



Enrolment		Staff FTE		Budget		
Normalized	462.000	Custodial	2.375000	Salaries	\$3,431,981	96.29%
Weighted	564.948	Exempt	0.000000	Supplies, Equip., Services	\$132,262	03.71%
Regular	489	Support	10.281300			
		Teacher	22.633000			
Year Opened	1990	Total		35.289300	Total \$3,564,243	100.00%

School Philosophy

At Lago Lindo School, we are dedicated to creating a safe and caring learning environment where every student is recognized as a unique individual capable of learning. Our motto— “Be Respectful, Be Responsible, Bring Pride to Lago Lindo, and know you are loved”—guides us in fostering a positive school culture.

We emphasize the importance of helping children become optimal learners. Through lessons on brain science, self-regulation, and Dr. Unger’s Resiliency resources, we equip students with valuable skills and strategies for success. Our goal is to nurture a dynamic and inspiring educational atmosphere that empowers self-directed learners and prepares them for their future career pathways.

We believe that all children can learn and thrive. To achieve this, we focus on providing high-quality teaching and learning environments, particularly in Literacy and Numeracy. We see education as a shared responsibility among home, school, and the community we serve, working together to support every child’s journey to success.

Community Profile

Lago Lindo School serves the communities of Lago Lindo, Klarvatten, Lakeview, and Crystallina Nera, which primarily consist of single-family homes, along with a few apartment buildings and condominium complexes. As a Level 2 school, we welcome only students who reside within our catchment area.

We benefit from the support of our Division’s Specialized Learning Supports (SLS) Team, and we proudly partner with organizations such as the Lago Lindo Community League, The City of Edmonton, Capital Health, and Edmonton Police Services. Our long-standing partnership with the Terry Fox Foundation further enriches our school community.

Additionally, our Parent Council has fostered strong connections with many local businesses, and the active involvement of parents and community members is one of our greatest strengths.

Programs and Organization

Lago Lindo School provides regular programming for Kindergarten to Grade 6, with French as a Second Language starting in Grade 4. We also host the Grade 4-6 Connections Program, which supports students needing help with behaviour regulation and academic intervention.

We prioritize student mental health in all our classes by using Resiliency modules based on Dr. Unger’s work and the Zones of Regulation framework.

Additionally, Lago Lindo School collaborates with nineteen other schools in the North Central Catchment Schools (NCCS). This partnership enhances teacher professional learning, helping staff develop best practices in teaching, assessment and evaluation.

School Community Relationships

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

Concordia University, Edmonton Police Service, Extendicare Eaux Claires, Lago Lindo Parent Council

**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).

By June 2024, in collaboration with North Central Catchment colleagues and grounded in the Division Cornerstone Values, all students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. In recognition of the First Nations, Metis and Inuit and English as an Additional Language populations, the OECD Promising Practices report will be used as a guiding document to frame our work.

Indicators will include: using external and internal measures. Teachers will use triangulated assessment evidence to focus on supporting differentiated planning and instruction for interventions to meet the needs of all students. Lago Lindo School will focus on deepening best practices to enhance teacher capacity specifically in writing instruction and providing student feedback through participation in the Literacy and Numeracy Achievement Project.

A lead teacher will attend professional learning to connect with colleagues, share pedagogy, information and resources and lead professional development at the school level. Lago Lindo staff will participate by analyzing students' pre and post writing assignments and determining next step growth targets based on a writing continuum. Lago Lindo staff meeting time will be used by the lead teacher team, division consultants and grade based collaboration teams to deepen teacher capacity by sharing strategies and professional learning.

**Results Achieved:**

Lago Lindo School began year one of the Literacy and Numeracy Achievement Project (LNAP) to enhance literacy and numeracy skills through collaborative teaching practices and targeted support. The project focused on building teacher capacity and improving student outcomes in writing.

**Key Initiatives**

1. **Lead Teacher Support:** A 0.25 FTE Lead Teacher provided professional development (PD) to staff, focusing on research-based strategies. Strategies included: Mentor texts, Think-Pair-Share, Story mapping, Writing rubrics for Narrative and Informational Writing, Interactive read-aloud, Anchor charts for writing and conferring
2. **Teacher Collaboration:** Staff attended 10 PD sessions, alternating between the Lead Teacher and Division consultants. Collaboration sessions focused on integrating PD insights and best practices into classroom instruction. Evidence-based slides documented assessment feedback and writing progress from February to June. From our Division Survey 85% of students indicate that the feedback they receive about their learning is helpful. This is higher than catchment (74%) and Division (78%) data.
3. **Data-Driven Instruction:** Teachers analyzed pre- and post writing data to identify student needs using the "Next Steps" document. Increased emphasis on supporting diverse learning levels through shared leadership and collaborative strategies.
4. **Innovative Approaches:** introduction of game-based numeracy teaching methods and new resources, Implementation of UFLI Foundations (University of Florida Literacy Institute) for targeted phonics instruction for struggling readers in Divisions 1 & 2.

