Enrolment		Staff FTE		Budget		
Normalized	279.500	Custodial	2.438000	Salaries	$3,381,673	95.70%
Weighted	472.858	Exempt	0.000000	Supplies, Equip., Services	$151,835	04.30%
Regular	292	Support	13.000000			
		Teacher	17.799000			
Year Opened	1959	**Total**	**33.237000**	**Total**	**$3,533,508**	100.00%

School Philosophy

Our Vision:
To inspire a caring, inclusive, and welcoming school community where every learner experiences a deep sense of belonging as they pursue curiosity, strive for excellence, and thrive academically, socially, and emotionally.

Our Mission:
At Lynnwood School, we foster a culture of belonging, kindness, and high expectations through high-quality, engaging, and meaningful learning experiences. In partnership with staff, families, and our community, we nurture the unique strengths of every student—empowering them to grow with confidence, embrace curiosity, and practice our core promise every day: **Be Good, Be Kind, Be Lynnwood.**

Our Values:
Community; Curiosityl Belonging; Enrichment; and Excellence

Community Profile

At Lynnwood School, we serve a diverse community of approximately 300 K–6 students by combining a robust elementary program with specialized Gifted & Talented and Community Learning Skills (CLS) programming. Supported by a specialist music teacher, French language instruction (Grades 4–6), full technology access, and a well-equipped learning commons, we tailor learning to challenge every student according to their readiness and ability. Beyond the classroom, vibrant co-curricular activities, field trips, and guest performances—generously supported by our dedicated School Council and parent contributions—enrich student experiences. Grounded in our values, we foster a safe, authentic learning environment and maintain strong, active partnerships with families through SchoolZone, newsletters, and social media.

Programs and Organization

Regular Program Provides strong foundational K–6 learning through differentiated instruction that meets each child's unique needs, complemented by extracurriculars and clubs that help students explore interests, build friendships, and develop new talents.
Gifted & Talented Program (G&T) Supports students with advanced intellectual ability through deep, challenging learning tailored to their strengths. It builds academic, creative, and social-emotional skills by fostering advanced problem-solving, research, and critical thinking.
Community Learning Skills (CLS) Supports students with moderate to severe complex learning needs in a safe, structured environment with predictable routines. It focuses on building core academic, communication, personal, and social skills to foster confidence and independence.

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

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Results and Implications

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 2025-2026, 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).

Using high-quality, evidence-based practices grounded in the Science of Reading, Lynnwood staff will support and enhance the literacy development of all students.

In particular, we are working towards:
- By June 2026, students currently below grade level in reading and writing (32%) will show at least one year of growth, based on triangulated evidence from CAT4, LeNS, CC3, PATs, HLATs, and teacher-awarded marks.

Achievement of this goal will be supported by:
- Monitoring all students for growth, identifying lagging skills, and providing targeted literacy supports.
- Implementation of research based literacy best practices (SoR), strengthen early literacy foundations (K–3) in areas such as phonemic awareness, decoding, oral language, and vocabulary.
- Increase focus on comprehension and academic vocabulary in Grades 4–6.
- Enhance home reading support with decodables and parent engagement.
- Staff engagement with collaboration time and professional learning in structured literacy and consistent Tier 1 practices.

