

School Education Plan and Results Report
2018-22
Year 2



SECTION ONE: School, Division and Provincial Goals

SCHOOL GOALS:

Goal 1: Improve student achievement in literacy (EIPS Priority 1, Goal 2)

Goal 2: Improve student achievement in numeracy (EIPS Priority 1, Goal 2)

Goal 3: Promote and strengthen positive school culture and enhance relationships within the school (EIPS Priority 2, Goal 1 and Priority 3, Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Jeff Huculak
Assistant Principals: Jen Ference & Melissa Kerr
Counsellor: Stephanie MacNutt

Foundation Statement:

“We are a community of passionate leaders and empowered learners who respect diversity, embrace innovation, and inspire excellence.”

Lakeland Ridge School is in Wolf Country. Wolves gather together, creating a unified and proud pack. They mentor and nurture the youngest of their pups, paying heed to the needs of even the most diverse of their pack. They are instinctively aware of the need for cooperation, collaboration, innovation, and inspired leadership. They are a strong family and community because the combined efforts of each pack member allow the pack to become stronger.

Lakeland Ridge prides itself in the culture of community that has been created by students, staff, and parents since opening in 2004. Students learn in a safe and stimulating school environment where individual differences are celebrated, uniqueness valued, and a sense of belonging created. Each student is integral to the school’s fabric. As a K-9 School, Lakeland Ridge offers older students numerous and varied opportunities to nurture, mentor, and lead younger students. Parents, as partners, are vital contributors to Lakeland Ridge’s success and reputation for excellence.

Lakeland Ridge is recognized for its quality programming, student achievement, high standards for conduct, and its fostering of citizenship. Character education, citizenship, and student leadership are integral to the Lakeland experience. A progressive and dedicated staff maintains high academic and behavioural expectations for students with an emphasis on innovative learning. Students are empowered to make positive choices, practice self-discipline, and are afforded numerous opportunities to demonstrate positive leadership through involvement in curricular and extra-curricular activities.

Quick Facts:**Facility**

Lakeland Ridge opened in 2004 and is located in the northeast section of Sherwood Park. This modern, attractive facility has technology equipped classrooms, wireless connectivity, portable Chromebook carts, fully outfitted band, music and art rooms, construction and foods/fashion labs, two gymnasiums, three playgrounds, a fitness room and learning commons.

Staff

There are 37 certificated (teaching) staff members at Lakeland Ridge School including the principal, 2 assistant principals and 1 counsellor. In addition, there are 13 classified staff members, which includes 2 secretaries, 1 business manager, 1 library technician, and 9 educational assistants.

Enrolment

As of September 2019, there were 789 students enrolled at Lakeland Ridge School. Of those, 490 students were registered in kindergarten – grade 6 and 299 were registered in junior high.

Character Education

The school-wide character education program focuses on the Leader in Me, founded in Stephen Covey’s “The 7 Habits of Highly Effective People”. Students are taught and encouraged to use the habits in all aspects of their lives. The program is designed to develop character and leadership by emphasizing leadership, accountability, responsibility, problem solving, communication, creativity, teamwork, initiative, self-direction, and cross-cultural skills. The 7 Habits are:

- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

We extend the learning of the 7 Habits to include “The First 8 Days with the 7 Habits”, which focuses on teaching and/or re-introducing the habits during the first 8 days of school. This allows classes to unite in a common language, create personal and class mission statements, and set goals for the beginning of the year.

Programming Highlights:

Lakeland Ridge provides K-9 programming that focuses on academic excellence, the arts, technology, fitness and recreation, and community involvement. A full complement of elementary and junior high core courses is supplemented by a broad range of options including app savvy, art, band, design studies, drama, construction, fashion, fast and convenient foods, French, leadership, learning strategies, outdoor education, performing arts, pottery, recreational fitness, snacks and appetizers, sports acceleration, and world foods.

School Council and Parent Action Society

At Lakeland Ridge, strong parental involvement helps maintain a family and community influence within the school. Parents volunteer throughout the school and work as part of a team focused on the education of their children. The Lakeland Ridge School Council meets monthly to support the teaching and learning in the school. The Parent Action Society (PAS) is the fundraising branch of the parent community and provides financial support for school initiatives.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Areas of School Success

1. Literacy

- a) Two teachers (total of 1.0 full-time equivalent) provided early literacy support during the 2018-19 school year.
- b) Elementary teachers integrated Reader’s/Writer’s Workshop into lessons.
- c) Teachers attended elementary cohort professional development sessions.
- d) Junior high teachers continued to focus on conferring with students specific to reading.
- e) School purchased mobile classroom libraries for grades 1-6 focusing on non-fiction, series and book clubs.
- f) In grade 6, 96.8% of our students achieved the acceptable standard in ELA, with 62.0% of students achieving the standard of excellence on the reading portion of the exam.
- g) In grade 9, our students outperformed the province in ELA, with 87.5% of our students achieving the acceptable standard compared to 75.1% in the province. In addition, 94.8% of Lakeland Ridge students who wrote the exam achieved the acceptable standard

compared to 89.6% in the province. For the written portion of the exam, 27.3% of our students achieved the standard of excellence compared to 21.2 % in the province.