In January and June, teacher surveys collected self-reflection data regarding their understanding of the writing continuum and writing development. The following data was collected; Understanding Writing Development: January: 66.7% to June: 83.4% Supporting Students' Writing Development: January: 66.6% to June: 75%, Understanding the Writing Process: January: 66.7% to June: 75% Confidence in Applying Instructional Processes: No change (66.7% to 66.7%).

Lago Lindo School implemented dedicated Math Technology time once a week, facilitated by a specialized teacher to reinforce math concepts taught in class. This initiative included differentiated instruction by consultants and collaborative contributions from staff to enhance professional resources.

**Writing:** HLAT 59.5% at/above level (42.3% in catchment), 39.5% below level (53.7% in catchment) Decrease of at/above level from 2021-22 and 2022-23 consistent with catchment data.

**Reading Achievement in Dossier:** 62.5% at/above level (53.7% in catchment), 37.5% below level (53.7% in catchment) Slight decrease overall and notable increase of Above level from 6.6% 2021-22, 10.9% 2022-2023, to 14.7% 2023-2024.

**CAT4** Percentages all grades Stanine 4+ and above: Reading fall 58% to 71%, Mathematics 74.9% to 72.2%, Computation 62.6% to 75.7%, Total Math 66.7% to 79.1%

The 2023-2024 Provincial Literacy and Numeracy Screening Assessment results indicate notable progress in student performance across grades 1 to 3.

**Grade 1 Results:**

- **LeNS:** 29% of students who tested At Risk in January 2024 improved by June 2024, with 20 students remaining At Risk.
- **Castles & Coltheart 3 (CC3):** 45% of students improved, reducing the number At Risk from 29 to 16.
- **Numeracy Screening Assessment:** 13% showed improvement, with 13 students still testing At Risk.

## Results and Implications

**Grade 2 Results:**

- **LeNS:** 27% of students improved, with 11 still At Risk.
- **Castles & Coltheart 3 (CC3):** 40% of students improved, reducing the At Risk count from 15 to 9.
- **Numeracy Screening Assessment:** 13% showed improvement, with 13 remaining At Risk.

**Grade 3 Results:**

- **Castles & Coltheart 3 (CC3):** 7% of students improved, with 13 still At Risk.
- **Numeracy Screening Assessment:** 27% of students improved, with 11 remaining At Risk.

Overall, literacy interventions at the grade 1 and 2 levels demonstrated the highest success rates, while numeracy interventions were notably more effective for grade 3 students. These results highlight the positive impact of targeted instructional strategies and technology integration on student achievement.

By June 2024, in collaboration with North Central Catchment colleagues and grounded in the Division Cornerstone Values, all staff will enhance their knowledge and understanding towards advancing anti-racism, equity and reconciliation as measured by provincial, divisional and school-based surveys.

Indicators will include: Staff will participate in professional learning opportunities provided by Edmonton Public Schools Anti-Racism and Equity team. Through collaboration with the North Central Catchment Schools, staff will deepen inclusive practices throughout the school and community. Lago Lindo School will create a Schools that Listen team to build capacity by attending professional development specific to Indigenous teachings and creating opportunities for community voice through exploring and learning about social innovation labs.

**Results Achieved:**

Lago Lindo School actively engaged in initiatives to amplify student voice and foster a sense of community. Lead teachers from Division One and Two, along with student representatives from Grades 4-6, participated in the "Schools That Listen" program, aiming to disrupt traditional systems and incorporate student feedback. A second group of Lead students attended a Social Innovation Lab with five other catchment schools, culminating in presentations at an assembly where they showcased an Indigenous Community String/Web activity to illustrate interconnectedness. Additionally, students shared cultural songs during the year-end BBQ and student choice of listening songs was added to our music programming.

Grade 2 and this year joined by Grade 6 students hosted Classroom Culture Day, highlighting individual and family traditions through poster presentations and a cultural luncheon. All classrooms adopted Traditional Sharing Circle practices, including using talking objects and maintaining a respectful sharing order. Each class created its own Land Acknowledgment, which was shared during Monday morning announcements. The school community also participated in the Roc Our Mocs initiative and conducted a Blanket Exercise for the second consecutive year with the grade 5 students. In May, an Indigenous dance presentation featured traditional regalia and cultural discussions.

