

# Landing Trail Intermediate School

## Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2020



**Landing Trail Quick Facts:**

- **330 Students**
- **1 Principal**
- **1 Assistant Principal**
- **15 Teachers**
- **8 Support Staff**
- **1 Inclusive Education Coordinator (part-time)**
- **1.25 Administrative Secretaries**
- **1 Business Manager**
- **1 School Counsellor (part-time)**
- **1 part-time FNMI Liaison**
- **2 Custodians**

- **Landing Trail Intermediate School is a grade 4-6 dual track school, a regular stream English program and French Immersion.**
- **We are located in a unique area nestled beside the Muskeg Creek Trails well known for hiking, running, skiing, and nature exploration. Students make use of these trails every day.**
- **LTIS has a Comprehensive School Health (CSH) plan. This means that we encourage healthy choices through daily physical activity, a nutrition policy that applies to what food the school may serve, and mental health through citizenship and resilience. All students are encouraged to actively participate in the classroom lessons and in the many extracurricular activities offered at LTIS. We believe children like to learn, like to be healthy and like to succeed at school. Students should have a purposeful and meaningful experience at LTIS by shouldering responsibility and becoming active citizens.**
- **Students have the opportunity to participate in a variety of activities: archery, inclusive sports program, soccer, chess club, science fair, orienteering, basketball, badminton, track and field, cross country running, cross country skiing, cheerleading, and our 1k club are some of the activities students may become involved in.**
- **Various classes participate in a citizenship project to assist the greater school community and to promote selflessness and community service. Some examples of these projects include: cleaning and organizing the PE equipment and looking after the paper/juice recycling.**

	<ul style="list-style-type: none"><li>• The overarching emphasis at LTIS is to be safe, caring, welcoming and respectful. Landing Trail Intermediate School is a grade 4-6 dual track (English and French Immersion) school. Our inclusive environment provides opportunities for each student to grow and succeed academically, socially and emotionally.</li></ul>
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### LTIS Highlights 2020

- Nelson prescreen assessments and the MIPI were used in math used to further determine where student's strengths and areas of need were.
- Reading supports were successful: Levelled Literacy Intervention, Precision Reading Program, Morning Reading Program and Volunteer Reading Program.
- Grab and Go Breakfast Program ran all year, 5 days per week, offering students a healthy morning snack.
- The snack fridge was continued and filled daily with healthy snack options. Students can visit the fridge from 10am to 3pm.
- The Christmas Concert brought families and community into the school to enjoy singing, instrumental and drama performances from all classes in both English and French.
- The LTIS talent show was held in April, an online format was used due to Covid.
- An inclusive sports day was held in early December with students involved in an orienteering activity and a tracking activity. These activities took place in the forested area inside the ski trails.
- All math teachers participated in three PD sessions learning about various math practices.
  - A staff wellness committee met once a month to plan wellness components on staff work days and other staff functions.
- The Grade 4 community mentorship program supported 16 students who built a special relationship with a community member who visited them once a week to eat lunch and participate in fun activities.

- The class buddy program supported reading and math. Each month, partner classes participated in a math game or read in partners.
- Monthly assemblies recognized students for academic achievement and for positive behaviours. Students performed fine arts presentations at each assembly.
- Students and staff enjoyed theme days monthly (western day, crazy hair day, etc.) and dances at Halloween and Valentine's Day.
- A learning commons plan for our library comprised of maker activities, new rugs and some original types of seating.
- A plan to modernize our front foyer continued, we added books, implemented makerspace carts, a graffiti board, and had a local artist complete two murals.
- The FI bookroom and remedial resource base was completed and was in full use for remedial FI support.
- Flying High was a huge hit. Our annual student conference showcased various community members and staff to provide students with sessions where skills are introduced and practiced (examples: Archery, RCMP, fly fishing, Fish and Wildlife, fish scale art, etc.)
  - Citizenship projects were carried out, where various classes provide a service to the school such as recycle club, 1k club team and art room organizers.
- The Terry Fox run-a-thon and our community Terry Fox celebrations were successful and drew community and family participation in these events.
- Our choir sang a song composed by our music teacher at the Remembrance Day ceremony where the local Legion Branch was part of the celebration. The choir also practiced weekly to learn these songs.
- Break a Rule Day at LTIS raised money for school projects in Africa.
- Fill the Foyer with Food is a food bank effort in which our students participate in conjunction with The Athabasca Good Samaritan Association.
- Our staff fitness room is used frequently. This room contains treadmills, a stationary bike, free weights and a Ping-Pong table.

