

**School Education Plan and Results Report
2015-2018 - Year One**



Elk Island Public Schools



SECTION ONE – School and Division Goals

School Goals:

Goal 1 - Deepen collective understanding of students' learning and intellectual progress. (Priority 1, Goals 1, 2)

Goal 2 - Engage, challenge, support, and motivate students through exceptional teaching and assessment practices. (Priority 2, Goals 1, 2, 3, 4)

Goal 3 - Promote and strengthen positive school culture and enhance pro-social relationships within the school by building and sustaining strong relationships and recognizing each person's role as a positive, contributing member of our school community. (Priority 2, Goals 1, 2, 3, 4)

Elk Island 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.

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.

Provincial Goals:

Goal one: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal two: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

SECTION TWO: School Profile and Foundation Statements

School Profile and Foundation Statements

School: Lakeland Ridge www.lakelandridge.ca
Principal: Karla Satchwell
Assistant Principals: Melissa Kerr & Aaron Tuckwood

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 over the past 11 years. Students learn in a safe and stimulating new 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 offers older students numerous and varied opportunities to nurture, mentor, and lead younger students. Parents, as partners, are vital contributors to Lakeland’s success and reputation for excellence.

Lakeland Ridge is recognized for its quality of programming, student achievement, high standards for conduct, and for fostering 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:

Enrolment

As of September 2015, there were 737 students enrolled at Lakeland Ridge School. Of these, 512 were in elementary (including kindergarten) and 225 in junior high. Lakeland Ridge has had three homerooms at each grade level. This year’s exception is Grade 6 with two classes.

Facility

Lakeland Ridge was completed in 2004 and is located in the northeast section of Sherwood Park. This modern, attractive facility has technology equipped classrooms, wireless connectivity, portable tablet carts, fully outfitted band, music and art rooms, construction and foods/fashion labs, two gymnasiums, three playgrounds, fitness room, learning commons and an comprehensive library. Lakeland provides an engaging environment that creates exceptional educational experiences.

Staff

There are 37 certificated (teaching) staff members at Lakeland Ridge School including the principal, two assistant principals, and a counselor as well as 14 classified staff members, including two secretaries, a business manager, a library technical assistant, and 10 educational assistants.

Character Education

The school-wide character education program focuses on the Leader in Me, founded in Stephen Covey's "The Seven 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 Seven 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

This year we are incorporating an additional habit for junior high students.

Habit 8: Find your voice and inspire others to find theirs. Voice is Covey's code for "unique personal significance." Those who inspire others to find theirs are the leaders needed now and for the future, according to Covey.

School Council

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 Parents Action Society (PAS) is the fundraising branch of the parent community and provides financial support for school initiatives.

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, cartooning, drama, construction, fashion, fast/convenient foods, French, leadership, media studies, outdoor education, recreational fitness, and sports acceleration. We are contemplating offering additional language options in the next school year such as Mandarin and Spanish and additional CTF strand options.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

Lakeland Ridge's greatest challenges seemed to be maintaining their very high level of achievement on provincial accountability pillar results. The school has continued to

outperform the division and province with respect to these measures. Tell them from me results, however, seem to tell a different story with respect to junior high students and measures such as positive sense of belonging, advocacy at school, positive learning climate, positive teacher-student relations, and relevance. In these measures, grade eight and nine girls tended to have the lowest self-reported satisfaction with the measures mentioned.

How, and to what degree, did those challenges impact planning for 2015-2018?

This year, our planning was influenced by these junior high results with respect to restorative justice and enhancing school cultures through pro-social relationship building. We are actively working on assemblies, opportunities for junior high students to become more involved and will be conducting focus groups involving junior high students.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

Deepen collective understanding of students' learning and intellectual progress. (Priority 1, Goals 1,2)

Division Outcome:

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.

Strategies:

Implement literacy benchmarking using tools such as Fountas and Pinnell for struggling readers and to determine if students are achieving one year's growth.

Implement numeracy benchmark tool to determine if students are achieving one year's growth.

Performance Measures:

- Overall percentage of students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (based on cohort).
- Percentage of students who report they are interested and motivated in their learning (TTFM).
- Education Quality
- School Improvement

School Goal 2

Engage, challenge, support, and motivate students through exceptional teaching and assessment practices. (Priority 2, Goals 1,2,3,4)

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.

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.

Strategies

Create a culture of professional development focused on teaching strategies

Create a culture of professional development focused on assessment strategies

Performance Measures

- Program of Studies
- Education Quality
- Drop Out Rate
- High School Completion
- School Improvement
- Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future (TTFM).