2. Numeracy

- a) One teacher (0.15 full-time equivalent) provided numeracy support during the 2018-19 school year.
- b) Teachers worked with numeracy consultants (Amaya Ortigosa and Alex Candler) on creating and using math common language and benchmarking.
- c) Intentional in ensuring numeracy was evident within the school environment (e.g. school bulletin boards, bi-weekly school-wide math contests, and numeracy speech bubbles).
- d) Junior high teachers focused on creating formative and summative assessments and providing small group instruction when possible.
- e) In grade 6, 90.3% of our students achieved the acceptable standard in mathematics compared to 72.5% in the province. As well, 23.7% of our grade 6 students achieved the standard of excellence (increase of 6.6% from last year) compared to 15.0% in the province.
- f) The number of our grade 6 students who achieved the standard of excellence in the math 'Part A' exam increased by 13.7% to 65.6% (up from 51.9% last year), compared to 43.5% (up from 35.5% last year) of students in the province.

3. Character Education

We are a Leader in Me school. Students are taught and encouraged to use the habits in all aspects of their lives. The program is designed to develop character and leadership by emphasizing leadership, accountability, responsibility, problem solving, communication, creativity, teamwork, initiative, self-direction, and cross-cultural skills.

- a) Students from K-9 participated in "The First 8 Days With the 7 Habits" at the beginning of the school year. Students were immersed in learning and revisiting the 7 habits.
- b) Being a K-9 school provides Lakeland Ridge with unique programming and mentorship opportunities.

Areas for School Improvement/Challenge

1. Improvement: As indicated on the Accountability Pillar Survey, the School Improvement Measure decreased 10% from 88.2% to 78.2%. We will engage in conversations with stakeholders to identify and address these concerns.

2. Improvement: In grade 9 math, the province's acceptable standard results stayed nearly the same (60.0% this year compared to 59.2% last year). However, Lakeland Ridge's results dropped 14.2% from 81.7% last year to 67.5% this year. With respect to the standard of excellence the province's results increased by 4.0 % (15.0% last year compared to 19.0% this year), while Lakeland Ridge's achievement decreased by 11.8% (29.3% last year compared to 17.5% this year).

3. Challenge: Work with teachers to shift pedagogy towards competency-based practice in preparation for the new curriculum.

4. Challenge: Enhance teachers' knowledge, understanding and practice regarding Indigenous Peoples to ensure we are meeting new outcomes of the Teacher Quality Standards.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Improve student achievement in literacy

Division Outcome:

Priority 1: Promote growth and success for all students.

Goal 2 – Success for every student

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

1. Teachers will integrate high quality instruction to support literacy including:
 - a) STAR (Standardized Test for the Assessment of Reading) reading assessment
 - b) Levelled Literacy Intervention
 - c) Reader's Workshop
 - d) Writer's Workshop
 - e) Small Group Instruction (book clubs, book bistros, and workshops)
 - f) Writing Continuum

2. The classroom environment will support literacy by including:
 - a) Visuals (word wall, anchor charts, literacy art, student work)
 - b) Classroom libraries (levelled and non-levelled series, book clubs, and non-fiction)
 - c) Small Group Instruction

The two strategies listed above will be supported by administration at Lakeland Ridge, lead teachers, and Elk Island Public Schools literacy consultants.

Performance Measures:

1. Maintain the percentage of students who achieve the acceptable standard and increase the percentage of students who achieve the standard of excellence on the language arts and social studies Provincial Achievement Tests.
2. School Improvement based on STAR benchmarks
 - a. Improve reading scores by a minimum of one grade level for all students. This will be determined using changes in scaled scores and student growth percentile.

School Goal 2: Improve student achievement in numeracy

Division Outcome:

Priority 1: Promote growth and success for all students.

Goal 2 – Success for every student

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy

Strategies:

1. Teachers will integrate high quality instruction to support numeracy including:
 - a) Math Intervention Programming Instrument (MIPI)
 - b) Number Talks
 - c) Mathematical problem-solving tasks
 - d) Small Group Instruction
 - e) Varied assessment practices

2. The classroom environment will support numeracy by including:
 - a) Visuals (word wall, number lines, anchor charts, geometric art, maps/graphs, student work)
 - b) Classroom manipulative kits
 - c) Small Group Instruction

The two strategies listed above will be supported by administration at Lakeland Ridge, lead teachers, and Elk Island Public Schools numeracy consultants.

Performance Measures:

1. Increase the percentage of students who achieve the acceptable standard and the percentage of students who achieve standard of excellence on the math Provincial Achievement Tests.
2. Evidence of numeracy is visible throughout the school.
3. Staff and students will use common numeracy vocabulary developed in consultation with Lakeland Ridge teachers and EIPS numeracy consultants.

