



Lilian Schick School

Education Plan 2024 -2027

School Goal 1

Empowered Student Learning

Lilian Schick School students will be exposed to high impact teaching strategies in all curricular areas to promote growth in literacy in the 2024-25 school year. Through HITS and increased focus on Interpret Text Organization as identified through the RCAT students will see a 5% increase overall in this area.

School Goal 2

Healthy School Communities

By June 2025, we will enhance students' perception of kindness among peers by 10%. To achieve this, we will implement a series of initiatives designed to foster a supportive and empathetic school environment.

School Goal 3

Responsible Leadership

Lilian Schick students will engage with their Bon Accord Community buddies at least three times per year to foster meaningful connections and enhance their leadership skills. This engagement will include a variety of activities, starting with each student from LS writing an introductory letter to their buddy at BACS by October 15, 2024.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Lilian Schick School is dedicated to championing students' needs by focusing on literacy to achieve individual academic success through provincial learning outcomes. We aim to engage students critically and ensure continual progress as learners by emphasizing academic rigor, which includes comprehension, respectful discourse, and collaboration.

Lilian Schick School students will be exposed to high impact teaching strategies in all curricular areas to promote growth in literacy in the 2024-25 school year. Through HITS and increased focus on Interpret Text Organization as identified through the RCAT students will see a 5% increase overall in this area.

Baseline data (starting point):

Data / Products	Conversations	Observations
Sept 2024 RCAT 49.4%	Representative Student / Teacher quote: "I am looking forward to support in this area as I currently do not feel very confident in this area of the RCAT." Student: "It is hard to understand long stories."	Admin comment about what is observed in classrooms
Artifacts: - Pictures - Videos	Dedicated time to plan and coordinate time to observe each other Coordinate with Learning Coach to provide coverage	Partner-Teacher Observations



<p>Google Forms survey to reflect on experience:</p> <ul style="list-style-type: none"> - Biggest takeaway? - What will I implement into my own teaching practice? 	<p>Connecting visual aids/multimedia to the learning objective</p>	<p>Invitation to Observe Effective Use of Multimedia and Visual Aids</p>
--	--	--

Action Items (how we will achieve this goal):

- Assessing through RCAT September, January, May
- Utilizing Edubest resources within classrooms
- Reading challenges with other schools
- Community Partnership with BACS to support literacy including pen pals, reading buddies, building connections
- Teachers will partner up and plan observations each where one staff member will observe the other implement pre-determined HITS
 - Follow up: Reflection Survey (takeaway/actionable)
 - This activity will happen twice (pre-January/post-December)
- Teachers will invite admin/LC into the classroom to observe effective use of visual aids and multimedia to support literacy within a given grade level curriculum
- Non-Fiction readings used in each classroom throughout each month (current events)
- ATA PD
- Focused Reading block activities each week: disciplinary literacy, annotation, etc (in content areas) in Reading Block

Lead Measures (how we will know we are on the right track):

- January RCAT
- Teacher Reflection Surveys
- Conversations with students/staff

End of year results (June update):

Data / Products	Conversations	Observations
RCAT		
Celebration of Teaching: <ul style="list-style-type: none"> ● Survey 		



<ul style="list-style-type: none"> • Classroom Observations 		
ATA Presentation		

Highlight - Literacy & Numeracy Instruction:

As a school, we will be using the Layers of Reading and Writing program and will supplement with Fountas and Pinnell when required to gain a better understanding of where a student may require additional support. We will continue to utilize Edubest reading resources throughout the school year to increase their understanding in the five areas of literacy.

Our school will be continuing to have reading challenges within the school and also within the division. Additionally, we will implement a literacy/numeracy block utilized for specific learning, and engage in reading challenges with other schools to foster a competitive and collaborative spirit.

To further support our students, we will maintain smaller class sizes, allowing for more individualized attention. Our Library Technician will focus on fostering a love of reading among students. We will also incorporate Universal Design for Learning (UDL) principles to ensure all students have access to learning in ways that work best for them. Finally, we will establish penpal relationships with BACS to enhance writing skills and provide meaningful connections with peers.



Goal Two: Healthy School Communities

Students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

At Lilian Schick School, we strive to create a safe, caring, and welcoming environment where all students feel they belong and are respected, fostering optimal learning. We focus on building active citizenship, supporting diverse learning needs, and committing to truth and reconciliation. By integrating these values, we aim to enhance student engagement, well-being, and academic success in the 2024-2025 school year.

By June 2025, we will enhance students' perception of kindness among peers by 10%. To achieve this, we will implement a series of initiatives designed to foster a supportive and empathetic school environment.