School Goal 3

Promote and strengthen positive school culture and enhance pro-social relationships within the school by building and sustaining strong relationships and recognizing each person's role as a positive, contributing member of our school community. (Priority 2, Goals 1,2,3,4)

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.

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.

Strategies

Implement Leader in Me Habit 8 for junior high students.

Train staff on restorative justice practices and implement as part of discipline process.

Performance Measures

- Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 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.
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed (TTFM).

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LLR	90.9	28.4	91.5	21.1	92.6	27.2	97.1	31.9	95.6	22.2	96	23
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	LLR	92.0	27.3	91.5	21.1	85.2	22.2	94.2	23.2	91.1	27.8	92	28
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	LLR	86.4	42.0	91.5	52.1	91.4	28.4	94.2	42.0	95.6	45.6	96	46
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	LLR	70.5	22.7	84.5	19.7	87.7	21.0	92.8	21.7	91.1	23.3	92	24
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	68.9	18.1		
English Language Arts 9	LLR	91.7	20.2	97.2	29.6	91.4	30.0	92.4	22.8	89.5	14.5	91	20
	EIPS	87.7	19.9	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
Mathematics 9	LLR	63.1	8.3	91.5	29.6	80.0	27.1	78.3	23.9	75.0	19.7	78	20
	EIPS	72.3	19.8	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Science 9	LLR	73.8	8.3	93.0	16.9	87.1	20.0	79.3	27.2	88.2	26.3	89	27
	EIPS	80.8	21.8	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	LLR	75.0	22.6	88.7	35.2	78.6	31.4	79.3	28.3	76.3	21.1	79	22
	EIPS	76.1	24.4	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	LLR					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	0.0	0.0	2.1	0.0	0.3	2.7	2.0	3.5	2.2	2.8	4.2	3.2	3.5	3.3	3.4

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	90.8	88.6	90.6	88.6	90.8	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	97.1	95.6	99.5	99.4	95.4	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	89.6	86.3	90.0	81.0	94.1	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	85.8	84.1	82.3	85.3	82.8	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	LLR					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	83.6	78.8	86.5	83.0	85.4	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	94.1	93.1	98.4	99.4	93.8	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2

Parent	79.1	72.6	87.0	72.7	86.7	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	77.6	70.8	74.2	76.9	75.6	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.7	74.3	75.8	75.3	84.5	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	100.0	93.8	73.0	91.4	89.7	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	63.3	54.8	78.6	59.3	79.2	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Tell Them From Me		2014	2015
Survey Results			
Intellectual Engagement Composite	Lakeland Ridge	N/A	69
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61
	Canada	N/A	56
Effort	Lakeland Ridge	73	75
Percentage of students who report they try hard to succeed in their learning.	EIPS*	69	70
	Canada	73	73
Students who are interested and motivated	Lakeland Ridge	37	38
Percentage of students who report they are interested and motivated in their learning	EIPS*	36	38
	Canada	34	34
Student that value school outcomes	Lakeland Ridge	72	71
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS*	63	64
	Canada	80	80
Relevance	Lakeland Ridge	6.2	6.4
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS*	6	6.1
	Canada	6.3	6.3
Advocacy at School	Lakeland Ridge	2.5	2.6
Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	EIPS*	2.6	2.6
	Canada	2.9	2.9

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	LLR					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	90.2	90.7	90.1	93.1	91.6	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	97.1	97.4	98.2	99.5	97.9	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	84.2	84.8	86.1	91.7	88.9	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4

Student	89.4	90.0	85.9	88.2	88.1	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4
---------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.7	85.0	90.3	87.7	85.6	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	94.9	92.6	93.7	93.1	93.6	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	87.0	81.0	90.6	84.5	80.5	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	81.3	81.6	86.7	85.5	82.8	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.7	80.2	77.4	89.4	85.9	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	78.8	71.9	77.8	93.9	89.5	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	87.1	83.7	74.1	93.3	87.5	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	88.3	84.9	80.4	80.9	80.6	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.3	80.8	82.6	82.8	85.5	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	91.2	91.9	92.6	91.8	88.6	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	71.4	69.7	72.7	73.8	82.4	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

Communication:

- Prior to submission, the final draft of the school education plan was reviewed by the executive of the school council.

School Council Involvement:

School Council Goal: To increase parent awareness, engagement and involvement of school and school council initiatives.

- Identify opportunities to connect parents with school.
 - Attend school council association events to gather ideas.
- Provide regular school council updates in the school newsletter including:
 - Information on school council activities and the types of information discussed at meetings.
 - Information on topics at upcoming school council meetings.
 - Information on opportunities where parents, through their involvement with school council, could influence decision making at the school and district level.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.