Annual Education Results
Report: Landing Trail
Intermediate School 2020-21
Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

**Student Growth & Achievement**  
The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching & Leading**  
Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

**Learning Supports**  
Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Governance**  
Processes that determine strategic direction, establish policy and manage fiscal resources.

**Local & Societal Context**  
Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their Education Plans and Annual Education Results Reports (AERRs). Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2020-21 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2021-24 Education Plan.
Landing Trail Intermediate School

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Phone: 780-675-2213
Fax: 780-675-2950
Website: ltis@aspenview.org

School Administration:
Principal: Joe MacIsaac
Assistant Principal: Shona Hunter

School Profile:

Landing Trail Intermediate School (LTIS) is located in Athabasca, Alberta, 1.5 hours North of Edmonton. The overarching emphasis at LTIS is to provide a safe, caring, welcoming, healthy and respectful environment for students and staff. 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.

Student Enrolment: 285

Staff Profile:

- 1 Principal
- 1 Assistant Principal
- 13 Teachers
- 8 Support Staff
- 1 Inclusive Education Coordinator (part-time)
- 1 Administrative Secretary
- 1 Business Manager
- 1 School Counsellor (part-time)
- 1 part-time First Nations, Metis and Inuit Liaison
- 3 Custodians
Vision, Mission, Beliefs

The overarching goal at LTIS is to be a safe, caring, welcoming, healthy and respectful school. We prioritize academic and social success. We believe that students want to learn and want to succeed. We believe that students should spend time outdoors to learn and to play. We believe that students should learn to think critically so they can make informed decisions; they should be exposed to a variety of experiences and students should have opportunities to grow and to be healthy. We believe our students should become active citizens by shouldering responsibility and by serving others.
Alberta Education: 2021 School Accountability Pillar Results:

<table>
<thead>
<tr>
<th>Assurance Domain</th>
<th>Measure</th>
<th>Landing Trail Intermediate Sch</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Year Average</td>
</tr>
<tr>
<td>Student Growth and Achievement</td>
<td>Student Learning Engagement</td>
<td>83.0</td>
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<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Citizenship</td>
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<td>61.4</td>
</tr>
<tr>
<td></td>
<td>5 year High School Completion</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>5 year High School Completion</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>PAT: Apprenti</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>PAT: Excellence</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Diploma: Apprentship</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Diploma: Excellence</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Teaching &amp; Learning</td>
<td>Education Quality</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Learning Supports</td>
<td>Welcome, Claim: Safe and Supportive Learning Environment [RCEU]</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Access to Supports and Services</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Governance</td>
<td>Parental Involvement</td>
<td>81.9</td>
<td>85.6</td>
<td>82.4</td>
</tr>
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</table>
Outcomes, Strategies, and Performance Measures

PRIORITY ONE: STUDENT SUCCESS & COMPLETION

_Students are successful from the time they enter school until high school completion, and beyond._

Goals for 2021-2022

Goal One: Student Success

**Outcome:** Literacy & Numeracy rates will continue to improve

**Strategies:**

**Literacy Strategy #1:** LTIS has a Literacy plan containing the below focus areas:

- **Focus 1:** Formative Assessment of Reading/Writing Structures for Staff

  Based on Hattie and Marzano’s best practice strategies, administration will give formative feedback to teachers using the feedback template containing eight focus areas of best practices.

- **Focus 2:** Summative and Formative Writing Assessment
  - Teachers will use the LTIS standardized functional and narrative writing rubrics.
  - Strategies including PAT data analysis to advance students from the _average_ range to the _excellence_ range in achievement level in writing.
  - LTIS has a dedicated, grade specific, writing period each week (_Drop Everything and Write_)
  - Grade 4, 5 and 6 students will participate in the Highest Level Of Achievement Test Writing. Teachers will mark writing assessments together.
  - Formative assessment strategies will be learned and implemented during writing lessons.
  - Teachers will build exemplars of _Excellent, Proficient, Satisfactory and Limited_ to aid when assessing and teaching students.
    - Focus on how narrative and functional writing formats are taught (graphic organizers and resource ideas/structures, etc.)
  - Educational Assistants will become familiar with the narrative and functional writing assessment rubrics and writing resources to assist students.
  - Data will be collected to view school wide writing progress. Data will be used formatively.
by teachers to identify areas of growth and need for students and for planning purposes.

- Building a writing assessment framework for LTIS with specific dates for giving the standardized assessment and specific dates for correcting.