- **LTIS hosted the Aspen View cross country running race in September for all Aspen view students and surrounding area. The race was very successful and offered students a great opportunity to participate in life-long sports.**
- **Literacy Day was recognized and celebrated by family members visiting the library and participating in a literacy scavenger hunt alongside their child.**
- **All grade six classes participated in a one-day ice fishing experience where they fished and participated in outdoor activities. Many parents and community members attended to assist with and enjoy this experience.**
- **All grades participated in a downhill ski/snowboard day at Tawatinaw. This day was full of new experiences and allowed students to experience an outdoor activity in a safe and supportive environment.**
- **After school *Boys Club* and *Girls Club* were successful. These clubs focused on giving students opportunities to experience various outdoor activities, cooking experiences, art activities and conversations regarding improving social skills and developing healthy friendships.**
- **The noon-hour chess club gave students the opportunity to play chess together once a week in the art room at lunch recess.**
- **House leagues were implemented by a grade 5 class and teacher to allow classes to participate in the big gym by competing against other classes in various activities such as kickball and basketball.**
- **The Rocks and Rings curling program gave all grades of students the opportunity to learn about the sport of curling.**
- **Archery was an after school club where students practiced weekly and travelled to various tournaments to compete. This club offered students an opportunity to learn a new skill and to experience a competition.**
- **The line dance club met weekly at noon in the small gym where students and staff learned various dances. This was an opportunity for students and staff to stay active in a fun and supportive environment.**
- **Orange Shirt Day was celebrated. Lessons regarding Residential Schools were taught. The Athabasca Native Friendship Centre cooked soup and bannock for all students and staff. All students and staff participated in an art activity together on this day.**

- **All grade 4 and grade 5 classes participated in grade group science days which focused on curricular outcomes such as simple machines, building devices and classroom chemistry.**
- **Transition visits took place by having the grade 3 classes from WHPS visit the grade 4 classes and then another transition opportunity took place online where administration along with grade 4 teachers welcomed grade 3 students and families.**
- **Online wellness and academic support was offered daily from March until June for students in all grades.**
- **Fine arts videos were offered to students and families online from March until June.**
- **All staff participated in a drive through good bye for our students and families in June.**
- **Staff and administration participated in weekly videos encouraging students to stay healthy and active during online learning.**
- **Staff worked together to refine online teaching strategies and professional development took place to support teachers.**
- **Weekly online staff meetings took place so staff could stay connected and to support each other.**
- **Daily running and or walking sessions occurred for staff choosing to work on site from March to June allowing opportunity for wellness and support.**

**Combined May 2020 Accountability Pillar Overall Summary**

Measure Category	Measure	Landing Trail Intermediate Sch			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	96.4	95.7	91.3	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	92.0	86.1	84.8	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	94.4	95.2	92.2	90.3	90.2	90.1	Very High	Maintained	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	86.6	85.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	25.6	22.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.0	83.3	80.0	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	94.9	92.6	87.3	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	86.0	84.0	80.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.4	92.9	87.5	81.5	81.0	80.9	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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); and Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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; and Social Studies 30-2.
7. 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.
8. 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.
9. 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.
10. 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.

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

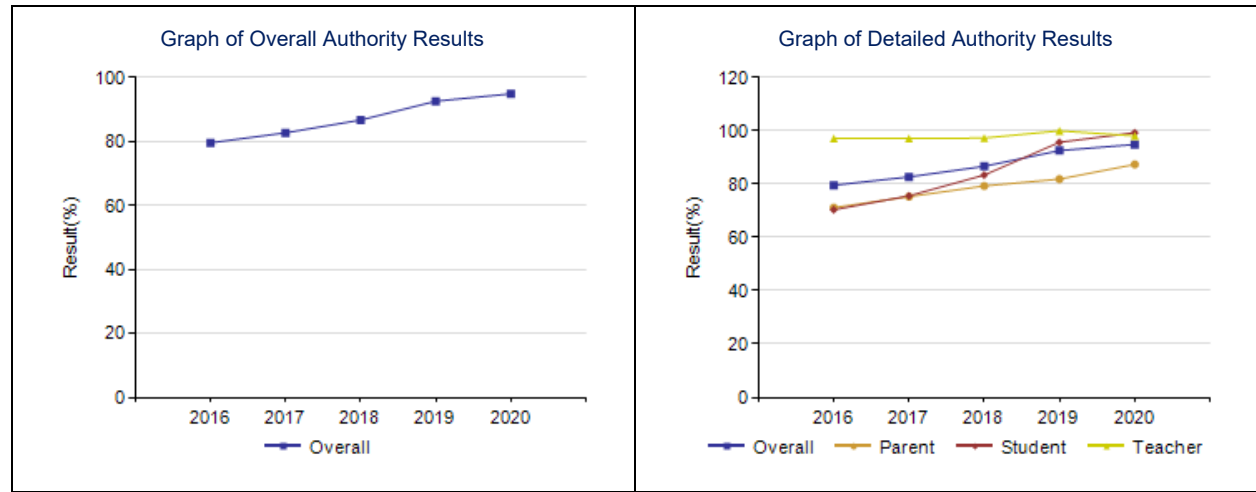
### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.6	82.7	86.7	92.6	94.9	76.9	81.0	81.8	83.1	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	97.1	97.1	97.3	100.0	98.1	92.4	95.2	94.7	94.4	93.7	94.5	94.0	93.4	93.2	93.6
Parent	71.2	75.3	79.3	81.9	87.4	71.5	75.3	73.9	75.3	77.0	82.9	82.7	81.7	81.9	82.4
Student	70.4	75.6	83.4	95.7	99.3	66.6	72.6	76.7	79.6	79.2	74.5	74.4	73.9	73.5	73.8