Results Achieved:
- **Exceeded Multi-Year Growth Benchmark in HLATs:** The percentage of students performing at or above grade level in HLAT writing rose from 65.0% in 2023–24 to 79.7% in 2025–26. Concurrently, students scoring below grade level dropped significantly to 11.7% in 2025–26 (down from 27.4% in 2023–24 and 33.1% in Division EAP averages).
- **Significant Reduction in Teacher-Reported Below-Grade Reading Levels:** Teacher-reported reading assessment data demonstrates a steady reduction in below-grade students, decreasing from 32.1% in 2024–25 down to 24.1% in 2025–26, moving well toward exceeding the target threshold.
- **Substantial Growth in At-Grade Reading Competency:** The percentage of students performing at grade level in teacher-reported reading jumped from 45.9% in 2024–25 to 69.3% in 2025–26, vastly outperforming both the Jasper Place Catchment (64.0%) and Division (62.4%) averages.
- **Perfect Overall ELA Acceptable Standard:** Lynnwood students achieved a 100.0% Acceptable Standard in Grade 6 ELA Total on the 2026 PATs.This performance significantly outperforms the Jasper Place Catchment (79.6%), Edmonton Public Schools Division average (79.1%), and EAP schools (56.6%).
- **Sustained High Performance in CAT4 Reading Assessments:** CAT4 Reading overall results show 80.2% of all students scoring at Stanine 4 and Above in Spring 2026, maintaining high achievement compared to Division (75.2%) and Catchment (78.4%) levels.
- **Excellence in Structured Literacy Implementation in Specialized Programming:** Division 2 qualitative data highlights that utilizing Science of Reading (SoR) and structured literacy approaches in special education and for ELL students was "extremely successful".
- **Successful Early Years Foundation & Dedicated Blocks:** Qualitative feedback across Division 1 and CLS confirms that established, dedicated SoR blocks, push-in intervention models, and explicit teaching routines drastically improved lesson pacing (achieving structured 50-minute blocks).
- **High Parent Satisfaction with Literacy Growth & Information:** In the Division Feedback Survey (DFS), 84% of K–6 parents agreed that information received from the school effectively communicates their child's growth in Reading, and 86% agreed regarding growth in Writing.
- **Overwhelming Teacher Confidence in Literacy Pedagogy:** 93% of teachers agreed on the DFS that they possess the required knowledge and skills to support students in their literacy learning.
- **Strong Staff Perception of Usefulness in Learned Literacy Skills:** 93% of teachers surveyed in the 2026 Assurance/DFS report agreed that the literacy skills students are learning at school are directly useful to their growth.
- **High Academic Expectations Recognized by Students:** 96% of students agreed on the DFS supplemental survey that "My teachers expect me to always try my best," fostering a culture of high academic rigor necessary for literacy growth.

Lynnwood staff will promote a comprehensive approach to student and staff well-being and mental health that will build the skills, strategies and relationships necessary to contribute to a safe, caring and positive environment for all.

In particular, we are working towards:
- By June 2026, students at Lynnwood School will demonstrate an increased sense of belonging and connection to the school community, with at least a 10% improvement in their self-reported well-being and engagement as measured by the Provincial Assurance Survey, Division Feedback Survey, staff created surveys and check ins.

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Achievement of this goal will be supported by:

- The implementation of school-wide educational programs that focuses on the sense of belonging, such as Wisdom Wednesdays and the G&T Enrichment Experience.
- The development and implementation of Family Engagement Nights to strengthen community events and connection.
- Improve access and participation in surveys for families through Family Engagement Nights and school-wide events
- Engage family participation and feedback through the school values mapping workshop, Jr. High Transition workshop, and Family Engagement Nights.
- Intentional collaboration time for all staff focused on supporting student engagement and overall well-being; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted and responsive to student needs

Results Achieved:

- **Exceeded the 10% Well-Being & Engagement Improvement Target:** On the Division Feedback Survey (DFS), the percentage of students agreeing that "My school helps me build positive relationships" jumped from 68% in 2024–25 to 82% in 2025–26—a 14 percentage point increase, exceeding the 10% target.
- **High Student Sense of Belonging and Safety:** On the Alberta Education Assurance (AEA) survey, 88.4% of students agreed that they feel safe at school, feel cared for, and treated fairly by adults.
- **Massive Growth in Student Voice and Engagement:** Following the implementation of Wisdom Wednesdays and Student Leadership, 81% of students reported on staff check-ins that they feel their voice and ideas are valued during school community programming.
- **Extremely High Family Satisfaction with Engagement & Belonging:** 91% of parents agreed on the DFS that Lynnwood School creates a welcoming, caring, respectful, and safe learning environment that fosters a strong sense of belonging.
- **Successful Family Engagement Nights and Values Mapping:** Family attendance at school-wide events (Family Engagement Nights, Jr. High Transition Workshops, and Values Mapping) grew by 28% year-over-year, directly strengthening school-community connections.
- **Expanded Family Survey Participation Rates:** By offering survey stations during Family Engagement Nights, parent response rates on the Provincial Assurance and Division Feedback Surveys increased from 24% in 2024 to 46% in 2026.
- **Strong Staff Collaboration on Student Well-Being:** 95% of staff reported that intentional collaboration time allowed them to effectively identify student socio-emotional needs and adjust responsive engagement strategies.
- **Targeted Enrichment for Diverse Learners:** 89% of participants in the G&T Enrichment Experience reported higher engagement levels and strong connection to peers with similar interest areas.
- **Positive Teacher Perception of Student Engagement:** 92% of teachers agreed on the DFS that students are actively engaged in school community initiatives and feel connected to staff.
- **Enhanced Junior High Transition Support:** 87% of Grade 6 students and families reported feeling confident and well-supported during the Jr. High Transition Workshop, noting reduced anxiety about moving to Grade 7.

What were the biggest challenges encountered in 2025-2026?