Focus 3: French Immersion Reading Intervention Model

- 1-1 reading and small group reading
- Early Morning FI reading with volunteers
- Second language reading strategies
- Continue the FI reading intervention support model

Focus 4: French Immersion writing improvement

- Admin will provide teaching time to put students into small groups to improve the writing process. Specifically in narrative writing.

Literacy Strategy 2: LTIS implements remedial literacy programs such as:

Leveled Literacy Intervention Program: This program provides targeted literacy interventions to students who are 6 months to a year below Grade 4 or 5 reading level. These small group sessions consist of a 16-week intervention (includes reading and writing) for 30 minutes daily. Students will not be pulled from the classroom LA or math instruction.

Volunteer reading Program: This program is available to grade 4 and 5 students (dependent on community volunteers). It runs Monday to Friday from 9:30 to 12:30. Community volunteers read 1-1 with students. This program is intended to improve reading accuracy, comprehension and fluency.

Early Morning Reading Program: This program runs from 8:00 to 8:30 am 3 days per week. Students receive literacy support. Main focus is on comprehension. Students receive small group support or one-to-one support. This program is possible with staff volunteer time.

French Immersion Intervention Support: This program provides intervention to students who are 6 months to a year below Grade 4, 5, or 6 reading level or require specific interventions in terms of fluency and/or comprehension strategies.

Precision Reading Intervention Program: This program is aimed to increase reading fluency and accuracy. When possible, passages are used from course material for students to read daily. Word count and reading rate are documented daily. Students in this program may not be below grade readers, but may be very slow readers (they can be below grade level as well).
Numeracy Strategy 1: LTIS has a numeracy plan which contains the following focus areas:

- Implement common assessments/track data (end of year) for grade 4 & 5
- Unpack PAT data, use this knowledge to pinpoint areas of need - all teachers, use strategies from Kelly Rota
- Implement Intervention Program- Leaps and Bounds, provide PD for any new teachers
- Mid-year and Year-end Part A assessments for grades 4, 5 & 6 as formative tools to drive supports and instruction
- Communicate to parents regarding the importance of numeracy and the importance of basic math practice at home: use of IXL math or ReflexMath.
- Teaching feedback model to teachers
- Math Intervention Programming Instrument (MIPI) tool to gather initial baseline data students
- Continuation of remedial/enrichment math program (tracking data)
- Implement learned formative feedback during lessons (how to do this, what does this look like), EA PD on how to provide targeted supports (use PAT Part A and PAT Part B questions)
- Continue with incorporating levels of complexity questions into assessments and ensure summative assessments align with knowledge and thinking dimensions taught in lessons
- Continue with learning and implementing strategies for students to recheck and verify answers (improving number sense)
- Understanding the importance of math growth mindset and what strategies can be used
- Continue to have EAs learn and implement strategies from Origo kits

Performance Measures:

External:

- Provincial Achievement Test data for both ELA/FLA and Math. Students did not write Provincial Achievement Tests due to the COVID-19 pandemic. Our current Three year average compared to the provincial average is:
  - PAT Acceptable LTIS: 85.5% ; Alberta: 73.7%
  - PAT Excellence LTIS: 25.8% ; Alberta: 20.3%
Internal:

- Fountas and Pinnell 2021 Reading Assessment Results

<table>
<thead>
<tr>
<th></th>
<th>English 2021 Percentages</th>
<th>French Immersion 2021 Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>below grade level</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>at grade level</td>
<td>30%</td>
<td>37%</td>
</tr>
<tr>
<td>above grade level</td>
<td>33%</td>
<td>23%</td>
</tr>
</tbody>
</table>

- Reading assessment data from Leveled Literacy Intervention and Precision Reading Intervention. We were not able to implement the Volunteer and Morning Reading Program in 2021.

<table>
<thead>
<tr>
<th>Leveled Literacy Intervention Percentages</th>
<th>Precision Reading Intervention Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% 0.0 yrs</td>
<td>12% 0.0 yrs</td>
</tr>
<tr>
<td>55% 0.5 yrs</td>
<td>36% 0.5 yrs</td>
</tr>
<tr>
<td>30% 1.0 yrs</td>
<td>52% 1.0 yrs</td>
</tr>
</tbody>
</table>

Twenty students, in grade 4, participated in LLI in Term 1. The results indicate that 85% of students achieved 0.5-1.5 years in the term. While 15% of students did not increase a grade level. The group with no grade level increase all improved in reading comprehension and fluency. Despite attendance issues due to covid regulations 85% of students improved 0.5-1.5 years.

