# LTIS Annual Education Results Report
# For The Year 2023-24



## Engage Learning. Ignite Potential. Inspire Success.

*"Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities."*

# 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 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

**Required Alberta Education Assurance Measures Overall Summary Fall 2024**

| Assurance Domain | 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 |
| Student Growth and Achievement | Student Learning Engagement | 87.9 | 90.2 | 90.5 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 91.2 | 91.9 | 93.1 | 79.4 | 80.3 | 80.9 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 80.0 | 85.8 | 85.8 | 68.5 | 66.2 | 66.2 | High | Declined | Acceptable |
| | PAT6: Excellence | 26.7 | 24.5 | 24.5 | 19.8 | 18.0 | 18.0 | High | Maintained | Good |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.4 | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 95.0 | 92.3 | 94.4 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 92.4 | 94.1 | 95.0 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 88.8 | 88.0 | 90.6 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 84.0 | 77.7 | 82.9 | 79.5 | 79.1 | 78.9 | Very High | Maintained | Excellent |

Aspen View
PUBLIC SCHOOLS

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**Required Alberta Education Assurance Measures: 5-Year Data**

| Assurance Domain | Measure | Landing Trail Intermediate School | | | | | Alberta | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| **Student Growth and Achievement** | **Student Learning Engagement** (%) | n/a | 93 | 90.7 | 90.2 | 87.9 | na | 85.6 | 85.1 | 84.4 | 83.7 |
| | Citizenship (%) | 94.9 | 94.3 | 94.2 | 91.9 | 91.2 | 83.3 | 83.2 | 81.4 | 80.3 | 79.4 |
| | PAT: Acceptable (%) | na | na | 89.1 | 85.8 | 80.0 | na | na | 67.8 | 66.2 | 68.5 |
| | PAT: Excellent (%) | na | na | 35.5 | 24.5 | 26.7 | na | na | 20.1 | 18.0 | 19.8 |
| **Teaching & Leading** | **Education Quality** (%) | 94.4 | 95.2 | 96.5 | 92.3 | 95 | 90.3 | 89.6 | 89.0 | 88.1 | 87.6 |
| **Learning Supports** | **Welcoming, Caring, Respectful and Safe Learning Environments** (%) | n/a | 95.6 | 96 | 94.1 | 92.4 | na | 87.8 | 86.1 | 84.7 | 84 |
| | **Access to Supports and Services** (%) | n/a | 94.8 | 93.2 | 88 | 88.8 | na | 82.6 | 81.6 | 80.6 | 79.9 |
| **Governance** | **Parental Involvement** (%) | 86 | 81.9 | 88.1 | 77.7 | 84 | 81.8 | 79.5 | 78.8 | 79.1 | 79.5 |

| Priority One | Student Success and Completion |
|---|---|
| Alberta Education Assurance Area | Student Growth and Achievement |
| Students are successful from the time they enter school until high school completion, and beyond. ||
| Outcomes | Students are able to read fluently for meaning and enjoyment. Students are able to express clear and interesting ideas through writing. Students use math fact and procedural fluency to solve problems. Students build knowledge and evaluate information to become independent thinkers. Students complete a high school program and are connected to future career and post-secondary pathways. |

## Provincial Achievement Tests (Standards Demonstrated by All Students)

| Subject | Number of Students | Landing Trail Intermediate School Acceptable (%) | Alberta Acceptable (%) | Landing Trail Intermediate School Excellent (%) | Alberta Excellent (%) |
|---|---|---|---|---|---|
| PAT Overall | 75 | 80.0 | 68.5 | 26.7 | 19.8 |
| English Language Arts 6 | Not administered ||||| 
| Math 6 | Not administered ||||| 
| Science 6 | 75 | 94.7 | 68.8 | 36.0 | 24.8 |
| Sciences 6 (French Immersion) | 12 | 91.7 | 69.5 | 41.7 | 14.8 |
| Social Studies 6 | 75 | 80.0 | 68.5 | 26.7 | 19.8 |
| Études Sociales 6 | 12 | 100 | 67.1 | 41.7 | 12.2 |
| French Language Arts 6 | 12 | 100 | 69.9 | 33.3 | 9.3 |

## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

External measures show that LTIS students achieve at a very high level compared to students around the province with regards to Provincial Achievement Tests (PATs). This is true in both the *acceptable* and *excellence* standards.

