Landing Trail Intermediate School Education Plan 2023-2026

LTIS

Aspen View Public Schools

Admin Message

LTIS prides itself on having a calm and highly professional atmosphere where students learn and find meaning in their lives. We are proud of our students; they succeed academically and socially. They develop skills that will help them solve problems that come their way. We are proud that our staff look to continuously improve their craft to help our students succeed.

A major focus point will be to develop thinking skills with students: how to understand and evaluate information and how to deepen and transfer their knowledge. This, along with a plan to develop resilience, we believe, will help students increase independence.

We will continue to develop staff capacity in assessment and instruction based on the most effective teaching practices. We are keenly interested in increasing teacher credibility and the subsequent positive effects it has on learning. We are committed to making decisions based on sound educational research and through the lens of student success.

LTIS

Aspen View Public Schools

Foundational Statements

Vision: **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.**

Mission: Engage Learning. Ignite Potential. Inspire Success.

Commitments:

Student Learning: Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

***Staff Learning*:** Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Communication: Engage in open, active, ongoing and honest communication with students, staff, parents and community.

***Culture and Climate*:** Promote teamwork and model welcoming, caring, respectful, safe and inclusive schools that demonstrate diversity.

***Social Emotional Needs*:** Encourage all students to develop self awareness and decision-making skills to achieve personal and interpersonal fulfillment.

***Physical Needs*:** Promote and model active and healthy lifestyle choices.

Entrepreneurial Spirit: Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world

Planning and Priorities

The Aspen View Public Schools Education Plan is based on three key priorities

- **Student Success and Completion**
- **Wellness**
- **Engagement**

Schools will develop their own plans that align and are consistent with Divisional and Provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

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

Our Context

Landing Trail Intermediate School

Address: 5502-48 Ave Athabasca, AB T9S 1L3
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. Presently, 278 students attend LTIS. For each grade level, there is one French Immersion homeroom class and three or four English program homeroom classes. Our inclusive environment provides opportunities for each student to grow and succeed academically, socially and emotionally.

Staff Profile:

- 1 Principal
- 1 Assistant Principal
- 15 Teachers
- 12 Support Staff (3 part time)
- 2 Inclusive Education Coordinators (part-time)
- 1 Administrative Secretary
- 1 Business Manager
- 1 School Counselor (part-time)
- 1 part-time Education for Reconciliation School Lead
- 2 Custodians

LTIS

Aspen View Public Schools

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:

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 near the Muskeg Creek Trails, a multi-use trail system known for hiking, running, cross country 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 the promotion of 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.

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 and coding, reading challenges, science fair, student vote, board game club
- Physical Activity: cross country running, cross country skiing, snowshoeing, orienteering, cheerleading, tobogganing hill, archery, outdoor pursuits, house leagues, outdoor hockey and mini-stick hockey, grade 4 to 6 basketball
- Fine Arts: choir performances, drama performance, Christmas concert, instrumental performances, talent show, Music Festival
- Social: Woodland Kids, Baking Club, Cooking/Physical Education 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 organizational group, PE equipment working group, Woodland Kids Council, LTIS mini-sticks officials, and *Grab N Go* clean up crew.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 2602 Landing Trail Intermediate School

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	**90.7**	93.0	n/a	**85.1**	85.6	n/a	n/a	n/a	n/a
	Citizenship	**94.2**	94.3	93.7	**81.4**	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**83.2**	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	**88.8**	n/a	86.6	**67.3**	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	**30.5**	n/a	25.6	**18.0**	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**75.2**	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**18.2**	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	**96.5**	95.2	94.8	**89.0**	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**96.0**	95.6	n/a	**86.1**	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	**93.2**	94.8	n/a	**81.6**	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**88.1**	81.9	85.0	**78.8**	79.5	81.5	Very High	Maintained	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Reflection on Results

Our overall school results remain high in all areas compared to the provincial standard. We are especially proud that our school community embraces our core values and that stakeholders are committed to improve in all areas. Our students have grown academically; their achievement results are excellent. LTIS students far exceed the provincial standard in the *Acceptable* achievement standard, as well as the standard of *Excellence*. However, we would like to see improvements in the writing component of English language arts, as well as improvements in reading fluency and comprehension, and in basic math computation.