**Comment on Results**  
*(an assessment of progress toward achieving the target)*

- Continued implementation of our class citizenship projects: many classes have taken on a service role within the school where they take active ownership and provide a support to ensure the school runs smoothly.
- Annual student conference called *Flying High*, students see and experience first-hand various sessions run by community members highlighting real world application of various skills. (Fish and Wildlife, RCMP, Fire Department, Hair Styling are a few session examples)

**Strategies**

**Strategies for active citizenship:**

- Most classes have a citizenship project which provides a service to our school community. Some examples of citizenship projects:
  - 1k club
  - Recycle club
  - Art Room organization
  - Grab and Go* morning assistance
  - Student Vote (grade 4 to 6) participation, grade 6 student cohort had specific formal roles

- The aim of our citizenship programming is for students to have the opportunity to serve their school and community by performing selfless acts that benefit their immediate surroundings and gain meaning in their lives.
- Highlighting citizenship projects to students, parents and community will continue to illustrate awareness to all stakeholders of value of these projects. We highlight projects on our website/Facebook and at monthly assemblies providing positive reinforcement to each class.
- Continue to communicate how these projects assist our school community.

**Strategies for success in the workplace:**

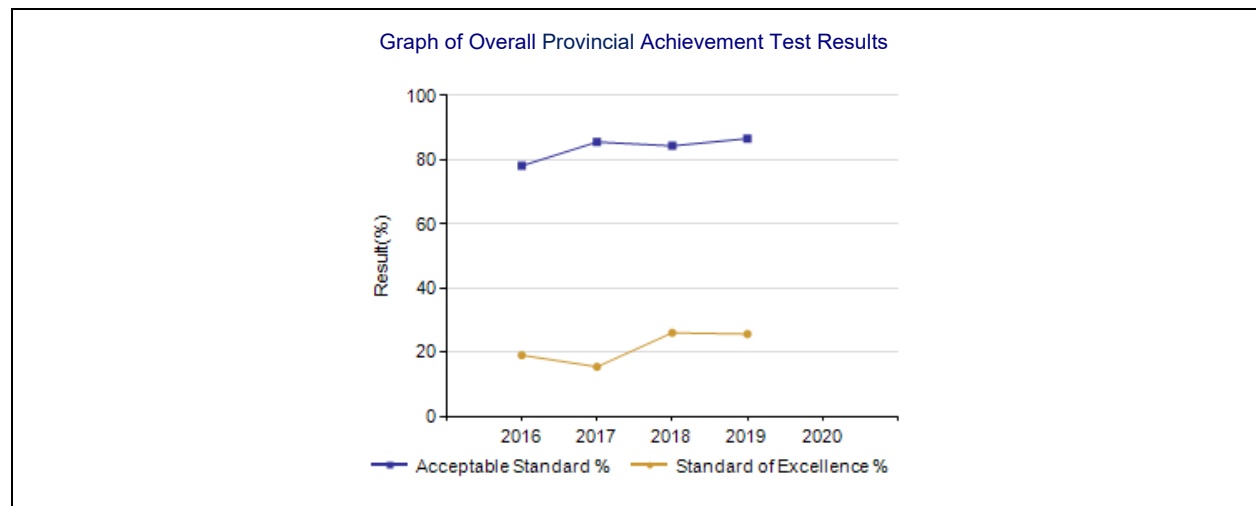
- Staff training for mental health literacy and programming will continue. This training specifically targets students in their growth mindset in relation to how they deal with stress.
- Strategies within the framework of this training provide excellent foundational skills to provide students success in the workplace and other environments as they mature and grow.
- An increased emphasis on study skills. Teachers will create consistent study guides to ensure students know what they need to study. Teachers will teach study habits to improve study skills. Students will be learning the benefits of positive stress to improve their performance.
- Partnering with Athabasca University to provide students with opportunities engage in science activities and experiments and to see a post-secondary institution.
- LTIS plans to invite the U of A Engineering students through the DiscoverE program to engage in science activities. They will teach science outcomes and model higher level university learning as a career choice.
- LTIS will plan for our annual Flying High student conference. Various community members and staff members provide students with opportunities to participate in 4 sessions where skills are introduced and taught to students. Student see first hand many career choices and are able to participate in many different career areas. EX: RCMP, Fish and Wildlife, beauty care, etc.

