



Enrolment		Staff FTE		Budget		
Normalized	199.500	Custodial	1.813000	Salaries	\$2,364,337	96.12%
Weighted	344.459	Exempt	0.000000	Supplies, Equip., Services	\$95,518	03.88%
Regular	213	Support	10.000000			
		Teacher	14.000000			
Year Opened	1976	Total 25.813000			Total \$2,459,855	100.00%

School Philosophy

Lee Ridge School's Mission Statement: Building character and competence through leadership and an active, healthy lifestyle.

Lee Ridge Cornerstone Values: Accountability (communicating results, successes, and challenges openly and honestly); Integrity (honesty, compassion, and professionalism in all of our actions); Collaboration (tapping into the expertise of the collective to provide sustainable supports over time) and Equity (all students are entitled to an incredible teacher in an incredible learning environment). We live these cornerstone values to ensure all students know they belong at Lee Ridge School and that here we are all learning how to build responsibility for self and for others.

Community Profile

Lee Ridge School is the designated receiving school for the communities of Lee Ridge and South Michael's Park. The Lee Ridge School area is bounded by the green belt dividing Michael's Park on the North, 66th Street to the East, 34th Avenue to the South and Mill Woods Road to the West.

We serve students from Kindergarten to Grade 6 in an inclusive educational environment. Serving the J. Percy Page catchment with the ultimate goal of all of our students completing high school. We believe in collaboration and sharing best practices between staff and schools to further catchment goals of collective responsibility for all of our students.

Programs and Organization

Lee Ridge School has two Division Programs. One program is the Connections classroom for students in grade 4-6. In addition, we have two Interactions classrooms for students in grades 1-6. We also have 9 regular classrooms serving our students from Kindergarten to Grade 6.

School Community Relationships

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

APPLE Schools Boys & Girls Big Brothers Big Sisters Food for Thought Rotary Clubs

**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 SMART goals that were established for 2022-2023, 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).

**By June 2023, all Lee Ridge students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. Growth will be measured by EYE-TA (K), Division HLAT Writing (grades 1-6), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-6), Benchmark Assessment Systems, MIPI (Gr. 2-6), CAT-4 (grades 4-6) and PATs.**

**At Lee Ridge School we will:**

- Provide intervention both in literacy and numeracy, tailored to support students based on individual students needs.
- Use data to provide targeted high quality teaching instruction to full classes. The Equity Achievement Project (EAP) Literacy and Numeracy Lead Teacher will be in classrooms to work alongside teachers to build capacity and work with students.
- Have our EAP Lead Teacher attend professional learning sessions at the Division level and bring back research based learning and strategies to Lee Ridge staff. Teacher collaboration and staff meetings will focus on Best Practices that positively affect student achievement.
- Staff will be involved in professional learning to inform practice around phonics and phonemic awareness.
- Collect and compare HLAT data three times per year (November, February and April). Data from HLAT writing will be used by teachers to inform and guide instruction.
- Measure growth by collecting reading data using Fountas and Pinnell Benchmark Assessment System (BAS) 3 times per year (October, February, and June).
- In recognition of our population of students with First Nations, Metis and Inuit heritage, our English Language Learner population and student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students.

**Results Achieved:** EYE- TA (Language and Communication), in the fall, 25/31 (81%) of students met appropriate development. In the spring, 24/29 (83%) of students met appropriate development. Overall EYE-TA results showed 17/31 or 55% of kindergarten students were at the tier one level in the fall compared to 20/29 or 69% in the spring. This is an increase of 14%.

For students in grade 1-6 who wrote the HLAT, 81/179 (45%) of students were at or above grade level in writing. This is a decrease of 11% from the previous year.

Students in grades 1-3 who wrote the Provincial Literacy and Numeracy Assessment, results are as follows:

Gr. 1: LeNS - 7 students in January and 1 student in the spring were 'at risk'; CC3 - 4 students in January and 3 students in the spring 'at risk'; Numeracy Screening - 5 students in January and 4 students in the spring were 'at risk'.

Gr. 2: LeNS - 11 students in the fall and 8 students in the spring were 'at risk'; CC3 - 11 students in the fall and 8 students in the spring were 'at risk'; Numeracy Screening - 8 students in the fall and 5 students in the spring were 'at risk'.

Gr. 3: CC3 - 11 students in the fall and 9 students in the spring were 'at risk'; Numeracy Screening - 15 students in the fall and 9 students in the spring were 'at risk'.

In Reading Achievement, 90/206 students or 44% are reading at or above grade level. This is a decrease of 3% from the previous year.