Compared to provincial averages of First Nations Métis and Inuit students, LTIS Indigenous students do extremely well; however, LTIS Indigenous students did not achieve to the same standard as non-Indigenous students. We are planning additional academic support in this area.

An academic area that we will focus on is in the Social Studies *Acceptable* standard, and the standard of *Excellence*, specifically working on reading comprehension skills. We have regular PAT support structured for grade 6 students focussing on understanding and interpreting PAT type questions.

It is important to note that LTIS student PAT participation rate (98.6%) is extremely high compared to the province (~85%). We encourage participation as a measure of growth and perseverance.
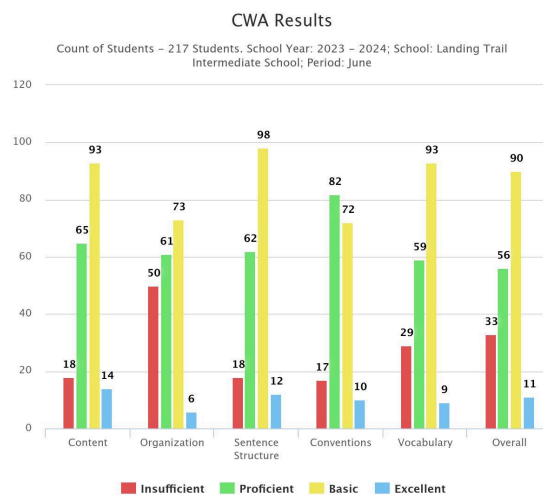
LTIS will continue with its internal assessments of achievement which provide information on how to proceed with teaching and assessing. This also helps us understand our students' learning profiles, as well as when our students are capable of transitioning from basic learning to deeper learning.

We are satisfied with the alignment between school-awarded marks and standardized assessment scores, as the discrepancies are minimal. However, we recognize that this is an area requiring ongoing attention to ensure that our assessment practices remain effective and equitable.

## Fountas and Pinnell Literacy Assessment June 2024

| Grade | Insufficient (%) | Basic (%) | Proficient (%) | Excellent (%) |
|---|---|---|---|---|
| 4 | 25 | 8 | 9 | 36 |
| 5 | 42 | 17 | 15 | 22 |
| 6 | 11 | 14 | 23 | 24 |
| Gr.4-6 | 78 | 39 | 47 | 82 |

## GB+ French Literacy Assessment June 2024

| Grade | Insufficient (%) | Basic (%) | Proficient (%) | Excellent (%) |
|---|---|---|---|---|
| 4 | 2 | 0 | 1 | 7 |
| 5 | 6 | 0 | 1 | 10 |
| 6 | 0 | 3 | 4 | 5 |
| Gr. 4-6 | 8 | 3 | 6 | 22 |

## Common Writing Assessment  June 2024

| Grade Level | Insufficient (%) | Basic (%) | Proficient (%) | Excellent (%) |
|---|---|---|---|---|
| 4 | 24 | 30 | 21 | 2 |
| 5 | 9 | 49 | 31 | 5 |
| 6 | 0 | 10 | 4 | 4 |
| Gr. 4-6 | 33 | 90 | 56 | 11 |

### CWA Results

Count of Students – 217 Students. School Year: 2023 – 2024; School: Landing Trail Intermediate School; Period: June



Legend: Insufficient, Proficient, Basic, Excellent

## CC3 Word Reading Assessment

|  | # Initially Assessed | # At Risk Initial Assessment | # At Risk Final Assessment |
|---|---|---|---|
| Grade 4 | 75 | 11 | 12 |

## Numeracy Assessment

|  | # Initially Assessed | # At Risk Initial Assessment | # At Risk Final Assessment |
|---|---|---|---|
| Grade 4 | 75 | 24 | 20 |

## Literacy and Numeracy: Observations and Next Steps

**Literacy**

This year, we have restructured our literacy intervention programming to provide more targeted and intensive Tier 3 support. While official group names will change at the semester's end, the programming for Emergent and Mixed-Intervention students has already been implemented. Tier 3 literacy support is offered to grade 4 and 5 at-risk students 4-5 times per week in a pull-out format led by support staff. There is an expectation that Universal Tier 1 and Tier 2 strategies, including small group instruction and universal strategies, are implemented by homeroom teachers with the support of educational assistants in the classroom.

The increase in the number of at-risk literacy students is attributed to the arrival of new students who joined our school later in the year and required intervention. These students were subsequently assessed at year-end and included in our overall final assessment data. By the end of the year, six students from the initially identified at-risk group were no longer considered at risk.