Results in the area of citizenship and learning supports are very high. Citizenship and purposefulness will continue to be key components of the school experience at LTIS, as will learning supports. Results indicate high parental involvement; we will continue to find ways to engage parents within our school community.

PRIORITY ONE: Student Success and Completion

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

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Leading

Outcomes, Strategies and Measures for 2023-24:

Outcome	Students are able to read fluently for meaning and enjoyment
Strategies	• Continue to implement a comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, and independent reading • Small group instruction that occurs during regular classroom instruction as well as during pull-out intervention programming (Leveled Literacy Intervention, Precision Reading, Pre-Reading Intervention) • Continue to implement a structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies • LTIS will host two book fairs throughout the year. • Students will listen and discuss short stories and or novels read out loud by our school librarian. • The *buddy class* literacy program (monthly) will continue. • *Family Literacy Day* is promoted and celebrated. • Books will be on display and available to read in various parts of the school. • Teachers will continue to improve and expand their classroom libraries
Measures	• Fountas and Pinnell reading levels • Phonological Awareness screening and progress monitoring tools • Phonics screening and progress monitoring tools • Grades 6 Provincial Assessment Test Part B in English Language Arts • Assurance measure results in the area of student engagement and interest in Language Arts

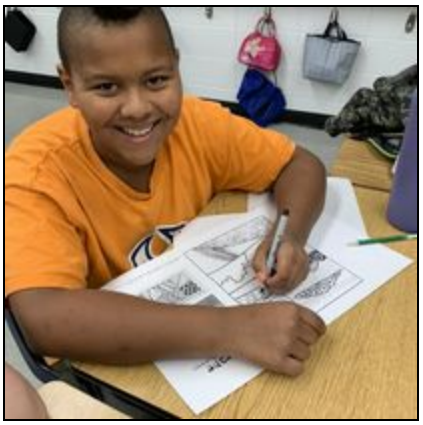
Outcome	Students are able to express clear and interesting ideas through writing
Strategies	• Development of Division Scope and Sequence for writing

	• Development of Division rubric and exemplars for writing • Drop Everything and Write (DEAW), this is a dedicated school wide initiative where students work on writing skills. • Grade 4 and 5 students will be summatively assessed in June, to be given to the next year's teacher as a baseline assessment. • Weekly writing sessions (in small groups) for grade 4 and 5 students focussing on stamina, organization, idea generation and expression.
Measures	• LTIS internal writing assessments • *Words Their Way* spelling inventory • Grades 6 Provincial Assessment Test Part A/Partie A results in English Language Arts and French Language Arts

Outcome	Students will develop math fact and procedural fluency
Strategies	• A focus on small group instruction • Teachers and educational assistants will learn math fact fluency strategies from the Graham Fletcher, Building Fact Fluency toolkits. Strategies will help students develop deep conceptual understanding of the operations and fact fluency at the same time. • Continue with learning and implementing strategies for students to verify answers • Continue to have staff implement strategies from Origo kits (strategies that assist teachers in helping students to develop mathematical thinking strategies for basic facts in all operations) • Communicate to parents on how to assist their child in learning math fact and procedural fluency • During student-led conferences, educational assistants will be stationed

	around the school to illustrate basic fact fluency games and strategies for parents to assist their child at home with fact fluency. • The buddy class numeracy program will continue monthly • Teachers will use Mathletics as a digital support for basic fact and procedural fluency • Teachers will regularly communicate to parents regarding math fact and procedural fluency areas
Measures	• Grades 6 Mathematics Provincial Achievement Test Results • LTIS internal procedural basic fact assessment results • LTIS internal grade 4 and 5 year end math assessment

