	**71.7**	81.0	69.0	**81.4**	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	**n/a**	n/a	n/a	**83.2**	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	**70.8**	n/a	82.1	**67.3**	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	**17.5**	n/a	22.0	**18.0**	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**75.2**	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**18.2**	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	**85.2**	84.9	82.5	**89.0**	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.9**	87.3	n/a	**86.1**	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	**68.4**	79.5	n/a	**81.6**	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**68.5**	70.7	70.8	**78.8**	79.5	81.5	Very Low	Maintained	Concern

Highlights

Gilbert Paterson Middle School (GPMS) is a dual track middle school with both English and French Immersion (FRIM) programming. We are the largest middle school in Lethbridge with 765 students, 210 of those students are enrolled in the FRIM program. Our school boundaries bring students from south Lethbridge communities, while FRIM students come from all corners of the city. We have continued to see steady growth over the past five years in both English and French and our building is working at capacity in 2022-23. We are fortunate to have two gymnasiums as well as a spacious Learning Commons, 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 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 been committed to the continual revision of our options to offer a wider variety of choices for students. 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.

Challenges to Address

Some of the challenges and growing edges that we continue to seek to learn about are how best to:

- embrace our student and family diversities;

- address the range of literacy, numeracy, social and emotional entry points;

- problem solve creative solutions for physical space, timetabling, and population increase to ensure we are meeting the needs of our students;

- sustain a long-term growth in our French immersion program

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: PAT Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

PAT Course by Course Results by Number Enrolled.

| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2022 | |
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	89.9	11.2	88.1	12.3	n/a	n/a	n/a	n/a	68.6	13.0		
	Authority	81.4	11.1	84.2	11.3	n/a	n/a	n/a	n/a	73.0	12.7		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	School	89.6	14.9	95.6	20.6	n/a	n/a	n/a	n/a	72.7	1.8		
	Authority	89.6	14.9	95.6	20.6	n/a	n/a	n/a	n/a	72.7	1.8		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Mathematics 6	School	79.9	15.3	78.6	18.7	n/a	n/a	n/a	n/a	70.8	16.3		
	Authority	72.8	9.9	71.1	13.7	n/a	n/a	n/a	n/a	66.7	10.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	81.3	27.6	76.6	27.8	n/a	n/a	n/a	n/a	73.8	20.0		
	Authority	76.4	26.6	76.7	28.8	n/a	n/a	n/a	n/a	71.2	20.7		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	82.5	31.7	81.3	29.8	n/a	n/a	n/a	n/a	69.5	24.3		
	Authority	77.2	27.9	77.4	26.6	n/a	n/a	n/a	n/a	69.1	22.0		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

2021-22 PAT Results—Actual Students Writing (in alignment with 2018, 2019 data)

	Students Writing	School % Acceptable	Prov % Acceptable	School % Excellence	Prov % Excellence	TARGET Acceptable	TARGET Excellence
English LA	189/239	88.6	89.8	16.8	22.3	maintain	⬆
Social (English)	160/185	81.3	80.2	31.9	24.5	maintain	maintain
Math (English)	166/185	74.7	74.5	18.7	14.7	maintain	maintain
Science (English)	164/185	75.1	71.4	23.2	24.2	maintain	maintain
French LA	44/55	90.9	81.1	2.3	11.1	maintain	⬆
Social (French)	48/55	75.0	69.5	14.6	13.0	maintain	maintain
Math (French)	50/55	83.6	77.5	14.5	15.2	maintain	maintain
Science (French)	51/55	74.5	76.5	9.8	16.6	maintain	⬆

Strategies being used to target PAT assessments that support teacher growth and enhance student learning:

- continuing with the practice of sharing data between teachers, lead teachers and feeder schools that provides celebration and understanding of areas of relative achievement and also set targets for areas of growth through collaborative strategies including reviewing programming and timelines.

