

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	308.500	Custodial	1.938000	Salaries	\$2,881,366	94.60%
Weighted	470.423	Exempt	0.000000	Supplies, Equip., Services	\$164,531	05.40%
Regular	320	Support	9.000000			
		Teacher	<u>18.170000</u>			
Year Opened	1959	Total	29.108000	Total	\$3,045,897	100.00%

School Philosophy

Our Vision: At Lynnwood School, curiosity, creativity and collaboration abound! Our learners demonstrate risk-taking, problem solving, resilience, and passion for learning as they grow to be independent thinkers and caring and empathetic citizens.

Our Mission: To ensure high levels of learning for all students.

We believe that...

- all students can learn
- students must have relationships with the adults that are supporting them in order to show their best learning
- everyone in our Lynnwood School community is both a teacher and a learner, and that learning is enhanced when we work as a team

Community Profile

At Lynnwood School, we take pride in our commitment to serving a richly diverse student population. Our school offers a robust mainstream elementary program while also being a division site for the Gifted & Talented Program and the Community Learning Skills (CLS) program, which supports students with moderate to profound complex learning needs. This blend of specialized programs empowers us to meet the unique educational needs of approximately 320 students from kindergarten to grade 6.

Our students benefit from comprehensive access to technology, a well-equipped school library, and instruction from a specialist teacher in music. French as a Second Language is also provided for students in grades 4, 5, and 6, further enhancing their educational experience.

Beyond the classroom, our vibrant co-curricular programs offer students numerous opportunities to expand their learning. These programs are supported by our dedicated School Council and parent contributions, which also fund enriching field trips and guest performances aligned with the curriculum.

We are dedicated to challenging each student according to their readiness and ability, fostering an atmosphere of mutual respect and dignity. Our strong partnership with parents is vital to our success, with active involvement in the School Council and regular newsletters to keep families informed of school events.

At Lynnwood School, we remain focused on providing authentic learning experiences across all subjects, within a safe and positive school environment. We value the partnership between home and school as essential to achieving our educational goals.

Programs and Organization

Lynnwood School has a mainstream K-6 elementary program, is a division site for the Gifted and Talented program, and is a division site for the Community Learning Skills (CLS) program. Because of the range of programs offered, Lynnwood School meets the educational needs of a wonderfully diverse student population who engage in collaborative educational opportunities to ensure a positive, safe and inclusive community.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Motor Association (AMA), Alberta Music Education Foundation, Empties to Winn, Ever Active, Heart of the City Music program, Lynnwood Community League, Maanaw Seva Foundation, Meadowlark Safeway, Oxford Child Development Centre

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

All students will demonstrate growth in reading, writing and numeracy, through high quality instruction and effective interventions.

Results Achieved:

Based on data gathered through CAT4, HLATs, reading levels and teacher observations and conversations throughout the last school year, we are confident that the vast majority of students demonstrated growth in literacy and numeracy.

The spring CAT4 data provided the following information:

- Grade 4 - 84.1% at Stanine 4 or above in Reading, 93.2% at Stanine 4 or above in Math and 88.1% at Stanine 4 or above in Computation
- Grade 5 - 84.8% at Stanine 4 or above in Reading, 78.3% at Stanine 4 or above in Math and 85.1% at Stanine 4 or above in Computation
- Grade 6 - 75% at Stanine 4 or above in Reading, 86% at Stanine 4 or above in Math and 95.6% at Stanine 4 or above in Computation

The HLAT data provided the following information:

- Grade 1 - 71.4% are at or above, 22.9% are below, 5.7% are exempt
- Grade 2 - 73.2% are at or above, 22% are below, 4.9% are exempt
- Grade 3 - 52.5% are at or above, 40% are below, 7.5% are exempt
- Grade 4 - 67.4% are at or above, 26.1% are below, 6.5% are exempt
- Grade 5 - 68.8% are at or above, 25% are below, 6.3% are exempt
- Grade 6 - 58.5 % are at or above, 28.3% are below, 13.2% are exempt

