



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	431.500	Custodial	2.375000	Salaries	\$3,265,751	95%
Weighted	508.406	Exempt	0.000000	Supplies, Equip., Services	\$168,202	05%
Regular	462	Support	8.949000			
		Teacher	<u>23.888000</u>			
Year Opened	1990	Total	35.212000	Total	\$3,433,953	100%

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. Education is a shared responsibility between the home and school, and everyone is a learner. We believe that the curriculum should give students a variety of ways to learn, and a range of experiences to acquire the necessary knowledge, skills, and attitudes for the pursuit of life-long learning.

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.

We access support for students from our District Inclusive Learning 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 involvement is a great strength of the school.

Programs and Organization

We offer a regular kindergarten to grade 6 program. Lago Lindo School is a district site for a Div II Behavior Learning Assistance-Opportunity program. FSL is offered beginning at Grade 4. An extensive library supports our literacy focus. There is a strong music component in the school and students have the opportunity to engage in a variety of extra-curricular programs. Responsible citizenship is reinforced with a school wide Character Education Program that focuses on making "GOOD CHOICES". Cross division partnerships are created and activities planned create positive relationships between older and younger students. Buddy activities include paired reading and daily physical activities.

Lago Lindo School works in collaboration with nineteen schools through the North Central Catchment Schools (NCCS). This work focuses on supporting transitions for all of our students in the North Central area of Edmonton. Our staff are working on building capacity around Universal Design for Learning in order to remove barriers of learning for all students to promote student success, smooth transitions and increased high school completion rates.

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, Extenicare Eaux Claires, Lago Lindo Parent Council

District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

By June 2019, NCCS students will demonstrate academic growth in the areas of literacy and numeracy. Provincial Achievement Test, HLAT Writing assessments, and Diploma Exam results, as well as high school completion rates will be used to measure and report growth. Teacher professional judgement, including summative and formative assessments informed by observations, conversations and student products will guide student instruction and school based intervention.

Catchment Results Achieved:Results Achieved:

North Central Catchment Schools continue to focus on literacy and numeracy. While looking at NCCS Part A of the math grade 6 and 9 PATs there was an increase of students meeting acceptable standards. With grade 6 PAT, ELA Part A (writing) the number of students meeting acceptable standards have been maintained over a 5 year period. We are not seeing this same trend for our grade 9 PATs in writing or in our HLAT results, therefore, this area remains a focus for growth moving forward. When looking at Diploma results for ELA 30-1, the number of students meeting acceptable standards continue to show improvement in both Part A and B. Diploma results for ELA 30-2, overall acceptable standards, have shown improvement over a period of 5 years. The EYE TA results for NCCS indicated an increase of 30.8% between the pre and post EYE TA.

Results Achieved:

At Lago Lindo School:

We have maintained our results at the acceptable standard on the grade six Provincial Achievement Test for all students who wrote the Language Arts assessment (92%). There was an overall 12% increase in the number of students meeting the standard of excellence in this area (53%). The current grade three SLA reading results indicate that 64% of our students are reading at grade level and teacher awarded grade level of reading indicates 62% of students at or above grade level. Overall HLAT Writing shows that 73% of our students are reaching grade level expectations. 30% of our students with Special Learning needs are meeting expectations at the grade level they are enrolled. Reading Comprehension and Writing will continue to be a school-wide focus with the goal that all students achieve their full potential.

We see a 9% overall increase in the number of students meeting the acceptable standard in Mathematics (86%). The number of students attaining the standard of excellence on Part A increased to 59% and to 9% on Part B of the test. Both the SLA and MIPI testing indicates 75% of our students are meeting grade level expectations. Our focus will be on providing intervention strategies to support our at-risk learners in areas identified in data.

On the Science PAT, we see a 4% overall increase in the number of students meeting the acceptable standard measuring both Knowledge and Skills as well as an 8% increase in the number of students meeting the standard of excellence. Based on an examination of the data, we will focus on inferring information from pictures.

On the Social Studies PAT, we see a 3% overall increase in the number of students meeting the acceptable standard and a 10% increase in the number of students meeting the standard of excellence. The data indicates students struggled with decision making for communities, identifying media bias, identifying main issues in news articles. Interpreting information from graphs and cartoons will be a focus at all grades in all subjects.