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	252	89.5	282	81.5	284	84.9	306	90.9	297	84.8	High	Maintained	Good
Parent	37	89.7	40	82.4	42	86.6	50	93.1	54	87.6	High	Maintained	Good
Student	184	84.0	221	78.5	213	75.0	228	83.3	218	77.1	Intermediate	Maintained	Acceptable
Teacher	31	94.8	21	83.7	29	93.1	28	96.4	25	89.6	Low	Maintained	Issue

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	252	78.6	282	65.6	284	72.5	307	81.0	297	71.7	Intermediate	Maintained	Acceptable
Parent	37	77.0	40	71.0	42	74.9	50	78.0	54	71.2	Intermediate	Maintained	Acceptable
Student	184	69.4	221	62.9	213	62.6	229	71.6	218	64.8	Intermediate	Maintained	Acceptable
Teacher	31	89.5	21	62.9	29	80.0	28	93.4	25	79.0	Very Low	Maintained	Concern

Strategies we are using to foster skills and attitudes that create a welcoming and inclusive school community based on respect and shared understanding:

- Keeping our ROAR philosophy at the heart of our decision making processes in a way that places the student at the center of the conversation as well as the strategies and solutions. Through this we hope to maintaining and nurture meaningful relationships and connections with students and their families.

- Ongoing Professional learning and staff conversations that maintain a focus on trauma informed practice as well as self-regulation and executive functioning development strategies and strengths to support our students.

- Providing opportunity to participate in more formal leadership opportunities that include clubs that promote diversity, inclusion, building positive behaviours and culture. Some of the groups hosted by staff and students at GPMS include our GSA, Maker Space groups, Homeroom Reps, Leadership Options, and Indigenous and Allies. These groups are continually growing and evolving to suit the needs of students and our school community.

- Members of the administration and wellness teams all offer an open door policy as we work with students, families, staff, and community members welcoming opportunities for dialogue about teaching, learning, and student growth.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement
Teacher, parent and student agreement that students are engaged in their learning at school.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	307	85.0	297	83.3	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	50	89.3	54	89.4	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	229	69.2	218	65.9	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	28	96.3	25	94.6	n/a	n/a	n/a

Strategies we are using to enhance student engagement in a way that contributes to successful learning:

- Creation of an LST model where we are constantly focusing on understanding our WHY and reflecting about how to best meet the needs of learners including offering targeted literacy/numeracy classes for complex learners where needs present.

- Supporting teachers with continued development of skills and strategies that enhance differentiated programming allowing students to continue maintain their sense of belonging and build motivation/engagement within the classroom setting

- Building Thinking Classrooms within our numeracy instruction, gathering data about questions we ask, presentation of outcomes and building understanding in numbers through group thinking tasks and diversified groupings; finding ways to better assess and report numeracy growth and understanding with students, parents and staff.

- Providing opportunities for our students with extended learning may it be with clubs, field trips, speakers to better understand applications of curricular concepts taught and promote engagement in learning.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality
Teacher, parent and student satisfaction with the overall quality of basic education.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	252	86.7	283	81.6	284	83.4	307	84.9	298	85.2	Intermediate	Maintained	Acceptable
Parent	37	81.0	40	75.9	42	79.8	50	85.6	54	86.5	Very High	Improved	Excellent
Student	184	84.6	222	80.8	213	74.7	229	77.3	219	75.1	Very Low	Maintained	Concern
Teacher	31	94.6	21	88.1	29	95.9	28	91.7	25	93.9	Intermediate	Maintained	Acceptable

Ways in which we are striving to offer a quality education at GPMS:

- Providing staff professional learning that validates their own teaching and learning curiosities and inquiries within their practice as well as offering learning opportunities that are timely and relevant to the needs of teachers in the current context.

- Gathering feedback from literacy, numeracy, French immersion, Fine Arts and Physical Education teachers to create school goals that promote student engagement in learning

- Seeking opportunities to solicit staff, student and parent voice on various topics such as assessment and reporting practices; belonging and inclusion and how to engage students with their middle school experience through a variety of formats.

- Building student profiles with our LST and wellness teams to determine ways to promote connectivity, flexible thinking and problem solving mindset set while also considering which strategies apply universally.