School Goal 3: Promote and strengthen positive school culture and enhance relationships within the school

Division Outcome:

Priority 2: Enhance high quality learning and working environments.

Goal 1 – A focus on wellbeing including student citizenship and staff engagement

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

Goal 1 – Parents as Partners

Outcome: Student learning is supported and enhanced through parent engagement.

Strategies:

1. The “First 8 Days with the 7 Habits” implementation in all grades throughout the school.
2. Provide Leader in Me professional development to new staff.
3. Provide Leader in Me professional development and reflection time at staff meetings.
4. All classes will develop a class mission statement.
5. Welcome all families with a phone call prior to the start of the school year.
6. Host a Welcome Back Barbeque and Meet the Staff event in September.
7. Improve the lines of communication by revamping our school website (including adding an Athletics calendar) and ensuring teachers update their teacher pages regularly.
8. Create different opportunities for students to build relationships with each other whether through buddy activities, wolf pack activities, student lighthouse team, or homeroom activities.
9. Maintain the buddy bench program at recess time.
10. Work with Mental Health Capacity Builders to engage our junior high students in positive mental health initiatives.

Performance Measures:

1. Increase in the percentage of teachers, parents and students that feel students model the characteristics of active citizenship (Accountability Pillar).
2. Increase in the percentage of teachers, parents and students that feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (Accountability Pillar).
3. Increase in the percentage of teachers and parents that feel students are taught attitudes and behaviours that will make them successful at work when they finish school (Accountability Pillar).
4. Increase in the percentage of teachers and parents that feel students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Accountability Pillar).

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LLR	95.6	22.2	93.2	18.6	93.9	24.4	95.1	36.6	96.8	33.3	97	35
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	LLR	91.1	27.8	88.1	13.6	86.6	19.5	86.6	17.1	90.3	23.7	91	24
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	71.9	13.5	71.6	14.8		
Science 6	LLR	95.6	45.6	88.1	30.5	91.5	43.9	92.7	31.7	95.7	51.6	96	50
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.4	31.2	77.4	29.2		
Social Studies 6	LLR	91.1	23.3	79.7	16.9	90.2	46.3	89.0	42.7	93.5	46.2	94	46
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7	76.1	25.1		
English Language Arts 9	LLR	89.5	14.5	87.5	19.3	93.0	28.2	92.9	32.1	87.5	16.3	93	30
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	LLR	75.0	19.7	79.5	12.5	76.1	14.1	81.7	29.3	67.5	17.5	80	25
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	58.0	14.5	58.7	18.4		
Science 9	LLR	88.2	26.3	85.2	19.3	80.3	16.9	86.9	31.0	88.8	26.3	89	30
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.0	24.4	74.4	26.3		
Social Studies 9	LLR	76.3	21.1	69.3	22.7	78.9	32.4	84.5	38.1	78.8	21.3	82	30
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.0	21.6	68.0	20.4		

Student Engagement Measures

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.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.8	88.3	90.4	91.2	89.2	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	95.4	93.8	96.4	96.6	97.4	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	94.1	90.1	92.1	85.1	89.9	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	82.8	81.1	82.8	91.7	80.4	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.4	81.1	82.5	85.8	82.1	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	93.8	91.8	95.9	94.4	97.9	94.1	94.1	94.1	94.1	93.2	94.2	94.5	94.0	93.4	93.2
Parent	86.7	78.1	78.2	76.4	77.2	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	75.6	73.3	73.5	86.4	71.2	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.5	73.6	87.3	79.8	82.5	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	89.7	78.6	89.5	88.9	94.7	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	79.2	68.6	85.2	70.7	70.3	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.6	87.8	92.2	92.6	90.0	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	97.9	93.7	97.8	100	96.5	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	88.9	83.1	90.8	84.5	81.8	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	88.1	86.7	87.8	93.4	91.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.6	86.6	87.3	88.1	84.4	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	93.6	92.7	93.2	93.7	90.4	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	80.5	86.3	85.0	82.6	84.7	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	82.8	80.6	83.6	88.1	78.0	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.9	78.9	79.7	88.2	78.2	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	89.5	71.4	79.5	91.7	81.6	83.1	82.9	84.3	88.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	87.5	86.5	80.6	81.0	70.3	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	80.6	78.9	78.9	91.9	82.7	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	LLR					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.5	77.8	83.8	82.3	77.6	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	88.6	81.7	94.8	93.3	95.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	82.4	73.9	72.8	71.4	59.9	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

The development of our school education plan takes into consideration feedback from all stakeholders.

Lakeland Ridge School is fortunate to have a strong School Council and Parent Action Society. Through monthly meetings, we work together to support and enhance student learning. During both the September and October staff and School Council meetings, our school education plan and school results were discussed. Parents and staff had an opportunity to ask questions and provide feedback. We will collectively reflect on our school education plan as we move forward. Our school education plan is available on our school website.