

School Education Plan and Results Report
2015-2018
Year 3



Our Mission:

Preparing Students for Life

Our Motto:

Ignite the Leader Within

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: Enhanced student achievement in literacy and numeracy (Priority 1, Goal 2)

GOAL 2: A focus on student citizenship and wellbeing (Priority 2, Goal 1)

GOAL 3: Enhanced parental involvement through the cultivation of partnerships to support academic growth (Priority 3, Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO – School Profile and Foundation Statements

Principal: Judy Anderson

Assistant Principal: Jay Robertson

Counsellor: Jess Sereda

Lamont Elementary Quick Facts:

- Lamont Elementary (LME) is a Kindergarten to Grade 6 inclusive education school that serves 280 students
- LME is located in the town of Lamont, Alberta, approximately 60 kilometres northeast of Sherwood Park, Alberta
- LME students are served by 17 teachers and 19 support staff
- LME opened in 1954, with an expansion added in 1977
- Total school budget is \$2261579.00 which includes 95% of total budget allocated to staffing

Programming highlights:

- Play and Learn at School (PALS) early intervention program
- Ukrainian cultural program
- Leader in Me school
- French as a Second Language program for students in Grades 4-6
- Character education and religion options
- First Nations, Metis, Inuit Peoples initiative including cultural understanding, historical learning and fine arts opportunities
- 1 to 1 Chromebooks for students in Grades 3–6
- Strong supports for students with diverse needs including targeted numeracy and literacy interventions
- Variety of extra-curricular activities

SECTION THREE – School Education Results Report (2016-2017)

What were the greatest successes/challenges in 2016-2017?

LME incorporated daily Leveled Literacy Intervention (LLI) for struggling readers. Professional learning centered on extensive training for staff who worked closely with the Elk Island Public Schools (EIPS) literacy consultant. Teachers worked collaboratively to create targeted reading groups and established a collective responsibility for the students. This differentiation with targeted reading levels contributed to improvements on the STAR 360 literacy assessment and there was also a 10% increase in the number of students achieving the standard of excellence on the Language Arts Provincial Achievement Test (PAT).

LME continued to support numeracy through the utilization of individual and small group interventions. Time was allocated for a lead numeracy teacher to support teachers with their math instruction and create individual math manipulative kits for each student. Teachers participated in professional learning to support the implementation of Daily 3 Math. Teachers noted the challenge of requiring additional support, time, and exploration to successfully integrate Daily 3 Math into their instructional practice. Math PAT scores showed an increase in the number of students achieving both the acceptable and excellence standards.

LME extended the implementation of the Leader in Me program. Staff have embraced the importance of facilitating a wide range of leadership opportunities for students including community connections with the seniors, hospital, and town office. LME held a job fair where every student had a leadership role within the school. Monthly assemblies were student led and highlighted the 7 Habits. An on-going challenge with implementing the Leader in Me program has been the high annual staff turnover. There are limited funds and opportunities for new staff to receive formal 7 Habits training. With so many new teachers, the level of knowledge, confidence and commitment varies from year to year.

Providing strategies and supporting students with increasingly complex learning needs continued to be a challenge. Although LME facilitated a number of sessions to further train staff, accessing supports for students with complex behaviors and diverse learning needs will continue to be a vital component of providing strong programming for all students.

Parental involvement continued to be a priority and area for improvement for our learning community. Although LME focused on enhancing communication through the use of multiple channels, the results of both the EIPS Parent Survey and Accountability Pillar reflected concerns with levels of parent involvement and home/school communication. LME offered two parent sessions during the school year and worked closely with outside agencies to connect parents with specialized services for their children.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

The on-going need to provide extensive supports in the areas of literacy and numeracy have greatly impacted planning for 2017-2018. We will continue to use the STAR 360 and Math Intervention/Programming Instrument (MIPI) assessments to guide instructional programming. Teachers will use the data to track progress and identify students for targeted intervention. Classroom Improvement Funds (CIF) funds have been allocated to purchasing literacy resources as well as four hours per day of educational assistant (EA) time to provide small group leveled literacy instruction. In addition, we have increased EA time in order to support students experiencing difficulties with basic numeracy skills. Careful consideration has been given to the individual strengths of our staff members. In particular our assistant principal, with a strong math and science background, has designated instructional time to support our grade five and six students in both team teaching and small group settings. We added a third kindergarten center to reduce the class sizes and better support the diverse learning needs of the cohort. With our additional Equity Funding, LME added a .2 full time equivalent (FTE) literacy support teacher. We have targeted numerous resources to put effective supports in place for students to experience success.

With the extensive training and focus on LLI last year, staff have identified numeracy and inclusive classroom strategies as professional learning targets for this year. Our first professional learning day focused on Daily 3 Math and teachers will be given the opportunity to do follow up classroom visits to observe successful implementation of the program. We have also planned for six teachers to attend the Sandra Herbst assessment workshops this year.

EA's will be given the opportunity to participate in a Community of Practice once a month to collaborate with colleagues, engage in targeted learning sessions, and refine their skills for supporting students with complex needs.

We will continue to provide a wide range of leadership opportunities and promote positive mental health initiatives. All students will participate in a job fair and have the opportunity to be engaged in a leadership position of their choice. A survey to determine staff commitment levels and next steps for Leader in Me will be utilized and 7 Habits training will be offered to new staff members.

