



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** Lakeland Ridge

**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".

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### **SCHOOL GOAL 1:**

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.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### **STRATEGIES:**

#### Professional Learning and Collaboration

- The entire school team will continue to implement common best practices that support small group instruction, specifically:
  - o K & Gr.1-6: Guided Math Framework incorporated into daily numeracy teaching practices.
  - o 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.
- Use of common numeracy vocabulary and Number Talk demonstrations.
- Continue to update numeracy instructional resources and teaching tools.
- Continue to incorporate Fact Fluency Kits in Grades 1-6 through targeted demonstrations and staff training.

#### Caregivers as Partners

- Continue to 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 our second annual 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 Practices

- Fall, winter, and spring STAR Math analysis and PAT data trends.
- Numeracy benchmarking analysis and tracking.

### **MEASURES:**

- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.



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- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child’s learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of students that demonstrate growth as measured by teacher-awarded marks.
- The percentage of students that demonstrate growth as measured by common unit and final exams.



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### **SCHOOL GOAL 2:**

All students will demonstrate growth in common assessments administered throughout our reporting periods in December, March, and June, as a result of all staff incorporating a variety of literacy opportunities with a focus on small-group instruction.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### **STRATEGIES:**

#### Professional Learning and Collaboration

- The entire school team will implement common best practices that support small group instruction, specifically:
  - o K-3: Readers Workshop instruction incorporated into daily literacy teaching practices.
  - o K-3: Participate in the Early Literacy Initiative training to focus on phonemic awareness and support early learners.
  - o Gr. 4-6: Implement Readers Workshop instruction with a focus on conferring.
  - o Gr. 7-9: Continue to incorporate structures to support targeted small group literacy instruction with a focus on book clubs.
- Continue to include the use of consultants, modeling, and coaching of teachers in our professional learning plan.
- Provide professional learning opportunities for the use of phonics in Division 1 and 2.
- Use of common assessments, reading rubrics, and checklists.

#### Caregivers as Partners

- Continue to incorporate literacy tips in school newsletters, on our website, and on social media for reference 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.

#### 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

- Students showcase literacy skills during school activities and events (i.e., Buddy Reading, Speech competitions, Grade 9 Spelling Bee, Parent/Student/Teacher Conferences).
- Share student reading levels and literacy information with next year's teacher to assist with student programming.
- Continue to reference the EIPS Writing Continuum as well as the term-specific writing rubrics and exemplars.
- Continue to purchase literacy resources and instructional materials for classrooms and home reading programs.

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### MEASURES:

- The percentage of Grade 3 Students reading at grade level.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of students that demonstrate growth as measured by teacher-awarded marks.
- The percentage of students that demonstrate growth as measured by common unit and final exams.

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### **SCHOOL GOAL 3:**

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 the EIPS Annual Feedback Surveys for staff, students, and caregivers.

### **EIPS PRIORITIES AND GOALS:**

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

### **STRATEGIES:**

#### Caregivers as Partners

- Staff will connect with caregivers at the start of the year to welcome students and families.
- Continue to add academic, wellness, mental health, and school community tips to the online newsletter and website to support families.
- 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 Practices

- Continue with our Student Voice Initiative - School administration will meet with class representatives three times a year (September, January, and April) to celebrate our strengths and determine areas for growth.
- Review school data (EIPS Annual Feedback Surveys for Staff, Students, and Caregivers 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.

#### Fostering School Community

- Provide student leadership opportunities to assist with school and community events.
- Promote community building through school-wide 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 our Wolf of the Month recognition program.
- Continue to enhance our Outdoor Learning space and community-shared areas to encourage school-community partnerships.
- Continue to promote our school-wide character education initiative through the use of The Seven Sacred Grandfather Teachings (Humility, Love, Honesty, Truth, Courage, Wisdom, and Respect).

### **MEASURES:**

- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

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- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.