



# SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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

**ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:**

To provide high-quality, student-centred education

**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

**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, athletics, fitness and recreation, and community involvement. Lakeland Ridge prides itself in the culture of community that has been created by students, staff, and families 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 option courses which include Art, Construction, Culinary Arts, Enterprise and Innovation, Drama, Design Production, Design Studies, Fashion Studies, Foods, French as a Second Language, Leadership, Learning Strategies, Outdoor Education, Performing Arts, Recreational Fitness, and Sports Acceleration. As a K-9 school, Lakeland Ridge offers students numerous and varied opportunities to nurture, mentor, and lead other students. Caregivers, 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 FOR THE 2022-23 SCHOOL YEAR

**EIPS PRIORITY: Promote growth and success for all students.**

**SCHOOL GOAL:** By identifying essential outcomes through scope and sequence and data analysis, staff will build capacity in numeracy. Growth will be reflected using teacher awarded marks, common unit and final exams, STAR Math analysis and PAT data.

### **STRATEGIES:**

#### Building Leadership Capacity

- Establish an Instructional Leadership Team (ILT) to support school goals, build teacher capacity and target professional learning.
- Establish collaborative learning teams to focus on the work of the ILT.

#### Professional Learning

- The entire school team will implement common best practices that support small group instruction, specifically:
  - K & Gr.1-6: Guided Math Framework incorporated into daily numeracy teaching practices.
  - Gr. 4-9: Use of Vertical Non-Permanent Surfaces (VNPS) to promote peer collaboration and problem-solving skills.
- Establish a professional learning plan that involves consultant modelling and coaching of staff.
- Share monthly 'Numeracy News' information with instructional strategies to encourage professional growth and reflection.
- Use of common numeracy vocabulary and Number Talk demonstrations.
- Continue to update numeracy instructional resources and teaching tools.
- Incorporation of Fact Fluency Kits in Grades 1-6 through targeted demonstrations and staff training.

#### Collaboration

- Schedule monthly collaboration time to assist with planning the implementation of best practices.
- Co-create criteria with staff to determine best practices and use the co-constructed criteria to guide classroom observations/feedback during instructional walkthroughs.

#### Caregivers as Partners

- Incorporate numeracy tips in school newsletters, on our website, and on social media for reference at home.
- Students showcase numeracy skills during school events (i.e., Games Day, Parent/Student/Teacher Conferences).
- Host a numeracy event to demonstrate different numeracy strategies that families can use at home.

#### Authentic Assessments

- Creation of common assessments and projects.
- Analysis of common assessments to determine areas for growth and to celebrate areas of strength.
- Use of benchmarking tool kits as a programming tool to assess student understanding and growth to meet student needs.

#### Data Informed Practice

- Fall and Spring STAR Math analysis and PAT data trends.
- Exam blueprinting.
- Numeracy benchmarking analysis and tracking.



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

### 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 demonstrate growth as measured by the STAR Math, math benchmarking and teacher assessments.
- 100% of staff members report that their professional learning was focused, systematic and contributed significantly to their professional learning.
- 97% of families report on the EIPS survey that their child is demonstrating growth in numeracy.

### RESULTS: (To be added for Results Review)

### EIPS PRIORITY: Promote growth and success for all students.

**SCHOOL GOAL:** By all staff incorporating a variety of literacy opportunities with a focus on small group instruction all students will demonstrate growth in common assessments administered throughout our reporting periods in December, March, and June (EIPS Priority 1, Goal 2).

### STRATEGIES:

#### Building Leadership Capacity

- Establish an Instructional Leadership Team (ILT) to support school goals, build teacher capacity and target professional learning.
- Establish collaborative learning teams comprised of grade level teachers to share, observe, and analyze data regularly.

#### Professional Learning

- The entire school team will implement common best practices that support small group instruction, specifically:
  - K-3: Readers Workshop instruction incorporated into daily literacy teaching practices.
  - K-3: Participate in the Early Literacy Initiative training to focus on phonemic awareness and to support early learners.
  - Gr. 4-6: Co-create criteria and target small group instruction with a focus on conferring.
  - Gr. 7-9: Learn about and incorporate structures to support targeted small group literacy instruction (i.e., book clubs).
- Ensure the professional learning plan involves consultants, modelling, and coaching of teachers.
- Provide professional learning opportunities for the use of phonics in Division 1.