By June 2019, all NCCS staff will enhance their instructional practice through monthly collaboration and job embedded professional learning. Areas of emphasis include literacy, numeracy, diversity, assessment, comprehensive school health, technology integration and leadership development. As indicated by teacher professional growth plans, staff will increase knowledge, improve practice and reflect on growth outlined by the new Teaching Quality Standards. The impact of the collaboration and professional learning will be measured by the Accountability Pillar, the District Feedback Survey and Professional Growth Plans. (Priority 2 & 3)

Catchment Results Achieved:

During the 2018/19 school year 84 collaborative groups, made up of over 850 staff from 19 schools, met monthly to participate in collaborative work. Staff created inquiry

based PGP's driven by burning questions which were aligned with the TQS and supported by professional learning (job-embedded). A total of 44 staff members participated in leadership development opportunities. As measured by the District Feedback Survey 76.8% of staff indicated that their professional growth was enhanced by catchment professional learning. In addition, 95% of staff in NCCS indicated engagement in collaboration. On a pre and post pilot project survey, teachers indicated an increased connection between their professional growth plan, teaching practice, collaboration and professional learning opportunities.

Results Achieved:

At Lago Lindo School, we continue to maintain our results in most areas on the Accountability Pillar. Parental Involvement increased by 6% and is now considered to be at a very high and overall excellent level. A deeper understanding of "Work Preparation" and its implications (Career Pathways) will be an area of increased focus in the upcoming year.

Literacy: All students will be provided direct instruction using Writer's Workshop-Lucy Calkins. By June 2019, we will demonstrate an increase in both the Acceptable and Standard of Excellence in Writing on the PAT and our overall HLAT writing results will improve. All students will have access to technology and software to support increased reading fluency and comprehension. (Priority #1, 2, 3)

Numeracy: We will continue with dedicated instruction in multi-step problem solving and all classrooms will have an increased focus on computation skills. Several classrooms will be using guided math this year as one strategy to decrease the number of students requiring Math Intervention as measured by the MIPI. By June 2019, Provincial Achievement results will show an increase in overall achievement in the acceptable standard and standard of excellence. Classroom based assessments will be regularly utilized to direct and inform classroom practice. (Priority #1, 2, 3)

We will continue our targeted focus on citizenship development. Staff will develop a plan to engage and increase parents involvement to support the Teaching and Learning. Success will be measured by School and District feedback surveys, as well as the Accountability Pillar results. (Priority #3)

Results Achieved:

LITERACY: 100% of the teachers in grades 1-6 provided direct instruction using the Lucy Calkins writing approach. On the PAT in the area of **Writing**, 92% of students who wrote met the acceptable standard. 73% of all our students are at or above grade level on the HLAT writing (increase of 3%). Our students are showing growth in both Narrative and Functional writing and our focus will continue to be on content management and organization

On the PAT in the area of **Reading**, 89% of our students scored at the acceptable standard which is similar to previous results. Teacher awarded marks indicate 62% of the students are at or above grade level in reading. This will be an area for further investigation. 100% of students had access to technology programs to support reading and comprehension at home and at school. We will continue to focus on understanding figurative language and connecting ideas & details in a poem.

NUMERACY: The number of students requiring a math intervention has decreased from 26% to 22%. Grade 6 PAT results indicate that 86% of our students are meeting the acceptable standard. Our students continue to score significantly better on the Part A Computation section (29% increase from previous year).

What were the biggest challenges encountered in 2018/19

Catchment:

- High number of teaching staff with less than 5 years teaching experience within the NCCS.
- Housing situations, poverty, transiency and the economic and cultural diversity of our students continue to be a challenge for all our catchment schools.
- The mental health of our families and students continue to be complex.
- Identifying and utilizing community services to support refugee, English Language Learners, Indigenous students, and their families continue to challenge NCC schools.
- Completed specialist assessments and access to resources to support students in a timely manner, as well as access to space in District sites.

At **Lago Lindo** our challenge continues to be in meeting the needs of the changing demographics of our learners and meeting the increasingly complex student needs in a timely manner. Funding through Equity & Holdback dollars supported the school in meeting additional Support Staff to work with students at risk.

What are the implications from 2018/19 that will impact your current year plan?