The reading levels entered in PowerSchool by classroom teachers provided the following information:

- Grade 1 - 55.3% are at or above, 44.7% are below grade level
- Grade 2 - 73.8% are at or above, 26.2% are below grade level
- Grade 3 - 71.4% are at or above, 28.6% are below grade level
- Grade 4 - 71.5% are at or above, 28.6% are below grade level
- Grade 5 - 76% are at or above, 24% are below grade level
- Grade 6 - 63.6% are at or above, 36.4% are below grade level

As we reviewed the data as a staff, we realized that we lack a consistent way of tracking individual student growth in the areas of reading, writing and math. This will be an area of focus for us this year.

As well, in considering our data, we are cognizant of the fact that the data includes the achievement of our mainstream and G & T learners. We are interested in further analyzing the data to segment out the two programs we offer. This may provide us with a clearer picture of where to focus our attention in offering interventions.

We are also aware that our EAL learners continue to work far below grade level in many instances. While the majority of our students have shown growth from year to year, the pace of growth is not conducive to getting them to grade level in the near future, or at all.

We need to think deeply about how we are differentiating and scaffolding support for this specific group of students. As many of our EAL students are refugees or displaced from their home country, we must also consider the role that trauma plays on a student's ability to access new learning.

Lynnwood students and their families will identify that they feel a sense of belonging, well-being and have meaningful connections with school staff. Staff will engage in targeted professional learning and collaboration about mental health, reconcile and anti-bias as we strive to create safe spaces for all students.

Results Achieved:

As we consider our lived experiences with the families in our school in relation to the data that comes from the Division Feedback survey and the Provincial Assurance Survey, we are left with several questions related to the data.

First, we wonder about the barriers for parents in completing these surveys, including language, access to technology, and time. Despite an ongoing push to have parents complete the surveys, only 38 parents provided their thoughts in this format. As well, we wonder about the possibility that some parents completed the survey several times. There is criticism in the qualitative feedback that would have only been applicable to a couple of families, and yet formed several of the responses.

Despite these limitations in the data, we were able to identify the following areas of success.

- 86.3% of students agreed with the statement "I have at least one adult in my school who I would go to for help if I need it".
- 82% of student agreed with the statement "I feel safe at school"
- 81.6% of parents agree that "I feel welcome in my child's school community".
- 89.5% of parents agreed that "I feel my child has a positive relationship with one or more adults in their school."

The following are areas for us to consider as we move forward in the 2024-2025 school year.

- 73.5% of students agreed that "I feel like I belong at my school".
- 75.2% of students agreed that "I feel the adults at my school care about me".
- 76.3% of parents agreed that "I feel my child is safe at school."
- 76.3% of parents agreed that "I feel connected to my child's school."

The Provincial Assurance survey data was completed by 15 parents and, therefore, does not likely represent the feelings of the entire community. However, the results provide us with opportunities for reflection and lead us to consider ways to collect additional data in a less formal structure. The greatest area for concern is in the area of 'Parental Involvement' where our result of 61.1% is a significant drop from last year.

Perhaps most importantly, we have gathered several informal/anecdotal pieces of evidence from experiences that illustrate our success on this goal.

We continue to work in partnership with our School Council to stock our community food pantry through donations. Families in need are welcome to come and 'shop' in the pantry at any time, no questions asked. In the 2022-2023 school year, we have 3-4 families each month accessing the resources provided. In the 2023-2024 school year, this increased to approximately 3-4 families each week. The overall number of families that accessed this space also increased.

As well, we have tremendous involvement in all of our family events. Approximately 80% of our families attended our Meet the Teacher/Pizza party at the beginning of the school year. As well, over 70% of our families attended our Winter Carnival event. Approximately 90% of our families attended our spring Music Concert.

That being said, we see opportunities for improvement in the "overall quality of basic education" and in ensuring 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."

What were the biggest challenges encountered in 2023-2024?

