



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	442.500	Custodial	2.375000	Salaries	\$3,265,172	96.06%
Weighted	520.483	Exempt	0.000000	Supplies, Equip., Services	\$133,871	03.94%
Regular	470	Support	9.488000			
		Teacher	<u>21.820000</u>			
Year Opened	1990	Total	33.683000	Total	\$3,399,043	100.00%

School Philosophy

At Lago Lindo School we are committed to providing a safe and caring learning environment, where students are viewed as unique, special individuals capable of learning. Our school motto at Lago Lindo School is, 'Be Respectful, Be Responsible, Bring Pride to Lago Lindo, and know you are loved.

Our school focuses on the importance of teaching children how to become optimal learners. We learn about the brain, self-regulation, and use the MindUp program to provide skills and strategies for student learning. We are committed to creating a thriving, dynamic, and inspiring educational environment that produces self-directed learners to confidently prepare them for their future Career Pathway.

We believe all children can learn and be successful. We accomplish this by providing high-quality teaching and learning environments with a focus on Literacy and Numeracy. We value education as shared responsibility between the home, school and the community we serve.

Community Profile

Lago Lindo School catchment area includes the communities of Lago Lindo, Klarvatten, Lakeview and Crystallina Nera. The communities consist primarily of single family dwellings with a few apartment buildings and condominium complexes. As a level 2 school, we only accept students who live in our area.

We access support for students from our Division Specialized Learning Supports (SLS) Team. Our school partners include; Lago Lindo Community League, The City of Edmonton, Capital Health, Edmonton Police Services. We have a long standing partnership with the Terry Fox Foundation. Parent Council has developed partnerships with most of the businesses in the area. Parental and community involvement is a great strength of the school.

Programs and Organization

Lago Lindo School offers regular Kindergarten to Grade 6 programming with French as a Second Language offered at the beginning of Grade 4. We are also a Division site for Grade 4-6 Connections Program. This program serves students requiring support with behaviour regulation and academic intervention.

Our school incorporates student Mental Health into all classes through the use of the MindUp program and Zones of Regulation.

Lago Lindo School works in collaboration with nineteen schools through the North Central Catchment Schools (NCCS). This catchment focus, supports teacher professional learning as staff build capacity around best practices in Numeracy and Literacy.

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 Extencicare 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 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, 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 Language Learner populations the OECD Promising Practices report as a guiding document to frame our work with students.

Indicators will include: using external and internal measures, teachers will use student assessment evidence to focus on supporting differentiated instruction and planning for interventions to meet the needs of all students. Catchment collaboration groups will continue to focus on deepening best practices to enhance teacher capacity in literacy and numeracy.

Measures will include: CAT4, CC3 and LeNS assessments, Fountas & Pinnell reading system and the Highest Level of Achievement Testing (HLAT) in writing. Our catchment collaboration will be tied to Inquiry Based Professional Growth Plans to ensure a unified direction for Professional Development. Staff will read the monthly North Central Catchment Schools' Newsletter to professionally connect with colleagues and share information and resources. All staff will participate in inter-school visitations amongst North Central Catchment Schools in order to collaborate on their selected driving question. Staff meeting time will be used by the lead teacher teams to deepen teacher capacity by sharing strategies and professional learning.

This year, staff collaborated to create a school based data tracking system to provide student academic and transitional information in a common and consistent way. Staff clarified expectations based on curriculum alignment to progress reporting terms. The document highlighted provincial assessment screeners, reading levels and Highest Level of Achievement (HLAT) writing. This document will support staff in clearly understanding students' differentiated needs and ensuring information is summarized to support planning and assessing student growth.

At Lago Lindo School, we are proud of our student achievement and growth. Catchment collaboration groups focused on deepening best practices to enhance teacher capacity in literacy and numeracy and all staff completed Inquiry Based Growth Plans. Staff collaborated and incorporated OECD Promising practices to support our students. School goals were intentionally created, reviewed and summarized with staff input throughout the year.