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	87.9	18.7	93.5	10.3	91.5	22.2	91.5	20.3	n/a	n/a		
	Authority	83.3	12.2	83.0	8.0	87.7	19.3	81.6	12.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8	n/a	n/a		
	Authority	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	78.5	11.2	74.8	4.7	73.5	6.8	81.4	17.8	n/a	n/a		
	Authority	69.2	10.0	63.2	4.7	66.0	9.9	70.9	13.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	82.2	33.6	86.9	29.0	87.2	41.9	88.1	38.1	n/a	n/a		
	Authority	77.8	24.9	76.9	22.2	75.9	34.4	74.9	24.2	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	63.6	15.9	84.1	17.8	84.6	33.3	83.1	26.3	n/a	n/a		
	Authority	62.9	13.6	70.3	12.3	73.1	26.4	70.9	18.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

Notes:

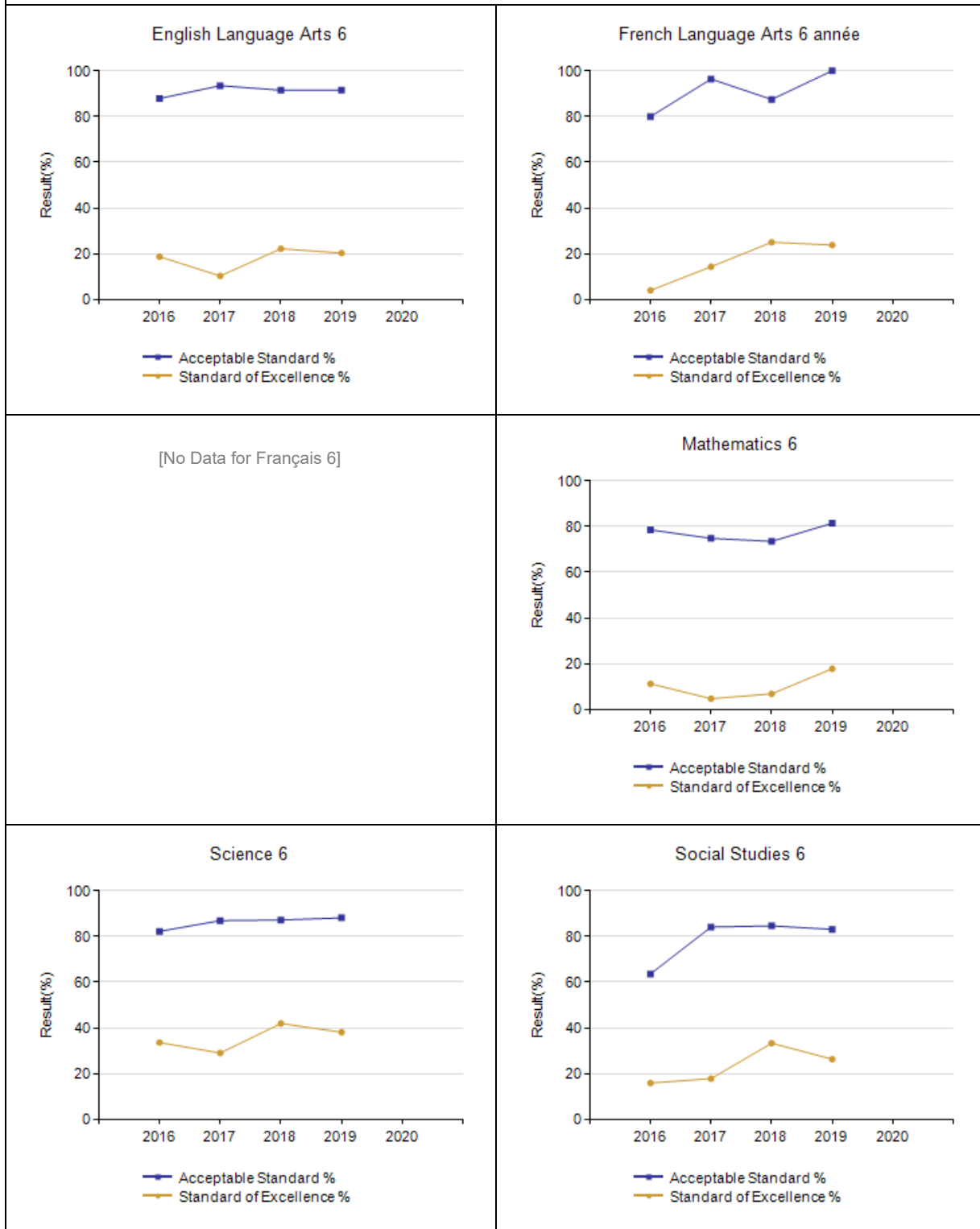
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

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### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