Catchment:

- Continue with Inquiry Based Professional Growth Plans.
- Professional learning time dedicated to collaboration around driving questions.
- Support staff in the new TQS and LQS focusing on Indigenous content, the OECD Promising Practices and concept based teaching and learning.
- NCCS will investigate different ways to communicate with families; work on removing barriers for families, foster and leverage community partnerships to support students and families.
- Continue to build trauma sensitive and restorative practices to support students with complex needs.
- NCCS collaboration will continue to focus on building capacity around teaching, learning and leadership to improve student achievement in reading, writing and mathematics.
- NCCS principal leadership will continue to focus on developing congruence in assessment best practices through formalized professional learning one half day per month, off campus learning and joint targeted Catchment PD.

At Lago Lindo School:

- continue with school-wide approach to writing development (Lucy Calkins)
- re-visit interventions to support reading comprehension (Leveled Literacy Intervention and Lucy Calkins Readers Workshop)
- we will continue our emphasis on applying strategies for solving multi-step problems
- look at implementation of school-wide strategies to support increased success in Math
- dig deeper in the data to determine strategies to increase percentage of students meeting the standard of excellence in all areas of the PAT
- continue to focus on citizenship development and parent involvement

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 7277 Lago Lindo School



Measure Category	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
Safe and Caring Schools	Safe and Caring	89.8	89.8	88.5	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.2	88.4	89.6	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	91.8	93.1	93.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	81.4	83.3	83.2	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	22.1	15.3	18.9	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.0	87.5	88.7	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.4	84.5	83.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.9	77.3	79.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	82.9	86.5	83.7	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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 Examination 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.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2019/2020 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2020, all NCCS students will demonstrate growth of at least one grade level in reading, writing and mathematics as measured by common assessments.

At Lago Lindo:

Literacy: All students will be provided direct instruction using Writer's Workshop-Lucy Calkins. By June 2020, we will demonstrate an increase in both the Acceptable and Standard of Excellence in Writing on the PAT and our overall HLAT writing results will improve. All students will have access to technology and software to support increased reading fluency and comprehension. (Priority #1, 2, 3)

Numeracy: We will continue with dedicated instruction in multi-step problem solving and all classrooms will have an increased focus on computation skills. Several classrooms will be use guided math this year as one strategy to decrease the number of students requiring Math Intervention as measured by the MIPI. By June 2020, Provincial Achievement results will show an increase in overall achievement in the acceptable standard and standard of excellence. Classroom based assessments will be regularly utilized to direct and inform classroom practice. A school-wide approach to Numeracy will be investigated and implemented. (Priority #1, 2, 3)

Priority 1

By June 2020, all NCCS staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by the District Feedback Survey, internal measures and Professional Growth Plans.

Priority 2

We will continue our targeted focus on citizenship development. Staff will continue to engage and increase parents involvement to support the Teaching and Learning. A deeper understanding of "Work Preparation" and its implications (Career Pathways) will be an area of increased focus in the upcoming year. Success will be measured by School and District feedback surveys, as well as the Accountability Pillar results. (Priority #3)

Priority 3

Budget Summary Report

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		3,400,057		3,433,953
Internal Revenue		0		0
REVENUE TOTAL		3,400,057		3,433,953
Classroom	21.850000	2,245,982	21.888000	2,249,889
Leadership	2.000000	254,520	2.000000	254,542
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,341	.000000	90,341
TOTAL TEACHER	23.850000	2,590,843	23.888000	2,594,772
(% of Budget)		76.2%		75.56%
Exempt (Hourly/OT)	.000000	49,000	.000000	49,000
Support	8.978000	460,909	8.949000	459,492
Support (Supply/OT)	.000000	7,000	.000000	11,000
Custodial	2.375000	146,887	2.375000	146,887
Custodial (Supply/OT)	.000000	2,600	.000000	4,600
TOTAL NON-TEACHER	11.353000	666,396	11.324000	670,979
(% of Budget)		19.6%		19.54%
TOTAL STAFF	35.203000	3,257,239	35.212001	3,265,751
(% of Budget)		95.8%		95.1%
SUPPLIES, EQUIPMENT AND SERVICES		53,059		66,972
INTERNAL SERVICES		89,760		101,230
TOTAL SES		142,819		168,202
(% of Budget)		4.2%		4.9%
TOTAL AMOUNT BUDGETED		3,400,058		3,433,953
Carry Forward Included		0		430
Carry Forward to Future		0		0