Baseline data (starting point):

Data / Products	Conversations	Observations
Survey Data (AEAS 2023-2024/ Division/ School Survey) How much do you agree that: Students are kind to one another at my school - 32%	Representative Teacher quote "With the switch to having Elementary dedicated washrooms, students feel very comfortable and safe."	Admin Comment about what is observed in the school
Artifacts: - Pictures - Videos	Connecting students to the school through leadership groups	Teacher Observations
Google Forms survey to reflect on sense of belonging		

Action Items (how we will achieve this goal):

- Provide a clear direction of what a KNIGHT IS (Knights Traits)
- Provide clear expectations and follow Code of Conduct



- Consistently utilizing Positive Behaviour Supports
- Connecting with students regularly through Leadership groups
- Survey students, and act on those suggestions ie. separate washrooms
- Knight awards presented monthly to students who are showing what it means to be a KNIGHT

Lead Measures (how we will know we are on the right track):

- Teacher/ student reflections
- Observations
- Student Leadership data
- Lilian Schick School survey

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

At Lilian Schick School we will continue to build on the foundational knowledge we have learned over the past few years working with different elders at our school. We will continue to infuse indigenous information while teaching the curriculum regularly. During our morning announcements we have O’Canada weekly in Metis. We support divisional days like National Truth and Reconciliation week, Metis Week, and National Indigenous Peoples day. As we look to further create ways to incorporate into our teaching we support students through a bi-weekly culture club. This club will foster a sense of belonging for students and allow them to showcase their gifts and talents. Providing Indigenous Family Night was a highlight last year to help create a sense of belonging.

Through days of celebration at our school we will provide opportunities for students to incorporate their culture into celebrations such as Remembrance Day, Winter Music Concert, Spring Tea and other opportunities.



Goal Three: Responsible Leadership

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

At Lilian Schick School, staff and students are committed to responsible leadership by actively building connections within the community. They participate in community projects like 3 Sacks at Prairie Gardens that will showcase leadership, responsiveness, and empathy towards community needs. Lilian Schick School will partner each of their classes with Bon Accord Community School. Through this we will create and nurture leadership opportunities that allow our school community to flourish.

Lilian Schick students will engage with their Bon Accord Community buddies at least three times per year to foster meaningful connections and enhance their leadership skills. This engagement will include a variety of activities, starting with each student from LS writing an introductory letter to their buddy at BACS by October 15, 2024.

Baseline data (starting point):

Data / Products	Conversations	Observations
SPSD Student Survey - How much do you agree that: I have been a leader at school in some way this year- 19.63%	Teacher quote : “We have dedicated leaders in our school but would like to see many more”	Student engagement Artifacts
	Student quote: “I think jr. high students are more leaders in our school”	Teacher Observations
		Admin Observations

Action Items (how we will achieve this goal):

- Students are partnered with a class at Bon Accord Community School to provide leadership and support to their grade buddy.



- Staff and students will demonstrate a responsiveness and empathy towards community needs by building partnerships within the community like Prairie Gardens, Community Library
- Staff and students are actively engaged with the community to help support community events and initiatives that will lead to further opportunities
- Students take initiative to help within the school community through morning announcements, the breakfast program, Leadership initiatives, school store, score keeping, etc.

Lead Measures (how we will know we are on the right track):

- Staff and students will complete service projects within the community like 3 Packs of Potatoes (dig one for Prairie Gardens, one for the food bank and one for school)
- Staff and students will form buddies with classes from Bon Accord Community School. They will participate in Read-in-week, Holiday festivities, spring connections and others as they arise.
- Staff will have created a sustainable program with community connections to allow for enhanced programming year after year

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

Staff are provided opportunities to lead numerous ways within our school including but not limited to Professional Development Days, instructional leaders, and through curricular and extracurricular activities. Staff see the importance of offering experiential opportunities to our students through Science Olympics, Skills Alberta, and numerous new options including Sport Rec, Industrial Arts, Design Studies, 3D printing, STEAM and Robotics. Staff provide opportunities for students to be leaders through extra curricular activities after school such as teams, clubs, and skiing and our new Elementary Sports Club.



Our school currently has numerous students showing leadership through activities such as morning announcements, the Clean Grounds Club, leadership options, library reading buddies, MC's at important events, the breakfast program, bus supervision, and sporting events. We are in the process of collaborating with various businesses to create a sustainable program that enhances educational programming and encourages student leadership. By providing students with opportunities to volunteer within the community, we aim to foster a deeper understanding and demonstration of civic responsibilities.



Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and



student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> • Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> • Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> • Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.



Current Results: Lilian Schick Alberta Education Assurance Measures Summary - Provincial Measures

Assurance Domain	Measure	Lilian Schick School			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	77.1	89.1	86.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	73.0	77.0	79.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	82.6	73.0	73.0	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	34.8	16.2	16.2	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	71.2	64.5	64.5	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	8.2	9.9	9.9	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	80.2	90.1	87.3	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.4	80.7	83.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	77.2	89.8	89.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	73.5	74.7	81.3	79.5	79.1	78.9	Low	Maintained	Issue

Grade 6 PAT Results By Number Enrolled Measure History

	Lilian Schick School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	43	37	46	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	76.7	73.0	82.6	High	Improved	Good	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	20.9	16.2	34.8	Very High	Improved	Excellent	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results By Number Enrolled Measure History

	Lilian Schick School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	53	43	52	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	58.5	64.5	71.2	Intermediate	Maintained	Acceptable	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	10.4	9.9	8.2	Very Low	Maintained	Concern	n/a	n/a	16.8	15.5	15.4



Reading Comprehension Assessment Tool (RCAT)	
Category	Average Student Achievement Score
Associate Meaning (AM)	66.94%
Evaluate (EV)	60.42%
Identify and Interpret Ideas and Details (III)	65.73%
Interpret Text Organization (ITO)	49.4%
Make Connections (MC)	54.74%
Overall Score	60.17%