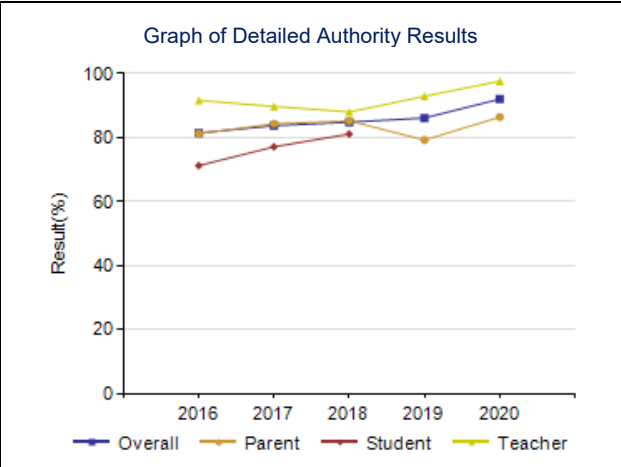
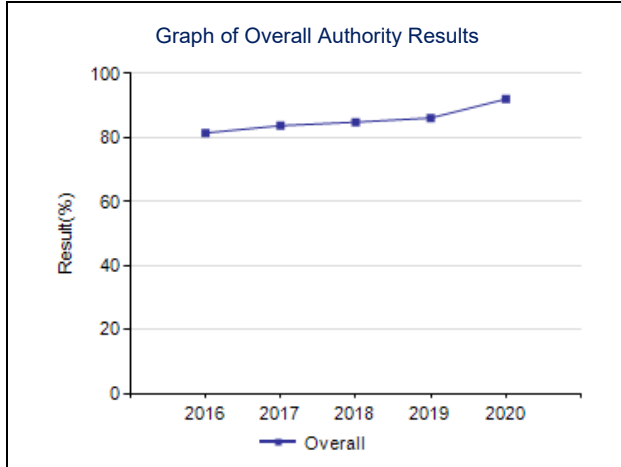
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Program of Studies – Measure Details**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

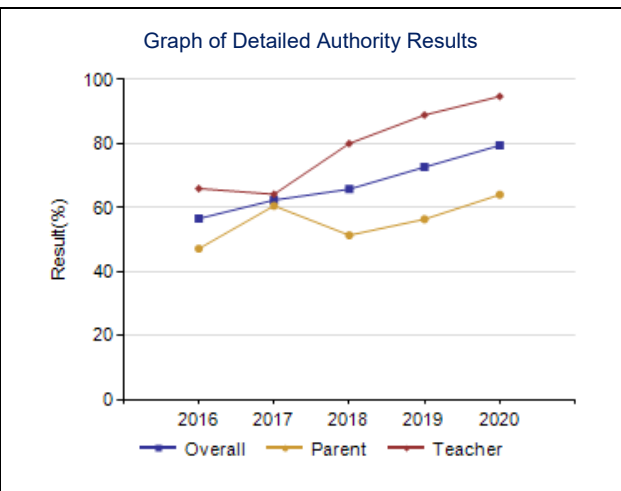
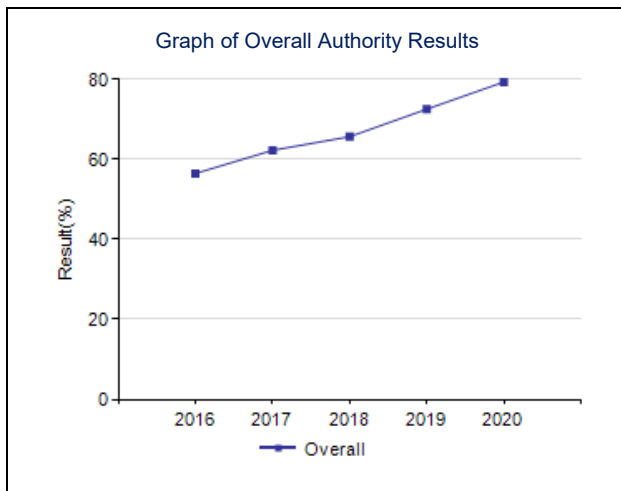
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.4	83.7	84.8	86.1	92.0	73.0	76.6	75.2	79.4	80.1	81.9	81.9	81.8	82.2	82.4
Teacher	91.6	89.7	88.0	92.9	97.6	81.8	86.3	86.1	87.4	89.1	88.1	88.0	88.4	89.1	89.3
Parent	81.2	84.3	85.2	79.2	86.4	73.6	74.7	69.9	74.0	76.2	80.1	80.1	79.9	80.1	80.1
Student	71.2	77.1	81.1	n/a	n/a	63.6	68.8	69.5	76.6	75.1	77.5	77.7	77.2	77.4	77.8