Staff participated in 3 sessions from the Diversity and Wellness teams (Language Matters, Relations Matters and Action Matters) Through the Division survey 87% feel the feedback they receive about learning is helpful and 86% know how to get help with their learning at school, 71% feel safe going to an adult at the school if they felt something racist or discriminatory happened.

Staff contributed to enhancing professional resources, and the Parent Council allocated funds to acquire materials that reflect inclusion and diversity perspective aligning with demographic of the community. Results from the Division survey indicated an increase in students feeling a sense of belonging, from 57% to 65%, and in students feeling they can be themselves at school, from 56% to 63%. Additionally, the perception of diverse cultures represented in school materials rose from 64% to 69%. However, improvement is still needed in classroom resources, as only 49% of respondents felt their identity and culture were reflected in classroom materials.

While awareness of anti-racism and belonging, efforts showed an increase—from 82% to 89% of respondents acknowledging the school's work —100% of staff affirmed that the school supports belonging and inclusion. Nevertheless, building community relationships remains a focus, as 58% of staff did not utilize available community support. Family participation in the Division Survey increased from 69 to 93 families, although only eight to ten families, from the Grade 4 cohort, responded to the Alberta Assurance Measures survey.

By June 2024, all North Central Catchment School staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by provincial, divisional and school-based surveys.

Indicators will include: Staff will dedicate time on a consistent and intentional basis at the school and catchment level to create connections through support groups and teams. These will include guidance from lead teachers and school leaders. Lago Lindo School will maintain a Resiliency Lead Team to build mental health capacity in students, teachers and community members. The school focus is to create and embed Dr. Unger's rugged and resourced modules in all grade levels.

**Results Achieved:**

Lago Lindo School implemented several wellness initiatives aimed at fostering a supportive environment. A school-wide expectation was established for weekly classroom

circles, promoting open communication among students. Calming corners were created in classrooms and throughout the school to provide students with spaces to regroup and find comfort. Mindful messages and strategies were used as part of school wide morning messages.

Classroom teachers completed four modules from Dr. Unger's R2 resiliency program as part of their wellness lessons, collaborating to develop lessons that incorporated common resiliency language. This shared vocabulary was reinforced through school posters, fostering a consistent understanding among teachers and students. Data collection began after the completion of Module 1.

Student pre- and post-data demonstrated notable improvements across the modules.

Module 2 focused on Motivation and Perseverance, there was an overall improvement of 10% from 50% to 60%, who feel more confident in statements such as, "I can do hard things. I can persevere."

Module 3 Opportunities to Fix One's Own Mistakes, there was an overall improvement of 27% from 45% to 72%, who expressed increased confidence in saying, "I fix my mistakes."

Module 4 centered on Empathy, there was an overall improvement of 26% from 47% to 73%, who feel more capable of sharing emotions and understanding others' perspectives

Throughout the year, classrooms participated in Mental Health Capacity Building (MHCB) sessions, with professional development beginning with a soft start. Teachers had 85 requests for online Mental Health Capacity Building (MHCB) sessions shared with students from Kindergarten to Grade 6 students focused on Understanding the Brain, Mental Health Literacy, Calm Brain/Calm Body.

Additionally, buddy classes were re-established to encourage peer support and collaboration. These efforts collectively contributed to a positive school culture focused on wellness and resilience.

**What were the biggest challenges encountered in 2023-2024?**

Through staff feedback, the increases of workload, aligning new curriculum planning, assessing and evaluation with the diverse needs of students continues to be a focus of concern. The new curriculum demands student acquisition of knowledge, skills and application without transitional years to accommodate the gaps between previous and new curriculum outcomes. Aligning resources to the new curriculum such as decodables, reading materials, numeracy supports, and science materials require time and funding.

The focus of professional development is to support individual students through differentiated instruction, assessments and evaluations. Building teaching capacity to meet the needs of the diverse levels of programming within one classroom remains concerning.

Understanding and responding to our students, teachers and community as we continue our work with anti-racism remains at the forefront. The impacts of COVID are still observable within our school community. Mental health concerns, lack of adequate resources and lagging academic and social skills are still prevalent.

The Alberta Assurance Survey data indicated significantly lower measures compared to the previous year, with only eight to ten families, from the Grade 4 cohort, responding. Participation in the Division School Surveys increased from 69 to 93 families, reflecting continuous growth and improvement in our school's focus areas.

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

The LNAP initiative successfully fostered teacher collaboration and increased capacity in teaching writing. Ongoing focus on data-driven practices and the integration of research-based teaching strategies will continue to improve student literacy and numeracy outcomes. However, further efforts are needed to diversify instructional processes to enhance teacher capacity in applying varied approaches. Lago Lindo School will explore homogeneous writing groups to better support our Grade 4-6 students.