Spring CAT-4 Reading Results have 51% of all students in grade 4-6 are reading at stanine 4 and above in the spring, as opposed to 42% in the fall. This is a 9% increase.

In mathematics, 64% of all students in grade 4-6 in the spring are at stanine 4 and above as opposed to 48% in the fall. This is a 16% increase. In the area of computation, 51% of the students in grade 4-6 are at stanine 4 and above as opposed to 48% in the fall. This is an increase of 3%. Total math has 59% of students at stanine 4 and above in comparison to 45% in the fall. This is a 14% increase.

Grade 6 PAT results show 5.9% of students made the standard of excellence, 47.1% made the acceptable standard, while 11.8% were below acceptable standard in Language Arts. Grade 6 Math PAT results indicate that 5.9 % of students made the standard of excellence, 44.1% made the acceptable standard, while 17.6% were below the acceptable standard.

**By June 2023 Lee Ridge students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.**

**At Lee Ridge School we will achieve this by:**

- Engaging staff in collaborative professional development within the J. Percy Page catchment.
- Accessing resources and enhancing teaching opportunities for our students from our Intercultural consultants within our Division.
- Looking to the [OECD Promising Practices](#) report as a guiding document to frame our work with our population of students with First Nations, Metis and Inuit heritage, our English Language Learner population and student population with special needs.

**Results Achieved:** At Lee Ridge School, staff have been involved in collaborative learning activities and conversations related to anti-racism and reconciliation within the school, such as rock painting and the medicine wheel with our Diversity Consultant, and also learning some First Nations, Metis and Indigenous games. Staff were also

engaged in professional learning during Catchment Professional Development Days. The school has maintained the Alberta Education Assurance Measure in the area of Welcoming, Caring, Respectful and Safe Learning Environments. The Division Feedback survey indicates that 77% of students and 82% of families either strongly agree or agree that the school is taking actions that support truth and reconciliation. 85.4% of students and 74% of families either agree or strongly agree that the school is taking steps to support anti-racism and belonging in the school. 75% of staff to a large or moderate extent feel that school level of collaboration or resources enhance their confidence in supporting the success of First Nations, Metis and Inuit students. 90% of staff indicated that the school takes steps to support a sense of belonging and inclusion for everyone.

**By June 2023 Lee Ridge students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well Being.**

**At Lee Ridge School we will achieve this by:**

- Providing Herd days (special days to celebrate and build school culture throughout the school year)
- Continuing to work with students on being Lee Ridge Leaders:
  - By being KIND to self and other. By being RESPECTFUL to others. By making sure YOUR WORDS HELP or HEAL. By being the Bison.
- Staff and students having opportunities to work with JPP Catchment Mental Health therapist through online presentations and workshops: Understanding the Brain, Mental Health Literacy, Emotional Literacy, and Regulation.
- Looking to the [OECD Promising Practices](#) report as a guiding document to frame our work with our population of students with First Nations, Metis and Inuit heritage, our English Language Learner population and student population with special needs.

**Results Achieved:** Special days (Herd Days) such as Orange Shirt day, Halloween along with the candy purge, Santa Bingo, Winter Family Dance, Carnival, Hijab day, culture day, St. Patrick's pancake day, petting zoo, and field day were part of leadership activities to work together amongst the grades to build school culture. Families were invited to join school activities to build connections and involvement within the school. The Division Feedback Survey shows that 89% of families feel connected to the school. 58% of students indicated that they were doing well or very well in school. 38% indicated that they were doing so-so. 76% of students said that they feel safe at school. The Alberta Education Assurance Survey Measures indicates that the school has maintained (high achievement) with parents and teachers who feel 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. Students indicated a maintained level of improvement (intermediate level). Classrooms engaged in multiple opportunities to work and learn from the JPP Catchment Mental Health therapist through online presentations throughout the year.

**What were the biggest challenges encountered in 2022-2023?** Students transitioning back to in-person classes provided some students with added anxiety. Some students were being introduced or reintroduced to being back in the classroom amongst their peers. Many new students coming to school with complex needs that were often undiagnosed. Students who entered kindergarten had limited opportunities for socialization due to pandemic lockdowns and protocols. Therefore, a great amount of time was spent teaching social skills, turn taking, and resilience. Student and staff absences created learning disruptions and less continuity in learning and programming. Staff supply shortages were difficult as positions often went unfilled and staff within the school needed to provide internal coverage.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?** Students and staff will be engaged in a unified school wide workshop approach to writing. Pre and post on-demand unit writing will help to determine academic need and provide information for instruction. Teachers will be involved in monthly professional development for workshop approach to writing. Lee Ridge School continues to be part of the Equity Achievement Project. The lead teacher for literacy and numeracy will be working alongside of teachers and students to support best practices in the area of literacy and numeracy. Staff will continue to plan and be involved in activities and professional learning activities that support anti-racism and reconciliation within the school and JPP Catchment. Lead teachers will attend Resilience training with Dr. Michael Ungar and use professional learning and activities within classrooms to build resiliency with students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7224 Lee Ridge School