**Lifelong Learning – Measure Details**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

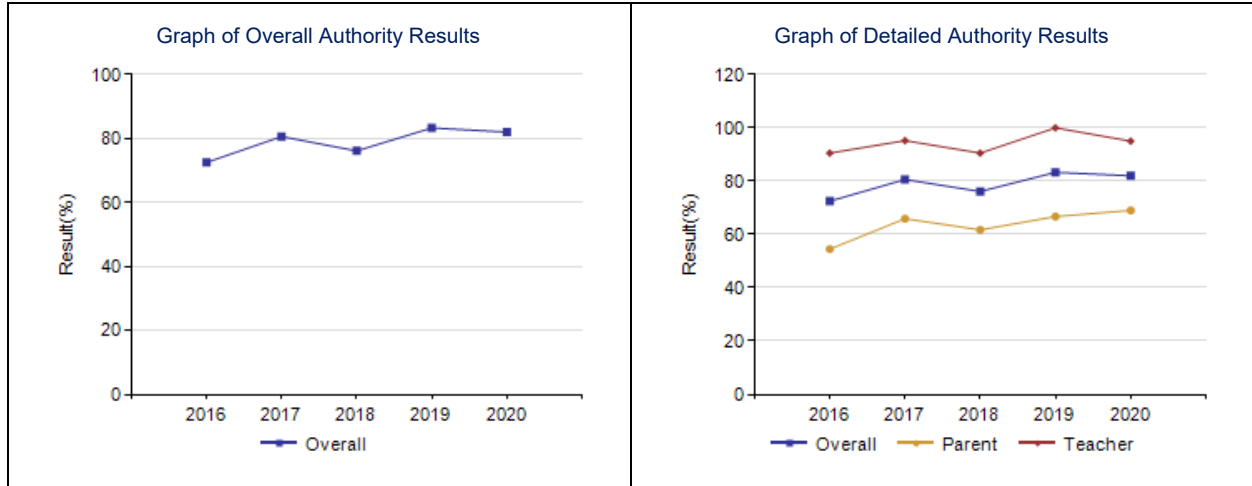
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	56.5	62.3	65.7	72.6	79.4	66.1	73.0	73.2	72.6	77.9	70.7	71.0	70.9	71.4	72.6
Teacher	65.9	64.1	80.0	88.9	94.7	77.2	85.9	85.1	89.6	91.1	77.3	77.3	77.8	78.8	80.6
Parent	47.1	60.5	51.3	56.3	64.0	54.9	60.1	61.2	55.7	64.7	64.2	64.8	64.0	64.0	64.6



**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	72.5	80.6	76.1	83.3	82.0	74.6	78.4	77.1	82.0	83.2	82.6	82.7	82.4	83.0	84.1
Teacher	90.5	95.2	90.5	100.0	95.0	88.7	92.8	92.2	95.4	94.6	90.5	90.4	90.3	90.8	92.2
Parent	54.5	65.9	61.7	66.7	69.0	60.4	63.9	62.0	68.6	71.7	74.8	75.1	74.6	75.2	76.0



**Comment on Results**  
 (an assessment of progress toward achieving the target)

**For students to be equipped to be successful in their future choices they need the foundational academic building blocks. During grade 4 to 6 our focus is on solidifying foundational knowledge and moving students into deep level learning. Using information to develop higher level thinking skills such as analyzing, synthesizing, evaluating and creating.**

- There is a school-wide commitment to offer a balanced educational program at LTIS (academic, wellness, fine arts and technology), with academics at the forefront.
- Morning Reading Program-where students reading below grade level meet three times a week from 8:00am to 8:45am and receive reading supports (reading fluency/accuracy and comprehension.) from a group of teachers.
- The *Precision Reading Program* was another academic intervention to assist low readers with reading fluency.
- Targeted interventions such as the volunteer reading program in grade 5 (where community members read with students who are below grade level in their reading) were in place with this group thus improving overall reading levels of the cohort of students entering grade 6
- The Levelled Literacy Program targeted students reading 6 months to a year below grade level in grade 4, focus is to move these students to grade level.
- A school wide focus on PATs and academic achievement in general.
- Targeted math PD examining levels of complexity of questions (for assessment and lesson purposes) for all grade teachers.

**Strategies**

- Continued emphasis on offering fine-arts courses and daily physical education.
- Clubs and activities are created target a variety of interests such as academic, sports and fine arts (science fair, student mentorship club, school sports teams, archery club, music clubs, ski club, 1 Km club are a few examples).
- Technology infused where appropriate to enhance student learning: Chromebook implementation, google classroom, etc.