**Numeracy**

For numeracy, our efforts include focused interventions for grade 4 students based on the September 2024 LitNum assessment results. Tier 2 support for grade 5 and 6 students is delivered through small group pull-out sessions by both certificated staff and support staff. Universal Tier 1 and Tier 2 strategies, such as small group instruction, are conducted by homeroom teachers and supported by educational assistants within the classroom.

Looking ahead, we plan to sustain and enhance these intervention structures to optimize student support and progress, backed by thorough documentation and clear communication with interventionists and caregivers. Tier 1 and 2 support strategies are reinforced through professional development on Professional Learning Days and by our Inclusive Education Lead, who provides in-class observations and tailored recommendations.

LTIS teachers collaborate with grade 4-6 teachers across the division throughout the year to develop

high-quality assessments. These assessments align with division criteria and are guided by evidence-based practices, ensuring consistency, fairness, and effectiveness in measuring student learning. LTIS has implemented a comprehensive numeracy framework that emphasizes daily numeracy routines for all students. This framework incorporates a gradual progression from concrete to pictorial to symbolic representations.

## Student Learning Engagement

| | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
|---|---|---|---|---|---|
| Overall | 87.9 | -2.3 | +4.2 | 89.6 | 84.4 |
| Parent | 94.2 | +5.9 | +7.5 | 93 | 87.6 |
| Student | 72.5 | -11.6 | +3.2 | 77.4 | 70.5 |
| Teacher | 97 | -1.2 | +1.9 | 98.4 | 95.2 |

## Citizenship

| | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
|---|---|---|---|---|---|
| Overall | 91.2 | -0.7 | +11.8 | 92.5 | 80.4 |
| Parent | 87.3 | -1.3 | +8.6 | 87.3 | 79.5 |
| Student | 88.3 | -9.4 | +18.7 | 94.2 | 71 |
| Teacher | 98.2 | +8.7 | +8.4 | 95.9 | 90.6 |

## Observations and Next Steps

Although student *Learning Engagement* (external measures) is high at LTIS compared to the province, there was a decline in the percentage of students who felt their peers demonstrated active citizenship. This decrease was particularly evident in responses to the questions:

- Do most students follow the rules at school?
- Do most students help each other at school?
- Do most students respect each other at school?

To strengthen our positive school culture and inspire students to serve as role models, we have introduced the LTIS Leaders recognition program. This initiative celebrates students who demonstrate exemplary leadership and outstanding school citizenship, specifically by consistently following school rules, helping others, and showing respect to their peers. By highlighting and rewarding these behaviors, we aim to encourage a school environment where students support one another, respect each other, and uphold the values that contribute to a respectful and collaborative school community.

We will continue to pursue citizenship opportunities for students with the focus on purposefulness and service to others. Students have a wide range of activities, during school and after school, in which they can participate. We plan to improve communication regarding what citizenship looks like at the school.

| Priority Two | Wellness |
|---|---|
| **Alberta Education Assurance Area** | Teaching and Leading Learning Supports |
| Learning and working environments are inclusive, safe, welcoming and healthy. ||
| **Outcomes** | Students and staff are able to resolve conflicts in a healthy manner and feel safe.<br><br>Staff and students are well-regulated.<br><br>Staff and students have equitable access to supports.<br><br>Schools implement collaborative support processes to effectively address diverse learning needs. |

**Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| | Number of Responses | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
|---|---|---|---|---|---|---|
| Overall | 123 | 95 | +2.7 | +7.4 | 94.6 | 88.2 |
| Parent | 24 | 90.1 | -0.2 | +6.3 | 87.2 | 84.8 |
| Student | 77 | 98.7 | -1.3 | +13.8 | 99.3 | 85.5 |
| Teacher | 22 | 96.2 | +0.6 | +2.3 | 97.3 | 94.5 |

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)**
Percentage (%) of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

| | Number of Responses | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
|---|---|---|---|---|---|---|
| Overall | 123 | 92.4 | -1.7 | +8.4 | 94.2 | 84.9 |
| Parent | 24 | 90 | +0.6 | +4.7 | 89.8 | 85.9 |
| Student | 77 | 91.9 | -6.1 | +16.7 | 96 | 76.5 |
| Teacher | 22 | 95.4 | +0.7 | +3.8 | 96.7 | 92.4 |