Goal #1

- **Inconsistency and Gaps in Direct Literacy Intervention Support:** Qualitative staff feedback specifically noted that "literacy support was not always available/consistent" across classrooms during the 2024–25 school year.
- **Resource Constraints and High Preparation Burden for Structured Literacy (SoR):** Staff cited a significant lack of ready-made decodable texts—noting they had to individually prepare decodables—and highlighted the overwhelming time required to organize SoR materials without sufficient class sets.
- **Classroom Complexity, Size, and Behavioural Management:** Staff reported that high classroom complexity, wide variance in student achievement levels, and managing complex behaviours impaired lesson pacing and intervention intensity.
- **Declining Proportion of Students Reading Above Grade Level:** Teacher-awarded marks reveal that students reading above grade level dropped from 22.0% in 2024–25 down to 6.6% in 2025–26, with staff noting they are "doing better at getting kids to grade level, but less successful at getting kids to reading above grade level".
- **Student Absences and Tardiness Impacting Instruction:** Qualitative reflections identified that "improving school attendance (lates & absences are impacting grades)" was a core operational challenge directly interfering with daily literacy gains.

Goal #2

- **Logistical and Scheduling Barriers for Family Engagement:** Parent feedback highlighted that evening scheduling conflicts and childcare constraints prevented many working families from attending Family Engagement Nights.
- **Sustaining Engagement for Upper Elementary / Division 2 Students:** While Division 1 enthusiasm for school-wide events was consistently high, Division 2 students reported lower interest in traditional assembly-style events.
- **Communication Gaps with Non-English Speaking Families:** Survey returns indicated that language barriers limited feedback collection and engagement depth for newcomer families despite high event attendance.
- **Behavioral Distractions During Large-Group Community Events:** Qualitative teacher notes indicated that managing complex behaviors during unstructured school-wide events occasionally disrupted the delivery of community-building activities.

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Results and Implications

What are the opportunities for improvement from 2025-2026 that will inform your plan for 2026-2027?

- **Implement Universal Benchmark Tracking via easyCBM School-Wide:** Adopt easyCBM across all grade levels and establish a centralized school-wide data tracking sheet to streamline progress monitoring and identify lagging skills early.
- **Structured Professional Learning (PL) Time for Co-Teaching & Modelling:** Allocate dedicated collaboration time for grade-level groupings and peer observations, focusing on co-teaching, instructional coaching, and modeling advanced structured literacy strategies.
- **Target Academic Vocabulary, Conventions, and Complex Comprehension Skills:** Strengthen Tier 1 classroom instruction in upper elementary grades around writing conventions, academic vocabulary acquisition, and deep reading comprehension strategies.
- **Provide Multi-Lingual Communications & Translated Survey Tools:** Translate event invitations and survey links materials into key community languages to deepen engagement with non-English speaking families
- **Structured Social-Emotional Learning (SEL) & Citizenship Lessons:** Integrate common language and proactive social-emotional skills across all grades to help students navigate peer interactions, resolve playground conflicts, and build executive functioning capacity.

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Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

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	**79.2**	87.6	82.8	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**78.4**	88.7	75.6	**81.2**	79.8	79.8	High	Maintained	Good
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**91.5**	86.1	83.1	**87.8**	87.7	87.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.6**	87.5	81.5	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**73.7**	76.3	71.7	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**86.7**	87.0	73.8	**79.9**	80.0	79.5	Very High	Maintained	Excellent

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 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 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 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).
4. 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

For Information Only

Plans

Division Priorities 2026-2030

1. Expand upon impactful and innovative learning for all students.
2. Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
3. Centre good relationships to enhance belonging, safety and well-being for students and staff.

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 the development of school plans: School plans must align with the 2026-2030 Strategic Plan. 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 DUs are to set two or three goals in alignment with the Strategic Plan.

Priority 1, goal 1

Our Goal:
- By June 2027, Lynnwood School will expand impactful and innovative learning by providing engaging, evidence-based literacy instruction, ensuring that students currently reading and writing below grade level (24% of the student population) achieve one year or more of growth in reading comprehension and writing, as measured by triangulated data from easyCBM benchmarks, CAT4, HLATs, Provincial Assessments, and teacher-awarded marks.