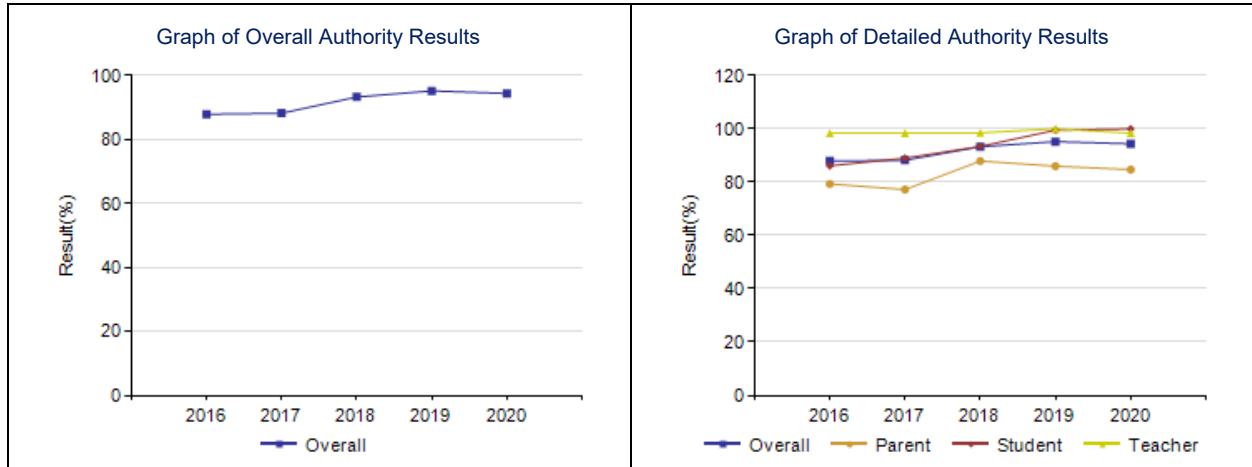
- School wide implementation of the zones of regulation which is a tool to provide teachers and students information about emotional and behavioural self-regulation.
- Continued emphasis on Comprehensive School Health committing to a school culture where physical, social and emotional health is a priority. Students have purposeful and meaningful experiences at LTIS by shouldering responsibility and becoming active citizens.
  
- Incorporated into the school literacy and numeracy plan is a focus on moving student performance from the acceptable to the excellence range in reading, writing and math. Specific strategies listed are:
  - 1. standardizing writing assessment from grade 4 to 6 with the same assessment rubrics used in PAT assessments aligning with grade level curriculum outcome expectations
  - 2. examining student exemplars and practice assessing as a group
  - 3. Professional development sessions will focus on providing quality feedback to students. Research articles from Hattie and Marzano will be used to facilitate learning of how, when and what feedback to give students.
- A math action plan component will focus on using the MIPI (Math Instrument Programming Intervention) to screen all students on the previous grade math outcomes. The intent of this tool will assist teachers in targeted math programming. The MIPI will be implemented in early September.
- Two digital math support resources are available to aid math fact fluency and math concept practice. These tools are Reflex math and IXL; both tools are diagnostic and track student data. Students are encouraged to use these supports at home.
- Parent/caregiver communication will focus on the importance of memory work and how this can improve student learning. Strategies such as using the two digital math resources will be suggestions for parents to help their children.
- A math action plan component will focus on teachers learning how to use math pre-screens, diagnostic assessments and intervention pathways for remedial math purposes. The *Leaps and Bounds* program is available for remedial math intervention.
- A *buddy class* program to target math basic fact improvement and reading fluency improvement will be implemented.
- Math curriculum support will be scheduled to allow teachers time to focus on remedial or enrichment support for students in a small group or individual format.



**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

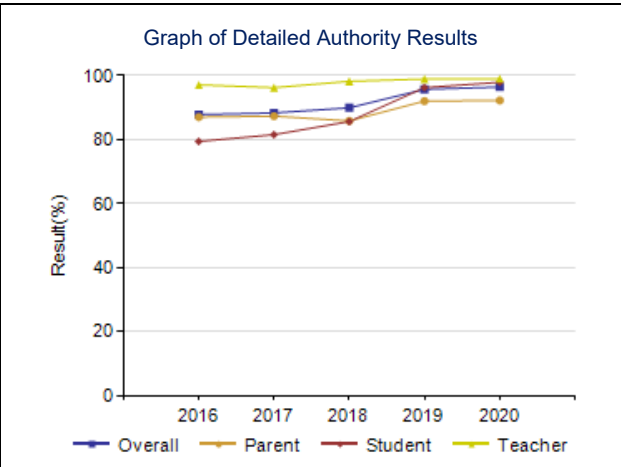
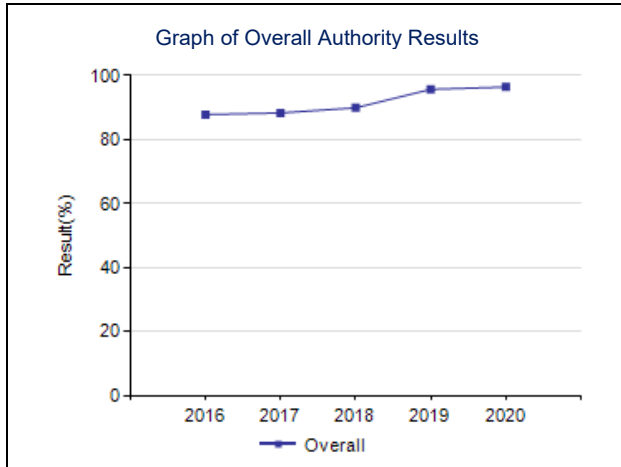
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.9	88.2	93.3	95.2	94.4	84.4	87.0	88.7	90.0	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	98.4	98.4	98.5	100.0	98.4	94.7	96.3	97.6	97.0	96.7	96.0	95.9	95.8	96.1	96.4
Parent	79.3	77.2	87.9	86.0	84.7	75.5	77.2	80.2	82.8	82.8	86.1	86.4	86.0	86.4	86.7
Student	86.1	89.0	93.4	99.5	100.0	83.0	87.4	88.2	90.4	89.0	88.0	88.1	88.2	88.1	87.8