#### Collaboration

- Create common assessments, reading rubrics and checklists.



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Co-create criteria with staff to determine best practices.
- Use the co-constructed criteria to guide classroom observations/feedback during instructional walkthroughs.

### Caregivers as Partners

- Share information to support reading and effective literacy practices at home.
- Host a literacy event for families to demonstrate different reading strategies for home.
- Each week and/or month add literacy tips into the online newsletter and school website to support families.

### Authentic Assessments and Data Informed Practices

- Assess student understanding using the STAR and teacher assessments to adjust instructional strategies and meet individual learning needs.
- Use anecdotal observations, student-teacher conversations and student classwork to determine if additional interventions are required. Use the Fountas and Pinnell benchmarking kits and the Levelled Literacy Intervention program to support learners.

### Additional Strategies

- Establish a junior high plan to implement book clubs to incorporate meaningful conferring and small group instruction.
- Provide opportunities for students to interact with multi-grade reading partners.
- Host school-wide activities (i.e., Spelling Bees, Literacy Games Day).
- Share student reading levels and literacy information with next year's teacher to assist with student programming.
- Continue to reference the division's writing continuum to promote student development in classroom writing activities.
- Purchase literacy resources and instructional materials for classrooms and home reading programs.

### **MEASURES:**

- 100% of staff are implementing literacy best practices in all classes as measured by instructional walkthroughs.
- 100% of staff 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 Student Growth Percentile (SGP) on the STAR (September to January and January to June results).
- 100% of students demonstrate growth as measured by the Fountas and Pinnell Reading Inventory (September to January and January to June results).
- Increase in the number of students meeting the acceptable standard and standard of excellence on the Grade 6 and 9 PAT reading and writing results.
- 90% of families report on the EIPS survey that their child is demonstrating growth in reading.
- 95% of staff members report that their professional learning was focused, systematic and contributed significantly to their professional learning.



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

**RESULTS:** (To be added for Results Review)

**EIPS PRIORITY: Enhance public education through effective engagement.**

**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 caregiver surveys in December, March, and May (EIPS Priority 2, Goal 1 and EIPS Priority 3, Goal 1).

**STRATEGIES:**

Caregivers as Partners

- Staff will connect with caregivers at the start of the year to welcome students and families.
- Each week and/or month add educational, wellness, mental health and school community tips into the online newsletter and website to support families at home.
- Promote effective communication using School Messenger tools, weekly S'more updates, the school website, and social media platforms.
- Offer opportunities for caregivers to engage with the school community through School Council meetings, the Parent Action Society, Meet the Staff events, volunteer opportunities, Hot Lunch, caregiver information sessions and other events.

Data Informed

- Review school data (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.
- Survey students and families after December and March reporting periods to regularly engage our school community in feedback opportunities.

Fostering School Community

- Co-create criteria with staff to identify what positive school culture looks like to guide observations/feedback during instructional walkthroughs.
- Integrate leadership opportunities for students to plan and promote positive school-wide initiatives.
- Promote community building through school-wide assemblies and initiatives (i.e., student clubs, teams, theme days, buddy class activities, Linking Generations, Grandparent Program, Cash for Care, positive referral programs, Substitute and Bus Driver appreciation activities, etc.).
- Celebrate student leadership and contributions to the school community through the Wolf of the Month recognition program.
- Continue to enhance our Outdoor Learning space and community shared areas to encourage school-community partnerships.
- Establish a school-wide character education initiative with a focus on The Seven Sacred Grandfather Teachings (Humility, Love, Honesty, Truth, Courage, Wisdom, Respect) to replace the Leader in Me program.



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

### **MEASURES:**

- 100% of staff, families, and students report that students are safe at school.
- 100% of staff, families, and students report that they understand the importance of caring for themselves and others.
- 100% of staff, families, and students report that they are treated fairly.
- 100% of staff 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 families report that they feel communication is clear and consistent.
- 90% of families report that they feel they are involved in their child's education.
- 90% of families feel that they can 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.

### **RESULTS: (To be added for Results Review)**