- Implementing a new curriculum with limited resources is a challenge for staff.
- In the last 4 years, the criteria that we use to identify G & T learners has shifted. In the past, there was an academic and school referral process for students to be admitted to the program. Now, the educational psychology report or the CCAT7 is used as the sole determining factor considered for the program. This has led to an increase in complexity of students in the program. We have a large number of twice exceptional students with ADHD, pervasive task avoidance, ASD, and atypical social skills.
- We have identified that we need to take actionable steps in developing skills and instructional strategies for supporting students who are English as an Additional Language learners.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- We will continue to work on creating intentional connections with students and parents. We will seek out additional information from parents about the ways we communicate and the information we share about their children's learning on an ongoing basis.
- We continue to focus on researching and implementing common literacy practices.
- We will gather evidence of student understanding and achievement in the area of reading so that we can be certain that all students are showing continuous growth throughout the school year.

- We will continue to learn and grow in our ability to meet the needs of our EAL learners.
- We will also continue to explore effective trauma informed strategies as we strive to meet the needs of our most vulnerable students.
- Staff have taken the initiative to increase the number of extracurricular clubs and activities at the school to support students' feelings of belonging.. Running, chess, gymnastics, and patrols are just the start.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7208 Lynnwood School

Assurance Domain	Measure	Lynnwood School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.4	78.4	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.1	66.0	71.1	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	55.4	68.3	68.3	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	16.1	30.0	30.0	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	85.5	77.7	86.1	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.5	73.4	77.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.0	65.8	76.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	61.1	73.2	77.5	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

All students will continue to show growth in their literacy skills.

In particular, we are working towards:

- All students will show at least one grade level of growth in reading each year.
- The percentage of students reading at or above grade level will be 75% or higher for all cohorts, not including students who are exempted from assessments.

This will be achieved through:

- Ongoing collaboration within professional learning teams
- Staff engagement in evidence based literacy professional learning, with a focus on supporting EAL learners
- Regular monitoring of student reading levels and areas for growth around specific skills/strategies in reading through a common school assessment tracking tool
- Implementation of targeted reading interventions for students identified as being 'at risk' on their reading skills.
- Timely and ongoing communication with parents and guardians

What data will you use to track continuous improvement?

Provincial screening assessments, literacy intervention results, teacher observations, school wide tracking document of reading levels, and CAT 4 results.

Division Priority 3

Lynnwood students and their families will identify that they feel a sense of belonging, well-being and have meaningful connections with school staff.

In particular, we are working towards:

- At least 100 families completing the division feedback survey
- At least 80% of students and guardians indicating that they belong at school and are safe at school.
- Increased communication with families about the work we are doing around anti-racism and reconciliation

What data will you use to track continuous improvement?

This will be measured by the provincial Assurance Survey, the Division Survey, as well as informal data collection related to the number of parents attending school events, use of the school food pantry, and students participating in school based extra-curricular programs.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,737,646		3,045,897
Internal Revenue		0		0
REVENUE TOTAL		2,737,646		3,045,897
Classroom	13.800000	1,491,408	16.170000	1,747,541
Leadership	2.000000	265,013	2.000000	267,290
Teacher Supply	.000000	50,000	.000000	72,706
TOTAL TEACHER	15.800000	1,806,421	18.170000	2,087,537
(% of Budget)		65.98%		68.54%
Exempt (Hourly/OT)	.000000	30,000	.000000	48,000
Support	10.000000	619,375	9.000000	558,683
Support (Supply/OT)	.000000	30,000	.000000	31,082
Custodial	2.000000	153,050	1.938000	148,564
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	12.000000	839,925	10.938000	793,829
(% of Budget)		30.68%		26.06%
TOTAL STAFF	27.800000	2,646,346	29.108000	2,881,366
(% of Budget)		96.67%		94.6%
SUPPLIES, EQUIPMENT AND SERVICES		51,500		77,244
INTERNAL SERVICES		39,800		87,287
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		91,300		164,531
(% of Budget)		3.33%		5.4%
TOTAL AMOUNT BUDGETED		2,737,646		3,045,897