**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

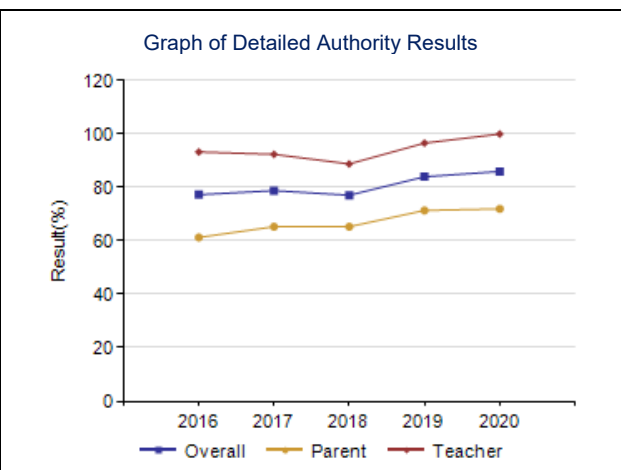
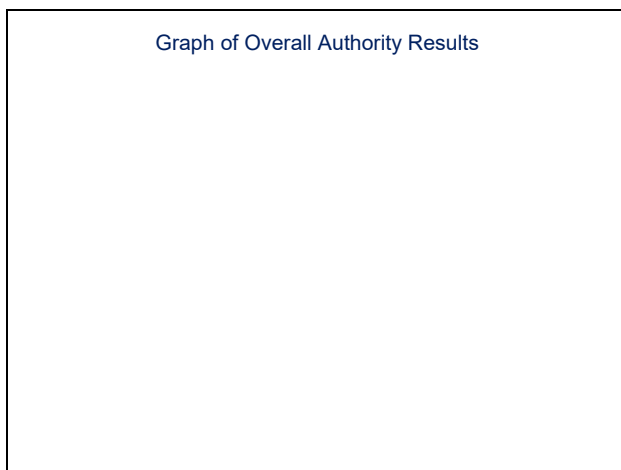
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.8	88.3	89.9	95.7	96.4	85.0	86.6	87.5	89.8	89.5	89.5	89.5	89.0	89.0	89.4
Teacher	97.1	96.2	98.2	98.9	99.0	94.6	96.2	97.3	97.4	97.4	95.4	95.3	95.0	95.1	95.3
Parent	87.0	87.3	85.8	92.0	92.2	83.3	83.1	83.4	84.2	86.3	89.8	89.9	89.4	89.7	90.2
Student	79.4	81.5	85.6	96.2	97.9	77.0	80.6	81.7	87.8	84.9	83.4	83.3	82.5	82.3	82.6



**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.3	78.8	77.1	84.0	86.0	77.0	81.3	78.5	82.0	84.0	80.9	81.2	81.2	81.3	81.8
Teacher	93.3	92.4	88.8	96.6	100.0	86.6	91.0	89.0	93.6	95.3	88.4	88.5	88.9	89.0	89.6
Parent	61.3	65.3	65.3	71.4	72.0	67.5	71.7	68.0	70.3	72.6	73.5	73.9	73.4	73.6	73.9



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**Comment on Results**

- Progress can be attributed to increased communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, Swift K-12 communication system and teacher communication systems such as weekly emails.
- Emphasis placed on academic programming that provide supports such as morning reading program, community volunteer reading program, levelled literacy intervention, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Adding discussion items to the agenda at school council meetings to increase parent engagement.
- Providing opportunity for parent involvement/volunteering: literacy day, flying high, grade science days, volunteer reading program, mentorship grade 4 program, inclusive sports days, grade 6 ice fishing trip

**Strategies**

- Continue to provide opportunities for parental involvement/volunteering: literacy day, flying high, grade science days, volunteer reading program, mentorship grade 4 program, inclusive sports days, grade 6 ice fishing trip
- Continued discussion items on agendas at school council meetings.
- Continued implementation of literacy and math action plan outlining specific strategies to target improvement.
- In-house professional development opportunities such as specific learning and work sessions organized to target best teaching practices.
- Increased focus on regular student attendance.
- Implementation of teacher feedback model by administration- targeting best practices in teacher instruction. Feedback will be based on classroom observations and based on evidence research from Hattie and Marzano aligning with the Teacher Quality Standard.
- Continued communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, alert communication system and teacher communication systems.
- Continued implementation of class citizenship projects which highlight how students can first-hand contribute to the well-being of their school and gain a sense of meaning in their lives.
- Continued emphasis placed on academic programming, providing supports such as morning reading program, community volunteer reading program, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Timetable organization to allow for curriculum enhancement sessions provided to students targeting remedial or enrichment opportunities for students in math.

