Landing Trail Intermediate School Education Plan
2021-2024
Landing Trail Intermediate School

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Website: ltis@aspenview.org

School Administration:  
Principal: Joe Maclsaac  
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. Presently, 305 students attend LTIS. Our inclusive environment provides opportunities for each student to grow and succeed academically, socially and emotionally.

Student Enrolment: 305

Staff Profile:

- 1 Principal
- 1 Assistant Principal
- 15 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.

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.

School Education Plan Development and Communication:

The Landing Trail Intermediate School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 12 of the School Councils Regulation. The Landing Trail Intermediate Plan Education Plan is available at the school and is posted on our website at: ltis@aspenview.org
Alberta Education: School Accountability Pillar Results:

<table>
<thead>
<tr>
<th>Measure/Category</th>
<th>Measure</th>
<th>Combined May 2020 Accountability Pillar Overall Summary</th>
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<tbody>
<tr>
<td></td>
<td>Landing Trail intermediate 6th</td>
<td>Alberta</td>
</tr>
<tr>
<td></td>
<td>Current Result</td>
<td>Prev Year Result</td>
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<tr>
<td>Safe and Caring Schools</td>
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<tr>
<td>Student Learning Opportunities</td>
<td>Progress of Studies</td>
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<td></td>
<td>Education Quality</td>
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<td>Drop Out Rate</td>
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<td>Student Learning Achievement (Grades K-8)</td>
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<tr>
<td></td>
<td>PAT: Excellence</td>
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<td>Student Learning Achievement (Grades 10-12)</td>
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<td>Diploma: Excellence</td>
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<td></td>
<td>Diploma Exam Participation Rate (4+ Exams)</td>
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<tr>
<td></td>
<td>Rutherford Scholarship Eligibility Rate</td>
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<tr>
<td>Preparation for Lifelong Learning, Work of Work, Citizenship</td>
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<tr>
<td>Continuous Improvement</td>
<td>School Improvement</td>
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</table>

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 KAE), French Language Arts (Grades 6, 9 KAE), Mathematics (Grades 6, 9 KAE), Science (Grades 6, 9 KAE), and Social Studies (Grades 6, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2018 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, French 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 2018. 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 2016/17 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 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.
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.
- 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
• 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:

Levelled 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.

Precision Reading: This program aims 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. Progress is tracked and communicated to teachers for assessment and instructional purposes.

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.
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.
- Continuation of math/reading buddy class program
- 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.

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
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:

External:

- Annual Education Results Report

Internal:

- Attendance records and attendance strategies
- Standardized school-based assessments
- School council feedback
- Student feedback from internal survey
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 Spirit Indigenous student nominations
- Community partnerships: Elders, (NFC)
- Work closely with school First Nations, Metis and Inuit liaison worker

Performance Measures:

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.

Performance Measures:

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
- Student school satisfaction survey data
- School council focus group discussion data
- Staff survey results
- Grab N Go participation
- Counselling 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:

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
- Student school satisfaction survey data
- School council focus group discussion data
- Staff survey results
- Grab N Go participation
- Counselling services data
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 Levelled 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:

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
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:
  - Grade 4 Mentorship program
  - Volunteer Community Reading Program
  - Grab N Go program
  - School Council and LTIS Fundraising Society
  - Flying High student conference
  - Native Friendship Center
  - Athabasca Legion
  - Athabasca University and Science Outreach
  - DiscoverE

Performance Measures

External:
- Annual Education Results Report
- Parental Involvement
- School Improvement
- Citizenship
- Work Preparation

Internal:
- Flying High survey
- School Council engagement
- Fundraising Society engagement
- Grade 4 Mentor/Mentee/Parent survey
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:
- 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:**

**External:**

• Annual Education Results Report
• Achievement Test Results
• Parental Involvement
• School Improvement

**Internal:**

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