Assurance Domain	Measure	Lee Ridge 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	85.5	85.1	85.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.6	78.8	72.6	80.3	81.4	82.3	High	Improved	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	44.1	54.5*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.9	6.8*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	93.8	89.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	84.5	84.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	68.6	76.0	76.0	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	78.1	78.4	76.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**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, five reflective questions have been included in the Budget 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**

**By June 2024, all students who have been at Lee Ridge School for at least one year will demonstrate one year's growth in writing. Achievement of this goal will be supported by:**

- A daily school wide Workshop Approach to Writing for all students in grade 1-6.
- Staff will be supported by the Equity Achievement Literacy Lead Teacher through professional learning on the third Thursday of each month.
- The Equity Achievement Literacy Lead Teacher will support students and teachers in classrooms through small group work.
- Pre and Post On Demands will be done by Gr. 1-6 classrooms. This will not only measure student growth but will also inform teaching (students' areas of strength and areas for growth).
- In recognition of our population of students with First Nations, Metis, and Inuit heritage, our English Language Learner population and student population with special needs, we look to the OECD Promising Practices report as a guiding document to frame our work with our students.

**What data will you use to track continuous improvement?**

Pre and Post On Demand student writing, HLAT results, Grade 6 PAT results, teacher awarded grades, EAL Benchmarking.

**Division Priority 1**

**By June 2024, students and staff at Lee Ridge School will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Feedback Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments. Achievement of this goal will be supported by:**

- Staff engagement in professional learning opportunities through Catchment P.D. Days with Division Diversity and Mental Health consultants on Culturally Responsive practices: Language Matters (October 20) and Relationships Matter (February 20).
- Cultural teachings for students and staff with an Elder and/or Knowledge Keeper, and Division Diversity consultants.
- Ongoing communication through school newsletters highlighting cultural learning activities within the school and classroom.
- Staff will set regular check-in sessions with students who have indicated low resilience and low engagement from the Youth Resilience Survey.
- In recognition of our population of students with First Nations, Metis, and Inuit heritage, our English as Another Language population and student population with special needs, we look to the OECD Promising Practices report as a guiding document to frame our work with our students.

**What data will you use to track continuous improvement?**

Alberta Assurance Measures and Division Feedback Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments.

**By June 2024, students at Lee Ridge School will demonstrate growth in their overall resilience. Achievement of this goal will be supported by:**

- Development and implementation of a school wide plan to support R2.
- Intentional time devoted to staff professional learning and collaboration through the book study, Change Your World: The Science of Resilience and the True Path to Success by Michael Ungar.
- Teachers using R2 lessons with students in Physical Education and Wellness.
- In recognition of our population of students with First Nations, Metis, and Inuit heritage, our English as Another Language population and student population with special needs, we look to the OECD Promising Practices report as a guiding document to frame our work with our students.

**What data will you use to track continuous improvement?**

Teacher/staff observations of reduction of student behaviors, Youth Resilience Survey, increase student attendance.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,560,127		2,459,855
Internal Revenue		0		0
REVENUE TOTAL		2,560,127		2,459,855
Classroom	13.000000	1,399,750	12.000000	1,292,077
Leadership	2.000000	262,866	2.000000	261,977
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	54,897	.000000	62,330
TOTAL TEACHER	15.000000	1,717,513	14.000000	1,616,384
(% of Budget)		67.09%		65.71%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	16,308	.000000	13,068
Support	10.000000	597,499	10.000000	597,499
Support (Supply/OT)	.000000	10,000	.000000	12,000
Custodial	1.813000	121,887	1.813000	121,887
Custodial (Supply/OT)	.000000	3,500	.000000	3,500
TOTAL NON-TEACHER	11.813000	749,194	11.813000	747,954
(% of Budget)		29.26%		30.41%
TOTAL STAFF	26.813000	2,466,707	25.813000	2,364,338
(% of Budget)		96.35%		96.12%
SUPPLIES, EQUIPMENT AND SERVICES		55,105		61,303
INTERNAL SERVICES		38,315		34,215
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		93,420		95,518
(% of Budget)		3.65%		3.88%
TOTAL AMOUNT BUDGETED		2,560,127		2,459,856
Carry Forward Included		0		0
Carry Forward to Future		0		0