Provincial Literacy and Numeracy Screening Assessment Results

Grade 1: Intervention improvements: LeNs 29% no longer at risk, CC3 31% no longer at risk Numeracy 33% no longer at risk

Grade 2: Intervention improvements: LeNs 39% no longer at risk, CC3 18% no longer at risk Numeracy 21% no longer at risk

Grade 3: Intervention improvements: LeNs 21% no longer at risk, CC3 40% no longer at risk Numeracy 40% no longer at risk

Reading achievement level:

Reading:

Indicated in Powerschool 10.0% above level, 55.1% at level 34% below level (improvement over previous year by 4.3% above level, 2.4% at level, 6.7% below level)

Improvements for First Nations, Metis and Inuit students from 43.2% to 48.6% and 55.6% English as Alternative Language students are at and above level.

CAT4: 66.2% at or above level, 33.8% below (improvement over previous year by 14.1% at or above, 2.4% at level, 8 % below level)

PAT: 68.6% at level, 22.9% below level and 20% at the level of excellence

Writing:

Highest Level of Achievement: 0.9% above level, 66.6% at level, 31.3% below level (increase over previous year by 4.5% at, 3.8% below, above level remained consistent.

Improvements for First Nations, Metis and Inuit students from 35.1% to 59.5% are at and above level and 49.5% of English as an Alternative Language students are at or above level.

PAT: 80% at level, 12.9% below level and 10% at the level of excellence

Numeracy:

CAT4:Mathematics: 75.7% at level, 21% below level (improvement over previous year by 20.5% at level, 1.7% below level)

Computation: 66.2% at level, 31.9% below level (improvement over previous year by 11.2% at level, 7% below level)

Total Math: 72.5% at level, 19.8% below level (improvement over previous year by 21.7% at level, 14.9% below level)

PAT Math Overall: 52.9% at level, 40% below level and 7.1% at the level of excellence

Results and Implications

Division Survey results indicated 83% of students believe they are getting better at math, 92% believe they are getting better at reading and 84% believe they are improving in writing. Staff range from 95%-94% in having the knowledge and skills to support students in literacy and numeracy learning. Alberta Education Assurance measures highlight continuous school improvements and surpass Division and Provincial measures 78.5% to 98% in LifeLong Learning where students demonstrate knowledge, skills and attitudes necessary for lifelong learning, 78.7% to 90% in Student Learning Engagement and 92.4% to 95% in Education Quality.

By June 2023, 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: presenting the Division's action plan to school staff and the school community. Staff will participate in professional learning opportunities through book studies and self directed learning. Through collaboration with the North Central Catchment Schools, staff will deepen inclusive practices throughout the school and community.

Measures will include: Feedback through local and provincial measuring tools.

Our school shared the Division's action plan with the School Council and OECD promising practices were reviewed with staff when completing and reviewing school goals. Staff completed an Indigenous Terminology Professional learning session and additional staff attended a variety of Professional Development such as Indigenous Canada MOOC through the University of Alberta, Indigenous Literature, Story Telling, Sharing Circles, How Indigenous People use the Land and Inuit Traditional Games. We enhanced our school practices to include, integrating Indigenous literature and writing and sharing classroom land acknowledgements, participating for the first time in Roc Your Mocs, using Northern Spirit flutes and decolonizing music resources, completing History and Pride of Indigenous Peoples activities including: the blanket activity, story telling, wampum understanding and using an Indigenous Advent calendar.

Students who honour Ramadan have a space for fasting. Classrooms created cultural posters to present to their classmates and then displayed in the school for all to see. The grade 2 students also had a multicultural potluck lunch. Teachers created school wide activities to honour Pride Week as a school community.

Division Survey results from student feedback indicated 96% of students have the opportunity to learn about the contributions of Indigenous peoples, 90% share they have the opportunity to learn about Indigenous perspectives, and 95% have had the opportunities to learn about treaties and agreements with First Nations and 89% have opportunities to learn about residential schools and their legacy.

Division Survey results indicate 91% of families feel like they have a positive relationship with staff to support their child's learning and 93% feel welcome at the school. 100% of staff indicate that the Division is taking actions that support Truth and Reconciliation and are aware of the work being done to support anti-racism and equity in schools and at the school level. 100% of staff indicate Lago Lindo School is taking steps to support a sense of belonging and inclusion for everyone.

Alberta Accountability pillar data demonstrates an improvement from 88.4% to 90.3% in Welcoming, Caring and Respectful and Safe Learning Environments, 83.3% to 87.9% in Citizenship, and 76.3% to 94.3% in Parent Involvement.