We will continue to support academic growth by enhancing parental involvement in the school. Partnerships with both the School Council and *Friends of Lamont Society* have been established and we will continue to work together on school initiatives. We will assist the School Council to plan three parent information evenings, as well as work with the *Friends of Lamont Society* towards replacement of the playground. The LME website is updated on a regular basis and school activities are also highlighted on social media. Teachers are committed to effective and consistent communication through classroom newsletters, weekly updates, eTeacher pages, class dojos, sunshine calls, parent teacher interviews, and Remind app. LME will host special events to highlight student achievements and special accomplishments for the parents to enjoy such as the Christmas Concert, Art Show, and Talent Show. The concerns identified in the data make parent involvement a key priority for the upcoming school year.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: Enhanced student achievement in literacy and numeracy

Division Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Strategies:

- Provide on-going LLI training and utilize consistent benchmarks across all grade levels
- Implement a literacy intervention program to support struggling readers
- Utilize small group numeracy support
- Participate in collaborative professional development opportunities
- Establish Collaborative Response Model – grade cohort team meetings
- Consistent use of literacy and numeracy strategies, resources, and language in and across grade levels
- Provide opportunities for teachers to observe one another in areas of literacy and numeracy

Performance Measures:

- A 3% increase in PAT excellent and acceptable results in comparison to our 5 year average
- A 3% increase in satisfaction with the overall quality of basic education performance measure on the Accountability Pillar survey
- Use STAR and MIPI data and diagnostic tools such as Fountas and Pinnell to measure student growth

School Goal 2: A focus on student citizenship and wellbeing

Division Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

Strategies:

- Continue to implement Leader in Me and facilitate student leadership opportunities
- Create opportunities for staff to be involved in planning leadership activities
- School wide job fair for student engagement
- Staff will coach students to create class mission statements and goal setting

- Promote positive mental health through enhanced training for staff including the Go To Educator Mental Health Literacy
- Promote positive mental health through the utilization of outside agencies
- Provide opportunities for students to participate in local and global service projects
- Facilitate opportunities for students to participate in self-regulation workshops with the counsellor
- Staff will model positive interactions and respectful conflict resolution for students using the 7 Habits language

Performance Measures:

- Increased number of leadership opportunities and service projects
- A 3% increase in the Safe and Caring Student Engagement Measures on the Accountability Pillar survey
- A 3% increase in stakeholders satisfaction that students model the characteristics of active citizenship as measured in the Accountability Pillar survey

School Goal 3: Enhanced parental involvement through the cultivation of partnerships to support academic growth

Division Outcome: Student learning is supported and enhanced through parent engagement.

Strategies :

- Increase communication between the school and parents
- Maintain an up to date website
- Use of social media including Twitter and Facebook
- Strong partnerships with School Council and Friends of Lamont Society
- Bi-monthly information sessions for parents including numeracy, health, and internet safety
- Enhanced volunteer opportunities to support students
- Increased parental involvement in school activities such as the Art Show, Family Picnic, and Family Skate
- Efficient and thorough follow up with parent concerns and/or questions

Performance Measures:

- A 3% increase in the number of parents satisfied with their involvement in decisions about their child’s education on the Accountability Pillar survey
- Overall improvement in the EIPS Parent Survey

SECTION FIVE – Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LME	88.9	16.7	97.4	7.9	100.0	28.6	87.5	15.0	81.3	25.0	90	28

	Authority	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	LME	80.6	25.0	81.6	7.9	85.7	25.7	72.5	10.0	74.2	22.6	80	25
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3		
Science 6	LME	83.3	27.8	86.8	7.9	91.4	34.3	77.5	15.0	83.9	35.5	85	37
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5		
Social Studies 6	LME	83.3	16.7	84.2	2.6	85.7	37.1	72.5	20.0	77.4	29.0	80	31
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4		

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.8	88.3	88.5	79.9	78.8	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	93.3	100.0	94.3	85.7	95.3	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	89.3	84.2	91.0	79.7	71.3	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	74.8	80.6	80.1	74.2	70.0	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.1	81.5	83.9	75.6	72.7	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	92.0	95.0	98.6	90.0	91.8	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	80.2	78.9	82.0	73.0	62.0	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	71.0	70.6	71.1	63.7	64.3	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.5	77.8	96.9	73.4	67.1	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	100.0	100.0	92.9	94.1	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	78.9	55.6	93.8	53.8	40.0	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.8	92.6	91.8	87.6	88.4	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	96.7	98.6	94.0	96.4	98.0	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	87.2	84.2	85.8	74.4	82.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	91.5	95.0	95.5	91.9	85.0	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017

Overall	88.5	89.8	82.2	88.0	85.5	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	90.8	91.7	89.1	88.1	96.3	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	86.1	87.9	75.3	87.9	74.8	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.2	74.4	75.4	75.1	74.5	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	86.7	63.6	69.2	85.7	81.3	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	85.7	78.9	70.0	66.7	68.8	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	80.2	80.7	86.9	72.8	73.6	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX – Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	LME					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.5	76.9	85.0	70.0	75.7	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	92.0	85.0	88.6	75.4	96.4	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	81.0	68.9	81.4	64.7	55.0	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

We held a special meeting for the School Council executive to discuss the plan and provide opportunities for input. They indicated strong support for the plan and appreciated the chance to provide feedback. In addition, our staff had the opportunity to review the results and discuss the implementation of our plan.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.