



SCHOOL EDUCATION PLAN

SCHOOL: Lakeland Ridge School **PRINCIPAL:** Jeff Huculak

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	32.96	Salaries	\$4,276,904
Classified	8.12	SES	\$212,309
		Total	\$4,489,213
		surplus/deficit	(TBD)

SCHOOL PROFILE AND CONTEXT

Lakeland Ridge School is located in Sherwood Park. Our school provides programming for students in kindergarten to Grade 9 that focuses on academic excellence, the arts, technology, fitness and recreation, and community involvement. 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 is valued, and a sense of belonging is created. Each student is integral to the school's fabric. A full complement of elementary and junior high core courses is supplemented by a broad range of complementary courses which include: App Savvy, Art, Band, Design Studies, Drama, Construction, Fashion, Fast and Convenient Foods, Foods, French, Leadership, Learning Strategies, Outdoor Education, Performing Arts, Pottery, Recreational Fitness, Snacks and Appetizers, Sports Acceleration, and World Foods. 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 School's motto: "Pride in our Pack"



SCHOOL EDUCATION PLAN

EIPS PRIORITY:

SCHOOL GOAL:

- By identifying essential outcomes through scope and sequence and data analysis, teachers will build capacity in numeracy. Growth will be reflected using teacher awarded marks, common unit and final exams, yearly MIPI analysis, and PAT data.

STRATEGIES:

- Review research with the entire school team to identify 4-5 common best practices that will improve instruction
- Establish a professional learning plan that involves consultant modelling and coaching of teachers
- Establish an Instructional Leadership Team (ILT) to support the school goals, build teacher capacity, and target professional learning
- Establish collaborative learning teams to focus on the work of the ILT
- Schedule/plan for monthly collaboration time
- Continue to incorporate visual numeracy around the school and within classrooms
- Consistent use of common numeracy language from ECS to Grade 9
- Develop videos to share with families on how to use different numeracy strategies
- Incorporate numeracy tips in all newsletters, website, and social media
- Use school events for students to showcase numeracy skills (i.e. Games Day)
- Host a 'Numeracy Parent Evening' to demonstrate different numeracy strategies that families can use at home
- Creation of common assessments
- Analysis of common assessments to determine areas for growth
- Year to year MIPI analysis
- PAT data analysis and trends
- Co-create criteria with staff to determine best practices
- Use the co-constructed criteria to guide classroom observations/feedback during instructional walkthroughs
- Use of Vertical Non-Permanent Surfaces (VNPS) or individual whiteboards to increase small group instruction
- Examine the possibilities of creating one double-period of mathematics during a 6-day cycle to support small group instruction
- Use of benchmarking tool kits when needed to assess student understanding



SCHOOL EDUCATION PLAN

MEASURES:

- 100% of staff are implementing numeracy best practices in all classes, as measured by instructional walkthroughs.
- 100% of teachers report on the EIPS Staff Engagement Survey that they had the opportunity to grow at work.
- 100% of students demonstrate growth as measured by use of teacher awarded marks, common unit exams, common final exams, and PAT exams.
- 100% of students will achieve a minimum of one year's growth in numeracy.
- 95% of teachers report that their professional learning was focused, systematic and contributed significantly to their professional learning.
- 90% of parents report on the EIPS parent survey that their child is demonstrating growth in numeracy.

RESULTS: (To be added for Results Review)**EIPS PRIORITY:****SCHOOL GOAL:**

- By all staff incorporating a variety of literacy opportunities, including small group instruction, all students will demonstrate growth in common assessments administered throughout our reporting periods in December, March, and June.

STRATEGIES:

- Review research with the entire school team to identify the 4-5 common best practices that support small group instruction
- Create common assessments, reading rubrics and/or checklists
- Incorporate Reader's and Writer's Workshop into daily ELA instruction in elementary and small group instruction (conferring) within junior high ELA classes



SCHOOL EDUCATION PLAN

- Establish an Instructional Leadership Team (ILT) to support school goals, build teacher capacity, and target professional learning
- Ensure the professional learning plan involves consultant modelling and coaching of teachers
- Establish collaborative learning teams comprised of grade level teachers to share, observe, and analyze data regularly
- Continue the use of the Division's writing continuum
- Continue to incorporate visual literacy around the school and within classrooms
- Schedule/plan for monthly collaboration time
- Establish a timetable in which all teachers will use the workshop model during ELA instruction
- Establish a timetable that incorporates at least one double-period of ELA during the six-day cycle for junior high teachers to incorporate meaningful conferring and small group instruction
- Develop videos to support home reading and effective literacy practices
- Host a 'Literacy Evening' for parents to demonstrate different reading strategies
- Each week and/or month add literacy tips into the online newsletter and school website to support parents
- Purchase leveled reading books for classroom libraries and home reading as needed
- Co-create criteria with staff to determine best practices
- Use the co-constructed criteria to guide classroom observations/feedback during instructional walkthroughs
- Assess growth using the STAR three times a year and adjust instructional strategies accordingly
- Use observations, conversations, and student work to assess if more interventions are needed (i.e. Fountas & Pinnell benchmarking and Levelled Literacy Intervention)
- Use of phonics in Division 1
- Provide opportunities for students to interact with multi-grade reading partners
- Host school-wide activities (i.e. Spelling Bees, Literacy Games Day)

MEASURES:

- 100% of staff are implementing literacy best practices in all classes, as measured by instructional walkthroughs.
- 100% of teachers report on the EIPS Staff Engagement Survey that they had the opportunity to grow at work.
- 100% of students demonstrate growth as measured by the STAR (September to January and January to June results).
- 100% of students demonstrate one year's growth, as measured by the Student Growth Percentile (SGP) as the indicator on June STAR Results.