DOMAIN: LEARNING SUPPORTS

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	307	87.3	297	80.9	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	50	89.6	54	82.6	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	229	76.8	218	71.6	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	28	95.4	25	88.6	n/a	n/a	n/a

Here are some strategies we are using to build welcome, safe, caring environments at GPMS:

- Using our ROAR philosophy and student first approach to build safe environments
- Continuing to build connections with feeder schools in order to support a successful transition to middle school
- Providing a concentrated effort to re-welcome parents (with activities, events, open house, field trips, volunteer opportunities)
- Having visuals throughout the school: diversity, displays, counselling, leadership, school culture
- Focusing on connection, care, and concern at the heart of student, parent and staff interactions in a way that recognizes all students need a place to express themselves safely in their learning community.

DOMAIN: LEARNING SUPPORTS

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	307	79.5	297	68.4	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	50	69.3	54	68.6	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	229	78.8	218	67.4	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	28	90.5	25	69.4	n/a	n/a	n/a

Here are some strategies we are using to provide access to supports and services at GPMS:

- Facilitating a responsive collaborative model of intervention while considering how we can support learners as a whole group especially marginalized students access to curriculum and feeling belonging?
- Exploring of new strategies/opportunities for inclusion of complex needs in mainstream classrooms
- Maintaining positive transitionary relationships with feeder schools and within GPMS
- Providing universal/targeted social emotional strategies from our counseling groups and working with outside agencies such as Mental Health Capacity team, Boys and Girls club and LFS.
- Providing flexible learning spaces in the form of alternative locations as well as various seating and movement opportunities within classroom.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	68	77.0	61	67.6	71	73.9	78	70.7	79	68.5	Very Low	Maintained	Concern
Parent	37	62.1	40	50.8	42	64.1	50	59.6	54	57.1	Very Low	Maintained	Concern
Teacher	31	92.0	21	84.5	29	83.7	28	81.9	25	79.8	Low	Maintained	Issue

As a school, here are the strategies we are engaging in to involve parents and families in learning:

- Welcoming parents back into the building to start making them feel a greater sense of physical connection and relational community

- Providing opportunities for parent interaction with activities such as open house, meet the teacher, volunteer opportunities for field trips and activities at school as well as invitations to extra or co-curricular events in both the Fine Arts and Athletics domains

- Providing a variety of communication points including website, calendar, Paterson Press, PowerSchool and synervoice

- Reaching out to any families who many experience reluctancy or hesitancy to engage in order to provide a warm and supportive welcome. Exploring alternative ways to gather parent voice and feedback such as including interpreters where needed, working with LFS, and engaging with other community supports and agencies.

- School council provides a venue for parent voice with each agenda being shared in advance and maintaining an open door policy welcoming all who wish to attend

SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	252	86.7	283	83.1	284	82.2	306	71.3	297	83.5	Very High	Maintained	Excellent
Parent	37	85.6	40	82.9	42	84.4	49	68.8	54	84.3	Very High	Maintained	Excellent
Student	184	83.1	222	83.1	213	77.5	229	73.4	218	77.3	Very High	Maintained	Excellent
Teacher	31	91.5	21	83.3	29	84.8	28	71.6	25	89.0	High	Maintained	Good

Here are some strategies we are using to build understanding in our curricular outcomes at GPMS:

- Providing a variety of fine arts and second language learning opportunities

- Providing new opportunities for students that build off staff skills and contributions to our community while staying relevant with current technologies (ie 3D printing)

- Working with numeracy, literacy, indigenous leads, inclusive education, making connections, technology teams to further our staff development in a way that enhances student learning, thinking and understanding

- Specifically with French immersion students, working with University of Lethbridge, French Advisory and SAPDC team, feeder schools in order to build curricular knowledge and cultural opportunities

SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	66	52.9	59	53.4	71	55.8	73	73.4	77	78.2	High	Improved Significantly	Good
Parent	35	49.3	38	45.8	42	46.8	46	61.1	53	76.4	Very High	Improved Significantly	Excellent
Teacher	31	56.5	21	61.0	29	64.9	27	85.7	24	80.0	Intermediate	Improved	Good

Here are some strategies we are using to promote lifelong learning at GPMS:

- Engaging in a process to teach students how to interact with PowerSchool as a communication tool that can support their learning.

- Providing a wide range of experiences for students through options, volunteer opportunities, and clubs to explore and develop areas of passion.