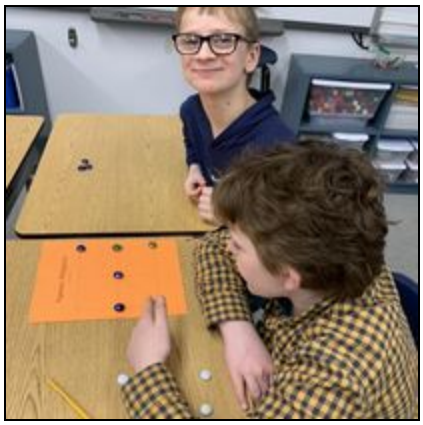
Outcome	Students build knowledge and evaluate information to become independent thinkers
Strategies	• Participation in *Student Vote* • LTIS will offer a coding and robotics club to instill creativity. • Implementation of the LTIS Science Fair with a focus on scientific inquiry and the scientific method. • LTIS will offer a Pi Contest which is an opportunity for students to develop memory skills and performance skills • LTIS will offer a chess club and a formal chess competition. • LTIS will prioritize student metacognition through a greater understanding of learner attributes, through formalized classroom lessons, and through the assessment binder portfolio. • Teachers will continue to give open-ended questions in all subject areas. • Staff will continue to teach and practice growth mindset strategies to develop resilience.
Measures	• Grades 6 Provincial Achievement Test results • Standard of Excellence results (PATs)



Outcome	Students complete a high school program and are connected to future career and post-secondary pathways

Strategies	• Create a safe and caring learning environment
	• Provide high quality, varied programming and varied extra-curricular activities that create an interest in learning and growing
	• Continue to implement the annual student conference, Flying High.
	• Continue our partnership with Athabasca University and Science Outreach Athabasca.
	• Provide remedial academic support for students.
	• Track student attendance and address chronic absenteeism
	• Build meaningful and genuine relationships with students
	  ○ Extra-curricular activities
	  ○ Morning check-in with students
	• Quality instruction and assessment for all students

Measures	• Provincial Achievement Test results • Attendance Records • Internal Student Survey Results • Flying High student survey results



PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Leading & Learning Supports

Outcomes, Strategies and Measures for 2023-24:

Outcome	Students are healthy, both physically (outdoor opportunities, daily physical activity, nutrition) and mentally (regulation, social success, successful conflict resolution)

Strategies	• The LTIS Comprehensive School Health plan prioritizes physical health in the following areas:
	  ○ Healthy snacks are distributed to all students every day
	  ○ Healthy lunches are available to any student every day
	  ○ Active Living: students have physical education every day
	  ○ Outdoor programming: students go outside every day
	
	The LTIS Comprehensive School Health plan prioritizes mental health in the following areas:
	
	  ○ Behaviour regulation strategies
	  ○ Conflict resolution strategies
	  ○ Staff will continue to engage parents in successful resolution of conflict involving their child
	  ○ Customized academic programming to meet learner needs
	  ○ The multi-sensory room is available where appropriate
	  ○ The fitness room is available where appropriate
	  ○ Students have opportunities to participate in a wide range of extracurricular activities and citizenship projects.
	  ○ Students have access to the school counselor or a Family School Liaison worker where appropriate
	  ○ LTIS administration will continue to plan transition school visits with Whispering Primary School and Edwin Parr Composite School.

Measures	• Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments • Assurance Measure Survey results on Citizenship

Outcome	LTIS staff have wellness opportunities at school

Strategies	• Staff have access to wellness supports at school:
	  ○ staff fitness room
	  ○ wellness activities on staff work days
	  ○ new teacher induction
	  ○ access to mental health supports

Measures	Staff attendance

Outcome	Students have equitable access to academic and well-being supports
Strategies	• LTIS students continue to have access to counseling support • The LTIS Inclusive Education lead continues to provide supports and strategies for diverse learning needs • Professional development support for teachers will continue to be offered to better understand Individual Program Plans and Student Support Plans • LTIS staff will continue to communicate with parents in relation to academic programming

	• The LTIS professional development reflects divisional priorities, school priorities, and the *Teaching Quality Standard*.
	• There is a school-wide commitment to offer a balanced educational program at LTIS: academic, wellness, fine arts, outdoor pursuits and technology.
	  ○ Reading intervention support
	  ○ Clubs and activities that target a variety of interests
	  ○ Continued emphasis on Comprehensive School Health
	  ○ Math intervention support
	  ○ Citizenship projects

Measures	• Assurance Measure Survey on Access to Supports and Services • Provincial Achievement Test results