<table>
<thead>
<tr>
<th></th>
<th>Thirty-three students (grades 4-6) participated in the PR reading intervention program from October 2020 to June 2021.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12% 0.0 yrs</td>
<td></td>
</tr>
<tr>
<td>36% 0.5 yrs</td>
<td></td>
</tr>
<tr>
<td>52% 1.0 yrs</td>
<td></td>
</tr>
</tbody>
</table>

The results indicate that 88% of students achieved 0.5-1.5 years in the term. While 12% of students did not increase a grade level. The group with no grade level increase all improved in reading fluency. Despite attendance issues due to covid regulations 88% of students improved 0.5-1.5 years.

- Part A writing assessments & HLAT (Highest Level of Achievement Test)

<table>
<thead>
<tr>
<th></th>
<th>Number of students writing the HLAT at grade level</th>
<th>Percentage of students writing the HLAT at grade level</th>
<th>Number of students writing the HLAT above grade level</th>
<th>Percentage of students writing the HLAT above grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Total</td>
<td>86</td>
<td>36</td>
<td>42%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5 Total</td>
<td>106</td>
<td>58</td>
<td>55%</td>
<td>3</td>
</tr>
<tr>
<td>Grade 6 Total</td>
<td>108</td>
<td>90</td>
<td>83%</td>
<td>3</td>
</tr>
</tbody>
</table>
• Part A and Part B math assessments we run internally for grade 4-6. In 2021, we only tested students in Part A at mid-year. The assessment standards and format for this math assessment are taken from the Provincial Achievement Exam information.

<table>
<thead>
<tr>
<th>Part A 2021 February 15 question basic calculation assessment:Grade 4</th>
<th>Part A 2021 February 15 question basic calculation assessment:Grade 5</th>
<th>Part A 2021 February 15 question basic calculation assessment:Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% of students scored 47% or below 7/15</td>
<td>32% of students scored 47% or below 7/15</td>
<td>10% of students scored 47% or below 7/15</td>
</tr>
<tr>
<td>70% of students scored above 57% or 8/15</td>
<td>68% of students scored above 57% or 8/15</td>
<td>90% of students scored above 57% or 8/15</td>
</tr>
</tbody>
</table>

• MIPI-Math Intervention Programming Instrument - The MIPI was given in September 2020. The MIPI is a screen assessing the previous grade level curricular outcomes. Scores illustrating results lower than 60% suggest that the student may require math interventions in some or all math concept areas.

<table>
<thead>
<tr>
<th>Grade 4 MIPI 2020</th>
<th>Grade 5 MIPI 2020</th>
<th>Grade 6 MIPI 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>33% of students scored 60% or below</td>
<td>45% of students scored 60% or below</td>
<td>25% of students scored 60% or below</td>
</tr>
<tr>
<td>67% of students scored above 60%</td>
<td>55% of students scored above 60%</td>
<td>75% of students scored above 60%</td>
</tr>
</tbody>
</table>

Commentary on Results: Our 3 year PAT average is significantly higher than provincial average both in acceptable and excellence standards in all subject areas. We will continue with our current strategies. We would like to make improvements specifically in the ELA writing component and, more specifically, in having more kids attain the excellence range. For our internal measures, we have specific strategies to improve our ELA writing for grades 4 & 5.
Outcome: More students complete high school and are connected to career pathways for future success

Strategies:

- Create safe and caring environments for all students
- Provide high quality, varied programming and varied extra-curricular activities that create an interest in learning and growing
- Provide remedial academic supports for students with higher needs
- Track student attendance and address chronic absenteeism
- Build meaningful and genuine relationships with students
  - Boys and Girls clubs for students with higher needs
  - Morning check-in with students
- Quality instruction and assessment for all students

Performance Measures:

Commentary on Results: We will continue with our current strategies. The percentage of parents, students and teachers who are satisfied with what the students are learning in terms of literacy and numeracy is high: 93% compared to the provincial average of 85.6%. We have put significant importance of using instructional minutes to their fullest extent and on promoting the importance and consistent attendance. We solicit school council feedback as well as parental feedback on these issues.

External:

- Annual Education Results Report

Internal:

- Attendance records and attendance strategies
- Standardized school-based assessments
- School council feedback
Outcome: Increased First Nations, Metis & Inuit student success

Strategies

Focus 1: Teachers will develop and apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

- Develop lessons regarding foundational knowledge of historical and current challenges about First Nations, Metis and Inuit students:
  - Legislation, treaties and agreements with First Nations, Metis and Inuit
  - Residential schools and their legacy
- Professional Learning Day is used to de-bunk First Nations, Metis and Inuit myths

Focus 2: Using the program of studies to provide opportunities for all students to understand the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.

- Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.
- Continue to grow and use First Nations, Metis and Inuit resources.
- Embed First Nations, Metis and Inuit resources into lessons.

Focus 3: Supporting and celebrating First Nations, Metis and Inuit student achievement

- Identify, track and continue to implement supports for attendance concerns.
- Literacy and numeracy programs (see above plan)
- National Indigenous People’s Day, Orange Shirt Day, Honouring Indigenous Spirit student nominations
- Community partnerships: Elders, (NFC)
- Work closely with school First Nations, Metis and Inuit liaison worker to promote awareness

Performance Measures:

Commentary on Results: We will continue with our current strategies. Our 3 year PAT average is significantly higher than the provincial average both in acceptable and excellence standards in all subject areas. However, we would like the FNMI average to mirror the non-indigenous population at LTIS. We are focussing on academic, emotional and attendance support.
External:

- Provincial Achievement Test data

Internal:

- All literacy and numeracy data (see above)
- Attendance records
PRIORITY TWO: WELLNESS

Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.

Goals for 2021-2022

Goal One: Comprehensive School Health

Outcome: Greater success and well-being for all

Strategies:

● LTIS prioritizes Comprehensive School Health which umbrellas the following areas: Healthy Eating, Active Living, Social/Emotional Wellness, mental health and staff wellness. Achieving a healthy school community is done by intentionally prioritizing wellness across a multitude of dimensions for both students and staff. We will be specifically focusing on communication as to student support services.

Performance Measures:

Commentary on Results: LTIS has high participation rates in Grab N Go (every child can be fed every day). Due to COVID, many school clubs were not running. Clubs that were allowed to run had structures with reduced participation. Our satisfaction average is significantly higher than provincial average in Access to Supports and Services as well as Welcoming, Caring, Respectful and Safe Learning Environments. We will continue with our current strategies. We would like to see improvement in Access to Supports and Services; specifically, we would like to improve our communication to parents and students as to our student support structures and the availability of this support.

External:

● Annual Education Results Report
  ● Survey measure of Safe and Caring
  ● Survey measure of Education Quality
  ● Survey measure of School Improvement
Internal:

- Attendance records
- Student club participation rates
- School council focus group discussion data
- Grab N Go participation
- Counseling services data

Goal Two: Quality Teaching and Leading

Outcome: Provide quality instruction and learning opportunities for all students

Strategies:

- LTIS has a Professional Development Plan which stems from the Aspen View Divisional Priorities. This plan ensures that all instruction provided at LTIS is reflective of the Teaching Quality Standard and curricular outcomes.
- Extra-curricular learning opportunities are varied. LTIS provides academic programming, social/emotional programming, citizenship opportunities, student clubs and inclusive sports days.

Performance Measures:

Commentary on Results: LTIS is committed to its professional development plan to improve the quality of instruction and assessment at the school. Our overall results show that LTIS has a 95.2% satisfaction rate compared to the provincial average of 89.6%. LTIS has a pedagogical focus on improving assessment quality. Assessment and metacognition are among the most effective teaching practices with the most positive learning effect, according to John Hattie.
External:

- Annual Education Results Report
  - Survey measure of *Education Quality*

Internal:

- Attendance records
- Scope of student clubs
- School council focus group discussions
- Counseling services records

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**Goal Three: Learning Supports**

**Outcome:** Provide appropriate supports to ensure student success for all

**Strategies:**

- There is a school-wide commitment to offer a balanced educational program at LTIS (academic, wellness, fine arts, outdoor pursuits and technology), with academics at the forefront.
  - Reading intervention programs
  - The Leveled Literacy Program
  - Clubs and activities that target a variety of interests.
  - Continued emphasis on Comprehensive School Health.
  - A math action plan
  - A literacy action plan

**Performance Measures:**

Commentary on Results: LTIS has support systems in place to ensure that students are successful academically and socially. We have internal data for math and ELA/FLA that informs our academic decisions. We would like to improve our mental health awareness and mental health supports. Currently we have a system in place to identify the needs of students and to make the appropriate referrals. We have internal counseling services, inclusive education services and we have external support through *Family and Community Support Services*. We would like to improve communication and awareness of these supports.
External:

- Provincial Achievement Test data and Annual Education Results Report
  - Survey measure of Safe and Caring
  - Survey measure of Education Quality
  - Survey measure of School Improvement

Internal:

- Fountas and Pinnell
- Reading assessment data from all of the reading interventions mentioned above
- Part A and Part B math assessments we run internally for grade 4-6, MIPI, Part A writing assessments & HLAT
- Student Services data
PRIORITY THREE: ENGAGEMENT

Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication.

