



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	2.375000	Salaries	\$2,961,738	93%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$220,090	07%
Regular	0	Support	8.568000			
		Teacher	<u>21.450000</u>			
Year Opened	1990	Total	32.393000	Total	\$3,181,828	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 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 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 Division 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 Best Practices in Numeracy and Literacy 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, Extendicare Eaux Claires, Lago Lindo Parent Council

Division 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 2019-2020, 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 Division's Priorities that were in effect when the goal was set.

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)

Catchment Results Achieved:

North Central Catchment Schools (NCCS) continue to focus on developing literacy and numeracy competencies. In the absence of standardized assessments (PAT, HLATs, Diploma exams) due to our response to COVID, we have examined trends from the Accountability Pillar Survey from the past three years to determine future direction relative to Literacy and Numeracy.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. Nor were we able to assess students at the end of the year to determine their growth levels. Typically, we see the greatest growth in our students' reading in the last term. In June 2019, 60.3% of NCC students were reading at or above grade level. Current results indicate 55% of our students are achieving those levels of success, as measured by the Benchmark Assessment System. This data suggests an increased number of students will require targeted reading support. These interventions may include Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. A significant challenge we face is providing effective reading intervention with COVID protocols in place.

WRITING: Over the past three years, fewer students overall have achieved at or above grade level on the HLAT; 56% of NCC students in grades one to nine were at or above grade level achievements on HLATs, and 44% were either exempted or performed below grade level. Students in grades one and three showed significant improvement on the HLAT from 2016 to 2019. Students who wrote the grade 6 Writing PAT have maintained steady results over the past 5 years. Our grade 9 students are not demonstrating similar growth on the writing PAT and HLAT. Writing will continue to be an area for growth moving forward.

Over the past five years, more students achieved the acceptable standard on both parts A and B of the ELA 30-1 and ELA 30-2 Diploma exams.

MATH: Trends show that NCC students are meeting the acceptable standard on Part A of the grade 6 and 9 Math PATs. In September 2019, 54% of students in the NCC achieved at or above 60% on the MIPI. Conversations with teachers and school-based leaders indicate the shift to emergent remote learning disrupted the intensive, in-person math interventions such as small group Guided Math and Math Centres. As a result we are identifying more students in need of numeracy interventions.

Twenty-eight staff members (including Pre-Kindergarten to Grade 12 lead teachers, our Catchment Coordinator, Assistant Principals, and Principals) participated in NCCS Math Cohort work. Together, they collaborated to create common assessment tasks based on Number Operations and Place Value. Lead teachers identified gaps in learning and in response, we will continue to focus on vocabulary, place value, number sense and operations.

Lago Lindo Results Achieved:

Teacher awarded reading levels in June 2019 showed 45% or 183/404 of our students of our students in Grades 2-6 were reading below grade level. The June 2020 baseline data shows 50% or 118/235 of our students are below grade level.

At Lago Lindo comparing Sept/Oct 2019 and Sept/Oct 2020 baseline data from the MIPI indicates a gap in learning. 26% or 83/314 of students required Math Interventions in

2019 compared to 41% or 91/222 students in 2020 requiring additional support. Conversations with Teachers indicates that our shift to emergent remote learning disrupted the intense interventions that had been implemented at school.

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.

During the 2019/20 school year 101 collaborative groups, made up of over 850 staff from 19 schools, met monthly to participate in collaborative work. During the rapid pivot to emergent remote learning, staff maintained connections and relationships with their NCCS collaborative groups.

In addition, two catchment professional learning days focused on increasing staff competencies relative to teaching and learning for conceptual understanding. Lead teachers and principals attended monthly PL sessions around Conceptual Understanding planned and facilitated by the NCCS Curriculum Coordinator, Lead Teachers, and CRS Consultants.

Staff created Inquiry-Based Professional Growth Plans (IBPGP) based on driving questions aligned with the Teacher Quality Standard and supported by job-embedded professional learning. As measured by the pre- and post- IBPGP survey, teachers reported a more positive connection between their growth plan, their teaching practice, and professional learning available in the Division. The following data reflects the positive impact of the IBPGP process on instructional practice:

- 77% of staff agreed or strongly agreed the IBPGP helped them meet their Professional Learning goals
- 80% of staff indicated they are more frequently measuring their progress towards their goals; an increase of 30% from 2018-2019
- 96% of staff believe their engagement in the process enhanced student achievement
- 95% of staff appreciated the opportunities to collaborate and engage with colleagues

Lago Lindo Results Achieved:

During the 2019/20 school year, 24 Teachers and 9 Support Staff participated in NCC collaborative work. We had 2 lead teachers who assisted with the organization of our Catchment PL as well as facilitating PL at the school level. The Assistant Principal participated in a School Leader collaboration group that focused on the book "Dare to Lead" by Brene Brown. 95% of staff felt their IBPGP was a living document.