**Access to Supports and Services:** Percentage (%) of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | Number of Responses | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
|---|---|---|---|---|---|---|
| Overall | 123 | 88.8 | +0.8 | +8.9 | 90 | 80.7 |
| Parent | 24 | 79.5 | +0.3 | +4.1 | 81.6 | 76.2 |
| Student | 77 | 93.5 | -1.2 | +14.8 | 94.5 | 79.6 |
| Teacher | 22 | 93.6 | +3.5 | +8 | 93.8 | 86.4 |

## Landing Trail Intermediate School Professional Development 2023 2024

Staff receive year-round PD sessions on curriculum and teaching best practices. Some of this is provided through centrally administered PD; some is professional development that happens on site. On site PD will continue to focus on quality assessment to guide teaching practices. Staff, both professional and support, work collaboratively to share best assessment practices. The focus is on understanding where students make mistakes and where to target support. School administration supervises staff with regular visits to classrooms and learning areas. Feedback is provided.

Collaborative structures are in place to improve the academic and/or social experience of LTIS students. Structures are formatted with the primary question centering around the child's *Key Issue*. All key staff members are included to gather information and plan programs. Meetings happen at formal intervals and informally whenever necessary.

## Landing Trail Intermediate School Wellness Continuum of Supports

### Student Wellness

At LTIS, we are committed to a holistic approach to student well-being that addresses both academic and non-academic needs. Our Comprehensive School Health plan prioritizes mental health and emotional support, with dedicated services provided by our Family School Liaison (FSL) worker, school counselor, Inclusive Education Lead, and Education for Reconciliation Lead. While students report high satisfaction with these supports, 30% of parents remain unsure if their child can access help for non-academic concerns. To bridge this awareness gap, we will actively promote our support systems through social media, school council communications, and email updates. By enhancing visibility of these resources, we aim to foster a school culture where all students feel supported, resilient, and empowered to thrive both in and out of the classroom.

Students are responsible for engaging in reconciliation with peers or staff when necessary, and for managing their behavior on a daily basis. Staff are responsible for guiding students through the reconciliation process, often modeling appropriate behaviors and language (e.g., Woodland Kids Council). Additionally, staff provide strategies and coaching to support students in maintaining self-regulation.

### Staff Wellness

Our understanding of how to support staff wellness is growing. We actively encourage staff to prioritize their overall well-being through various initiatives that promote both physical and mental health. These opportunities include access to our fitness room, after-school activities with colleagues, to the outdoor trail network, and wellness activities scheduled throughout the year during our professional learning days. Additionally, we organize staff get togethers regularly throughout the year to strengthen connections and foster camaraderie among team members, contributing to a supportive and engaging workplace culture.

New this year for improving staff wellness is the introduction of *wellness meetings* with each staff member. These create a dedicated space for staff to discuss successes, share challenges, and collaboratively explore ways administration can be of support. The purpose of the wellness meetings is two-fold: supporting our staff members' wellness, and alleviating stigma around seeking support for

mental health and wellness. During these meetings, we  highlight the various resources available through ASEBP. Participation in these meetings is completely voluntary, providing a safe and respectful environment for staff to share their thoughts and experiences as they feel comfortable.

| Priority Three | Engagement |
| --- | --- |
| **Alberta Education Assurance Area** | Governance<br>Local and Societal Context |
| Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions. | |
| **Outcomes** | Positive community relations contribute towards student success<br><br>Staff and students have a sense of belonging and are engaged in their learning.<br><br>Students and staff attend regularly.<br><br>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all. |

| **Parental Involvement:** Percentage (%) of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Number of Responses | Landing Trail Intermediate School 2024 (%) | Landing Trail Intermediate School Comparison (+/-) to 2023 (%) | Landing Trail Intermediate School Comparison (+/-) to Alberta 2024 (%) | Landing Trail Intermediate School 3 Year Average (%) | Alberta 3 Year Average (%) |
| Overall | 46 | 84 | +6.3 | +4.5 | 83.3 | 79.1 |
| Parent | 24 | 79 | +12.3 | +4.6 | 75 | 73.1 |
| Teacher | 22 | 89.1 | +0.3 | +4.4 | 91.6 | 85.2 |

| **Student Attendance Rates 2023 2024 (%)** | 90+ | 80 - 89 | 70 - 79 | <70 |
| --- | --- | --- | --- | --- |
| Percentage of Students | 54 | 35.6 | 5.6 | 4.8 |

| Engagement Observations and Next Steps |
|---|

**Student Engagement**

This year, we are introducing two additional strategies to boost student engagement and success. First, we will implement positive attendance recognition, celebrated quarterly throughout the year. Each new quarter will offer students a fresh start, enabling them to acknowledge their achievements regardless of prior attendance records. We will regularly emphasize the importance of attendance, ensuring that this message is communicated effectively across the school and to our stakeholders.