Goals for 2021-2022

Goal One: Shared, system-wide responsibility for all children and students.

Outcome: Educational partners contribute towards student success

Strategies:
- LTIS will continue to partner with community agencies and volunteers who provide support to our school community to help ensure student success:
  - Grab N Go program
  - School Council and LTIS Fundraising Society
  - Native Friendship Center
  - Athabasca Legion
  - Athabasca University and Science Outreach
  - FCSS

Performance Measures:

Commentary on Results: We had reduced volunteer and access to educational partners this past year due to COVID regulations. We had improved communication with School Council due to offering virtual participation.

External:
- Annual Education Results Report

Internal:
- School Council engagement
- Fundraising Society engagement
- Grade 4 Mentor/Mentee/Parent numbers
Goal Two: Fiscal Responsibility

Outcome: Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.

Strategies:
- LTIS maintains a budget plan which is streamlined from Division Office
- LTIS has a full time business manager who assists administration with all purchases and fiscal planning.
- LTIS budget decisions regarding resources are made with optimal student learning in mind.
- Human resources are allocated to best meet student needs.
- LTIS School Council gives input regarding the school budget.
- Professional development focuses on school priorities.

Performance Measures:
Commentary on Results: LTIS manages its budget effectively and responsibly with optimal student learning in mind.

External:
- Division office fiscal procedures and system

Internal:
- School-based budget template data information and procedures

Goal Three: Excellence and Accountability

Outcome: The district is grounded in effective, transparent, equitable and evidence-based practices.

Strategies:
- LTIS will continue to base teaching practices on John Hattie’s Visible Learning research (PD plans and classroom pedagogy stem from focus areas resulting in high effect sizes).
● The academic focus at LTIS will continue to strive towards foundational knowledge that moves students from surface learning, to deep learning, to the transfer learning phase.
● Continued emphasis will be placed on remembering, understanding, applying, analyzing, evaluating and creating when implementing the curriculum through sound pedagogical teaching practices.
● Communication strategies will be emphasized:
  ○ Swift messaging to inform parents of school programming and important events at the school.
  ○ Social media platforms inform the school community and external community of what happens at the school.
  ○ Homeroom teacher communication to keep parents informed at the classroom level.
  ○ School website includes documents regarding school policies and procedures.

Performance Measures:

Commentary on Results: LTIS teaching and assessment practices are grounded in research and best practices. Although our Parental Involvement measures through the AERR are slightly better than provincial average, there was a decline in parental satisfaction and we would like to see this improve.

External:

● Annual Education Results Report
● Achievement Test Results

Internal:

● Teacher Growth, Supervision and Evaluation procedures
● Teaching feedback model from LTIS administration
● Professional development plan
Contextual Information

Opportunities and challenges:

Landing Trail Intermediate School is a grade 4-6 dual track school: a regular stream English program and a French Immersion program.

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 we promote 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 and clubs during and outside of school hours:

- **Academic:** chess club, Pi contest, robotics, reading challenges, science fair, student vote, sign language
- **Sports:** cross country running, cross country skiing, snowshoeing, orienteering, cheerleading, tobogganing hill, archery, outdoor pursuits, house leagues, outdoor hockey and mini-stick hockey
- **Fine Arts:** choir performances, drama performance, Christmas concert, instrumental performances, talent show, Music Festival
- **Social:** Woodland Kids, Boys Club, Girls Club

Various classes and students participate in citizenship projects to serve the greater school community and to promote selflessness and community service. Some examples of these projects include: 1K club statisticians and record keepers, cleaning and organizing the PE equipment, Woodland Kids council, and looking after the paper/juice recycling.

Challenges:

A declining student enrollment in our Athabasca community. We will continue to engage our rural community and extended communities to highlight our comprehensive programming options including both English and French streams, high level academic programming, comprehensive school health initiatives and citizenship opportunities. Ongoing social media engagement such as student and parent testimonials, videos highlighting our school programming and school council meetings are some platforms we are utilizing to engage our community and external stakeholders to highlight the benefits of living in rural Alberta and attending school in a rural community.