SCHOOL EDUCATION PLAN

- Increase in the number of students meeting the acceptable standard and standard of excellence on the Grade 6 and 9 PAT reading results.
- Increase in the number of students meeting the acceptable standard and standard of excellence on the Grade 6 and 9 PAT writing results.
- 90% of parents report on the EIPS parent survey that their child is demonstrating growth in reading.
- 95% of teachers report that their professional learning was focused, systematic and contributed significantly to their professional learning.

RESULTS: (To be added for Results Review)

EIPS PRIORITY:

SCHOOL GOAL:

- By strengthening connections, empathy, and relationships our school community will grow together in an inclusive and safe environment as demonstrated through school-wide initiatives, as well as staff, student, and parent surveys in December, March, and May.

STRATEGIES:

- Review school data (i.e. EIPS Parent Survey and Alberta Education Assurance Survey Results) with the entire school team to identify areas of strength and areas of growth that promote and sustain positive school culture
- Establish collaborative learning teams comprised of grade level teachers to share, observe, and analyze data regularly
- Schedule/plan for monthly collaboration time
- Continue staff phone calls home to welcome families in August
- Develop videos to support wellness for families at home
- Each week and/or month add wellness and school community tips into the online newsletter and website to support parents



SCHOOL EDUCATION PLAN

- Promote effective communication with parents using School Messenger tools, weekly Smore updates, and regularly updated school website and social media
- Co-create criteria with staff to identify what positive school culture looks like to guide observations/feedback during instructional walkthroughs
- Integrate positive mental health strategies into health lessons and interactions within the school environment
- Integrate leadership opportunities for students to plan and promote positive school-wide initiatives (i.e. Green Team, Snow Angels, etc.)
- Promote community through school-wide assemblies and initiatives (i.e. student clubs and teams)
- Participate in partnerships with in-school and community groups such as, Linking Generations, Substitute Appreciation Week, Food Drives, etc.
- Opportunities for parents to engage with the school community through School Council meetings, Parent Action Society meetings, Meet the Staff events, parent volunteering, and other school-wide events
- Survey students and parents after December and March reporting periods to regularly engage parents in feedback opportunities
- Create leadership through charity support
- Celebrate and recognize student contributions to school community through the Wolf of the Month program

MEASURES:

- 100% of teachers, parents, and students report that students are safe at school.
- 100% of teachers, parents, and students report that they understand the importance of caring for themselves and others.
- 100% of teachers, parents, and students report that they are treated fairly.
- 100% of teachers report on the EIPS Staff Engagement Survey that they feel valued at work (i.e. Questions: I have a friend at work; My opinions are considered at work; Someone at work seems to care about me at work).
- 95% of parents report that they feel communication is clear and consistent.
- 90% of parents report that they feel they are involved in their child's education.
- 90% of parents report that they feel are able to engage in conversation about school-related issues.
- 85% of students report that they have received a positive referral throughout the year.
- 100% of students report that they and their peers follow school rules.
- 100% of students report that they have an opportunity to try-out and/or participate in school clubs and/or teams.



SCHOOL EDUCATION PLAN

RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g., Lead teacher; Instructional coaching, literacy / numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <ul style="list-style-type: none"> We are using the full amount of the <i>Learning Gap Allocation</i> and some additional money from our school budget to hire an educational assistant to support students. Specifically, the educational assistant will provide small group instruction, including Levelled Literacy Intervention (LLI), to our students that have been identified as being either ‘On Watch’ or ‘Intervention’ using STAR assessments. 	\$ 49,181
	<p>Support for Professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom (e.g., Assistive technology, books, literacy resources, numeracy materials, technology).</p>	\$



SCHOOL EDUCATION PLAN

	Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.	
		Total Allocated \$ 20, 116

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <ul style="list-style-type: none"> We are using the full amount of the <i>Social/Emotional Allocation</i> and some additional money from our school budget to increase the FTE of our counsellor from 0.5 FTE to 0.726 FTE. Our counsellor will work every morning and all day on early dismissal days. This will allow our counsellor to connect with students and their families and support them throughout the year. 	\$ 24, 168
	<p>Support for Professional learning (e.g., Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$
	Materials/resources or non-capital equipment for the classroom e.g., Wellness resources. videos, books.	\$



SCHOOL EDUCATION PLAN

	Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.	
		Total Allocated \$ 23, 168