Secondly, in alignment with *Visible Learning* research, we will continue to priorize teacher credibility to improve teacher effectiveness. This document, as well as the TQS, are used to guide staff in providing the optimum learning experience.

Additionally, we will continue to prioritize outdoor programming to enhance our students' learning experiences. Our school makes use of various outdoor spaces, such as nature trails and outdoor classrooms to provide hands-on, immersive learning opportunities. We also host Outdoor Pursuits Days, offering inclusive opportunities for students to engage in outdoor activities, collaborate with peers, and develop new skills. Furthermore, LTIS will continue to offer a wide range of extra-curricular activities in areas of the arts, intellectual pursuits and athletics, ensuring there is something for every student.

**Parent Engagement**

Parental satisfaction pertaining to their involvement in school decisions has significantly increased. This improvement aligns with our Annual Education Results Report (AERR) goals from the previous year, which focused on strengthening parental engagement. Through initiatives such as feedback sessions, family lunches, and enhanced communication efforts, we have successfully increased awareness and connection with families. Moving forward, we are committed to building on these efforts to sustain and deepen this engagement.

| Strategic Priority | First Nations, Métis, and Inuit Student Success |
|---|---|
| **Outcomes** | All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives<br><br>First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity |

## First Nations, Métis & Inuit Provincial Achievement Test Results

| Subject | Number of Students | Landing Trail Intermediate School Acceptable (%) | Alberta Acceptable (%) | Landing Trail Intermediate School Excellent (%) | Alberta Excellent (%) |
|---|---|---|---|---|---|
| PAT Overall | 23 | 69.6 | 48.7 | 13 | 7.3 |
| English Language Arts 6 | Not administered | | | | |
| Math 6 | Not administered | | | | |
| Science 6 | 23 | 91.3 | 51.4 | 8.7 | 12.3 |
| Social Studies 6 | 23 | 69.6 | 48.7 | 13 | 7.3 |
| French Language Arts 6 | 3* | * | | | |

*Results are suppressed for sample sizes less than 6.

## First Nations, Métis and Inuit Student Success Observations and Next Steps

As an act of reconciliation and cultural understanding, we will continue to highlight aspects of Indigenous cultures at major school events (Orange Shirt Day, Remembrance Ceremony, Outdoor Pursuit Days) and infuse First Nations cultural understanding in various settings. Our plan is to invite Indigenous drummers and dancers throughout the year, to be followed up in classrooms.

Achievement test results are very high in Science 6. We believe that this is due to a focus on experiential learning to meet learner outcomes, as well as using local expertise (Athabasca University partnership) to deepen the learning.

## Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

At LTIS, we priorize building strong connections with staff, parents, students, and community members through meaningful stakeholder engagement. To facilitate open dialogue and gather valuable feedback, we host events such as Family Lunches and Parent Feedback Sessions where we invite input on school initiatives and foster a sense of community. The LTIS School Council also plays a key role as an ongoing forum for discussion, where we pose questions and seek feedback on important issues. Insights from these engagements have helped refine some of our practices.For example, parents have assisted the school in trouble-shooting vandalism issues, and have given valuable feedback in communication regarding report cards and assessment.

Our commitment to engagement extends to encouraging active community participation in major school events, including Christmas Concerts, Assemblies, the LTIS Talent Show, and Flying High, to name a few. Initiatives like *Kids Helping Kids* further strengthen the bond between students, parents, and the broader community, while fostering a love for learning and active school involvement.

Ensuring consistent attendance has become a priority at LTIS. We understand that maintaining strong attendance relies on the support and collaboration of all stakeholders. To promote this, we have implemented positive recognition programs and created opportunities for students to improve their attendance and be celebrated for their progress.

New this year is that Religious Instruction at LTIS will be formalized into a Locally Developed Course (LDC). There are two streams: Protestant Religious Instruction and Catholic Religious Instruction.

We have a highly successful French Immersion program that was established in Athabasca in the 1980s. French Immersion continues to be a program of choice for many families interested in additional language learning for their child; however, enrollment in this program has dropped proportionally to enrollment in the regular English stream, resulting in classes being combined some of the time.