Achievement of this goal will be supported by:
- **Universal Screening & Data Tracking:** Implement easyCBM across grade levels in the regular program with a centralized, easy-to-use digital tracking sheet. This will enable consistent universal screening, early identification of lagging skills, and data-driven Tier 1 and Tier 2 literacy interventions.
- **Division II Advanced Literacy & Vocabulary:** Build upon high quality, evidence based practices grounded in the Science of Reading, introduce rich, complex texts, advanced morphology, and targeted academic vocabulary instruction in Grades 4–6 to engage and challenge proficient readers and gifted & talented students.
- **Collaborative Learning & Assessment Planning:** Provide regular grade-level collaboration time focused on co-constructing common assessments, literacy coaching, data analysis, and cross-grade curricular alignment. This time will allow teachers to share effective Tier 1 practices and examine common assessment data together.
- **Targeted Small-Group Intervention & Extension:** Utilize flexible, school-wide literacy intervention blocks where specialized staff and/or educational assistants lead structured small-group reading and writing activities, ensuring both intervention for struggling readers and extension for advanced learners.
- **Home-School Literacy Connections:** Strengthen the home reading program by continuing to send home decodable books and providing parents with accessible resources and clear guidance on how to support reading comprehension and fluency at home.

What data will you use to track continuous improvement?

Triangulated data from easyCBM benchmark assessments, CAT4, HLATs, Provincial Assessments, Division Feedback Survey, Assurance Survey, and teacher-awarded marks.

Priority 3, goal 1

Our Goal:
- By June 2027, Lynnwood School will improve student and staff well-being by strengthening trusting relationships across the school community, achieving a minimum of 85% positive response rate in Student Learning Engagement and Student Citizenship on the Provincial Assurance Survey, and at least an 85% positive response rate for safety, belonging, and connection on the Division Feedback Survey and internal surveys.

Achievement of this goal will be supported by:
- **Establish a Success Skills program:** In addition to Wisdom Wednesdays, model and practice common language and proactive social-emotional skills across all grades to help students navigate peer interactions, resolve playground conflicts, and build executive functioning capacity.
- **Expand Student Voice, Agency, and Engagement Opportunities:** Increase student-led initiatives, classroom leadership roles, and interactive learning opportunities to re-engage students.
- **Foster Inclusive Culture Through Culturally Responsive Practices & Indigenous Perspectives:** Embed Indigenous teaching and treaty perspectives regularly across subject areas. Invite local Elders, Knowledge Keepers, and community partners into classrooms to enrich cultural learning and expand classroom resources and library materials to reflect diverse backgrounds.
- **Strengthen Home-School-Community Communication and Family Events:** Host targeted Family Engagement Nights to foster trusting partnerships and increase family participation.
- **Enhance Staff Wellness, Co-Regulation Support, and Collaborative Resources:** Provide staff with ongoing professional learning, dedicated collaboration time, and accessible resources for co-regulation, complex behaviour management, and navigating Division supports.

What data will you use to track continuous improvement?

Triangulated data from Division Feedback Survey, Provincial Assurance Survey, and internal check-ins.

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Plans

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School: Lynnwood [0208]
Address: 15451 - 84 Avenue

2026-2027 Budget - Revised Budget

Budget Summary Report

Principal: David Tran
Ward Trustee: Sarah Doll

	2026-27 Spring Proposed		2026-27 Fall Revised	
Resources		3,443,164		3,533,508
Internal Revenue		0		0
REVENUE TOTAL		**3,443,164**		**3,533,508**
Classroom	15.286000	1,824,139	15.799000	1,885,358
Leadership	2.000000	291,193	2.000000	294,247
Teaching - Other	.500000	59,667	.000000	0
Teacher Supply	.000000	66,331	.000000	67,682
TOTAL TEACHER	**17.785999**	**2,241,330**	**17.799000**	**2,247,287**
(% of Budget)		**65.1%**		**63.6%**
Exempt (Hourly/OT)	.000000	49,518	.000000	45,016
Support	12.000000	806,320	13.000000	872,348
Support (Supply/OT)	.000000	23,000	.000000	16,000
Custodial	1.938000	163,939	2.438000	193,022
Custodial (Supply/OT)	.000000	7,500	.000000	8,000
TOTAL NON-TEACHER	**13.938000**	**1,050,277**	**15.438000**	**1,134,386**
(% of Budget)		**30.5%**		**32.1%**
TOTAL STAFF	**31.723999**	**3,291,607**	**33.237000**	**3,381,673**
(% of Budget)		**95.6%**		**95.7%**
SUPPLIES, EQUIPMENT AND SERVICES		93,647		97,925
INTERNAL SERVICES		57,660		53,660
OTHER INTEREST AND CHARGES		250		250
TOTAL SES		**151,557**		**151,835**
(% of Budget)		**4.4%**		**4.3%**
TOTAL AMOUNT BUDGETED		**3,443,164**		**3,533,508**

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