Outcome	Implementation of collaborative support processes to effectively address diverse learning needs
Strategies	• LTIS will continue collaborative planning • LTIS will learn and implement the development of Individual Programming Plan (IPP) module through Dossier • Our Inclusive Educational staff will continue to provide support for implementing English as an Additional Language (EAL) Learner 2.0 Benchmarking • Professional development will focus on effective assessment practices

Outcome	Implementation of collaborative support processes to effectively address diverse learning needs
	• Professional Development for educational assistants will focus on effective teaching strategies for diverse learning needs • LTIS staff will continue with student learner profile procedures
Measures	• Staff feedback regarding collaborative planning meetings • Staff feedback on the new IPP module • Achievement results for EAL students

PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcomes, Strategies and Measures for 2023-2024:

Outcome	Positive educational partner relations contribute towards student success
Strategies	• LTIS will continue to engage with community agencies, volunteers and caregivers who provide support to our school community to help ensure student success: ○ Grade 4 Mentorship program ○ School Wide Lunches ○ School Council and LTIS Fundraising Society ○ Flying High student conference ○ Native Friendship Centre ○ Athabasca Legion ○ Athabasca University and Science Outreach • LTIS will continue to offer opportunities for caregivers to engage in their child's learning: ○ Teachers will send weekly email updates highlighting learning in the classroom and school related information ○ During school council meetings, administration will continue to provide: ■ reports highlighting how caregivers can engage ■ opportunities for caregivers to provide feedback on various topics ○ Email communication from administration provides information regarding school goals and priorities, school events, and school academic and financial decisions. ○ School website includes school policies and procedures ○ Six assessment updates (progress reports) in paper form throughout the year ○ Caregivers will be encouraged to access Parent Portal (online) to view all academic, attendance and school information bulletins ○ Student learning and school events will continue to be highlighted on the LTIS social media platforms. ○ Christmas concert will continue to be live streamed ○ Caregivers and community members are invited to events such

	as the Terry Fox celebration, Orange Shirt Day celebration, Family Literacy day, Outdoor pursuit days, National Indigenous People's Day, school assemblies ○ Grade 3 families are invited to a grade 4 orientation meeting in June ○ LTIS staff will provide opportunities for caregivers to come on site to meet the staff and learn about the school priorities.
Measures	• Assurance Measure Survey on Parent Involvement • Parent engagement in communication and school events • Grade 4 Mentorship Program survey

Outcome	Students attend regularly
Strategies	• LTIS will continue responsive communication and problem solving when attendance matters are identified • LTIS staff will continue to communicate the importance and benefits of regular school attendance • LTIS will promote citizenship projects and extra-curricular opportunities • LTIS will continue to promote the tenets of Comprehensive School Health
Measures	• Student attendance rates

Outcome	Resources are effectively managed to ensure optimum learning
Strategies	• LTIS has a full time business manager who assists administration with fiscal planning • LTIS budget decisions are made with optimal student learning in mind • Buying and spending locally is prioritized • Human resources are allocated to best meet student needs • LTIS School Council gives input regarding the school budget
Measures	• Division office fiscal procedures and systems • School-based budget template data information and procedures

Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	Indigenous students experience academic and social success
Strategies	• Implement attendance supports

	• Implement literacy and numeracy support where required • Nominate students for the *Honouring Spirit: Indigenous Student Award* • Continue partnership with the Native Friendship Centre • Continue with *Education for Reconciliation*
Measures	• Provincial Achievement Test Results • Internal school-wide assessments • Attendance Records

Outcome	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives.
Strategies	• All students will have opportunities to learn about Indigenous cultural practices and traditions • Continue to utilize divisional support dedicated to the development of instructional activities that address curricular outcomes related to building an understanding of Indigenous knowledge, history and perspectives • Continue to collaborate with Mrs. Swan to build our capacity and connect with Elders and Knowledge Keepers to bring cultural teachings to LTIS • Continue to offer Indigenous land-based learning experiences • Continue partnership with the *Native Friendship Centre*
Measures	• Students and staff reporting an on their level of understanding regarding Indigenous foundational knowledge • Staff reports on their level of confidence in addressing the curricular outcomes related to First Nations, Métis and Inuit history, knowledge and cultural practices