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)

Results Achieved:

At Lago Lindo School, we continue to maintain our results in most areas on the Accountability Pillar. Citizenship increased by 5% and Parental Involvement increased by 6% and both are now considered to be Improved and to be at a very high and overall excellent level. There was a significant decline (14%) in the area of Work Preparation. A deeper understanding of this area and its implications (Career Pathways) will be an area of increased focus in the upcoming year.

As a Catchment we maintained our results in the area of Citizenship and Parent Involvement. The Accountability Pillar indicates a 5% improvement in the area of High School Completion (3yr). There was a significant decline (6%) in the area of Work Preparation.

What were the biggest challenges encountered in 2019/20?

- transiency, increased poverty
- supporting complex mental health needs of students and families
- supportive positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to emergent remote learning
- understanding and using available platforms and technology
- effective, reliable, and valid online assessment

What are the implications from 2019/20 that will impact your current year plan?

MATH

- Division scope and sequence will be aligned with the NCCS Math Tasks for students in preK - grade 12
- NCCS math tasks and interview questions will be used to support interventions and to assess key understandings of Number Operations and Place Value
- Professional Learning opportunities at PL days will focus on Numeracy

READING

- use Fountas and Pinnell data to track reading progress from September 2020 to June 2021
- BAS assessment in the fall and Spring to report reading levels
- continuing to close the gaps created/exacerbated by COVID-19 without the human resources we once had

WRITING

- focus on priority outcomes through a variety of writing strategies
- assess strategies relative to levels of success and challenges
- provide ongoing quality feedback to on-line learners and in-person students

IBPGP

- continue with year 3 of the Inquiry-Based Professional Growth Plans with the NCC collaborative groups
- continue to focus on measuring the impact of student achievement for 2020-2021
- support all staff with identifying, implementing & interpreting specific methods to gather evidence of impact
- engage Support Staff in the IBPGP process to support student achievement
- continued commitment by Principals to provide early Thursday & PD Day opportunities for catchment collaboration, training for new teaching staff in literacy & numeracy, foundational knowledge around Indigenous learning & OECD best practices, building capacity within our schools & establishing partnerships for comprehensive school health
- continue with lead teacher/school leaders model for NCCS, school leaders learning alongside Principals for continuity of PL, catchment/school PL alignment starting with a common PD day and extending to build collective efficacy.

What was most important for your school community as you prepared for the 2020-2021 school year?

- Division wide re-entry plan that addressed specifics
- Ensuring that students & staff felt safe at school
- Re Establishing a sense of school community
- Individual School "welcome video"
- Social Story Video to "welcome" Kindergarten students

Accountability Pillar Overall Summary
3-Year Plan - May 2020
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	91.2	89.8	88.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.5	85.2	87.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	98.5	91.8	91.8	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	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	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	71.4	85.0	88.8	84.1	83.0	82.7	Low	Declined	Issue
	Citizenship	88.0	83.4	82.5	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	89.2	82.9	79.9	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	80.6	82.9	82.0	81.5	81.0	80.9	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.
 - 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.
 - 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.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division 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 2020/2021 school year. Select the Division 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 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

At Lago Lindo:

Literacy: All students will be provided direct instruction using Writer's Workshop. By June 2021, students will demonstrate an increase in their ability at the end of each unit "on demand" writing. 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. 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 2021, all NNCS staff will enhance their instructional practice through collaboration and job-embedded professional learning as measured by 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

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		3,181,828		3,181,828
Internal Revenue		0		0
REVENUE TOTAL		3,181,828		3,181,828
Classroom	19.450000	1,999,286	19.450000	1,999,286
Leadership	2.000000	254,542	2.000000	254,542
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	90,000
TOTAL TEACHER	21.450001	2,343,828	21.450001	2,343,828
(% of Budget)		73.66%		73.66%
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	8.568000	440,880	8.568000	440,880
Support (Supply/OT)	.000000	11,000	.000000	11,000
Custodial	2.375000	132,430	2.375000	132,430
Custodial (Supply/OT)	.000000	3,600	.000000	3,600
TOTAL NON-TEACHER	10.943000	617,910	10.943000	617,910
(% of Budget)		19.42%		19.42%
TOTAL STAFF	32.393001	2,961,738	32.393001	2,961,738
(% of Budget)		93.08%		93.08%
SUPPLIES, EQUIPMENT AND SERVICES		128,190		128,190
INTERNAL SERVICES		91,900		91,900
TOTAL SES		220,090		220,090
(% of Budget)		6.92%		6.92%
TOTAL AMOUNT BUDGETED		3,181,828		3,181,828
Carry Forward Included		0		0
Carry Forward to Future		0		0