By June 2023, 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: dedicating 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, school leaders and math leads. The school will create a Resiliency Lead Team to build mental health capacity in students, teachers and community members. Our focus will be to align the new health curriculum with the school based Character Education Program, the "MindUp Curriculum" and professional learning sessions.

Measures will include: Feedback through local and provincial measuring tools.

This year, a Resilience team was established to attend professional development to understand the work of Dr. Unger. This work was intentionally disseminated into each classroom by aligning the new health curriculum, the Mindup Curriculum and the Resiliency work to support students to understand how to self-regulate, how the brain works with freeze and flight and how to ensure a calm brain for optimal learning strategies. Responsive and empathetic common language continues to be developed throughout the school and community. At the catchment level, classes participated in monthly mental health learning and posters were created in each class as visual reminders.

As a staff, two book studies were completed: Biased by Jennifer L. Ederhardt and What Happened to You? by Bruce Perry and Oprah Winfrey. These books deepened staff capacity about trauma and biased to further understand well being and inclusion.

Alberta Accountability pillar data demonstrates an improvement from 78.7 % to 90% in Student Learning Engagement, 89.7 % to 92.4% in Safe and Caring, a measure highlighting that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in schools and 72.5% to 90.1% in School Improvement.

What were the biggest challenges encountered in 2022-2023?

As the year began, there was excitement to re-establish school activities and traditions. By November 2023, due to illnesses, our school was again closed to community gatherings which impacted staff and students' wellness. The Remembrance Ceremony was moved on-line and the Winter Festival was canceled. The community was ready to put COVID in the past! Due to uncertainty of our community health, School Assemblies and student Recognition Certificates began in January 2023. Positive behaviour and school expectations were a focal point and our school commitment to Priorities 2 and 3 greatly enhanced our successes as a school community. Staff continue professional learning to implement the Alberta New Curriculum and we continue to build school resources to support student learning.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Staff is committed to deepening the work of Resilience and Mental Health as a school wide focus. Inclusion, of all community right-holders, will continue as we learn from one another. A school team will be developed to participate in the Division "Schools that Listen" professional learning sessions. Our academic focus will be to deepen our literacy work, specific to writing through participation in the Literacy and Numeracy Achievement Project.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	90.0	78.7	78.7	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	87.9	83.3	85.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	55.7	68.2 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.0	9.1 *	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	95.0	92.4	95.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SE)	90.3	88.4	88.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.0	73.4	73.4	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	94.3	76.3	82.7	79.1	78.8	80.3	Very High	Improved	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 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, 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.

What data will you use to track continuous improvement?

Measures will include: CAT4, CC3 and LeNS assessments, Fountas & Pinnell reading system and the Highest Level of Achievement Testing (HLAT) in writing. Specific to the goal of writing, school measures will include evaluating students' writing using the Support Writing Growth Chart. (EPSB).

Division Priority 2

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.

What data will you use to track continuous improvement?

Measures will include: Feedback through local and provincial measuring tools.

Division Priority 3

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.

What data will you use to track continuous improvement?

Measures will include: Feedback through local and provincial measuring tools.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,346,594		3,399,043
Internal Revenue		0		0
REVENUE TOTAL		3,346,594		3,399,043
Classroom	19.838000	2,136,016	19.914000	2,144,200
Leadership	2.000000	267,291	1.906000	257,531
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	88,980	.000000	89,000
TOTAL TEACHER	21.837999	2,492,287	21.820000	2,490,731
(% of Budget)		74.47%		73.28%
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	9.195000	560,390	9.488000	577,850
Support (Supply/OT)	.000000	12,700	.000000	11,500
Custodial	2.375000	151,091	2.375000	151,091
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	11.570000	758,181	11.863000	774,441
(% of Budget)		22.66%		22.78%
TOTAL STAFF	33.407999	3,250,468	33.683000	3,265,172
(% of Budget)		97.13%		96.06%
SUPPLIES, EQUIPMENT AND SERVICES		55,910		83,841
INTERNAL SERVICES		38,716		48,530
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		96,126		133,871
(% of Budget)		2.87%		3.94%
TOTAL AMOUNT BUDGETED		3,346,594		3,399,043
Carry Forward Included		0		0
Carry Forward to Future		0		0