The school organization will align staff collaboration teams with Division priorities, ensuring continued support for teachers through the Language Arts Consultant and the Diversity team to build individual capacity. Additionally, we will unpack and implement insights gained from the "Schools That Listen" initiative, with community involvement scheduled for September 2024.

To address the low percentage noted in the Division Survey—where only 49% of students see their identity and culture reflected in classroom materials—we will continue to expand our library resources.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7277 Lago Lindo School

Assurance Domain	Measure	Lago Lindo 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	74.0	90.0	84.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	75.7	87.9	85.6	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	59.7	55.7	55.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	16.7	10.0	10.0	19.8	18.0	18.0	Intermediate	Improved	Good
	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	88.0	95.0	93.7	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	90.3	89.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	70.6	81.0	77.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	85.6	94.3	85.3	79.5	79.1	78.9	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 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**

By June 2025, in collaboration with our North Central Catchment colleagues and aligned with the Division's Cornerstone Values, all students will demonstrate growth in reading, writing, and mathematics as measured by Alberta Education and local assessments. We will recognize the needs of First Nations, Métis, and Inuit students, as well as those learning English as an Additional Language, using the OECD Promising Practices report as a guiding framework.

The Literacy & Numeracy Focus Team will share effective teaching strategies, information, and resources during school-based professional development (P.D.) Days. Lago Lindo staff will analyze students' pre- and post-writing assignments to identify growth targets based on a writing continuum. Grade-level collaboration groups will meet to evaluate student work and measure progress against school goals. Together, staff will make informed decisions on next steps based on collected data, determining which practices, resources, and professional development will have the greatest impact on student learning.

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

Indicators of success will include both external and internal measures such as Highest Level of Achievement Test (HLAT), Benchmark Reading Levels, Writing Identity Self-Reflection Survey (LNAP), Provincial Numeracy Screener & RAN, CAT4, PAT Results from Language Arts and will utilize triangulated assessment evidence to support differentiated planning and instruction.

**Division Priority 2**

By June 2025, Lago Lindo School will work alongside North Central Catchment colleagues to enhance staff knowledge and understanding of anti-racism, equity, and reconciliation.

Our staff, students, and community are committed to sharing resources, experiences, and knowledge to deepen our appreciation and respect for one another. We will foster growth through professional development and targeted learning, engaging students in meaningful ways, and amplifying both student and parent input by analyzing feedback from the Schools That Listen initiative.

Additionally, we will deepen restorative practices and increase teaching and library resources to support our goals.

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

This progress will be measured through provincial, divisional, and school-based surveys.

**Division Priority 3**

By June 2025, all North Central Catchment School staff will foster connection and belonging through collaboration and professional learning, positively impacting the well-being of both staff and students.

At Lago Lindo School, we will maintain a Resiliency Lead Team dedicated to building mental health capacity among students, teachers, and community members. Our focus will be on integrating Dr. Unger's resilient modules across all grade levels.

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

Through effective data collection and assessment, we will implement a thumbs up, thumbs in the middle, and thumbs down self-assessment system. Teachers will input this assessment data into a centralized master data sheet. To ensure consistency, we will teach common R2 modules and establish a shared vocabulary related to R2. Provincial, divisional, and school-based surveys will also serve as data.



	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,254,919		3,564,243
Internal Revenue		0		0
REVENUE TOTAL		3,254,919		3,564,243
Classroom	19.285000	2,084,189	20.727000	2,240,030
Leadership	2.000000	269,211	1.906000	260,206
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	87,000	.000000	87,633
TOTAL TEACHER	21.285000	2,440,400	22.632999	2,587,869
(% of Budget)		74.98%		72.61%
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	8.574000	532,828	10.281300	636,446
Support (Supply/OT)	.000000	5,000	.000000	16,200
Custodial	2.375000	153,066	2.375000	153,066
Custodial (Supply/OT)	.000000	4,000	.000000	8,400
TOTAL NON-TEACHER	10.949000	724,894	12.656300	844,112
(% of Budget)		22.27%		23.68%
TOTAL STAFF	32.234000	3,165,294	35.289299	3,431,981
(% of Budget)		97.25%		96.29%
SUPPLIES, EQUIPMENT AND SERVICES		42,830		80,812
INTERNAL SERVICES		46,295		50,950
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		89,625		132,262
(% of Budget)		2.75%		3.71%
TOTAL AMOUNT BUDGETED		3,254,919		3,564,243