

**School Education Plan and Results Report**  
**2018-22**  
**Year 1**



**Our Mission:**

*Preparing Students for Life*

**Our Motto:**

*Ignite the Leader Within*



## **SECTION ONE: School and Division Goals**

### **School Goals:**

**GOAL 1:** The school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in numeracy. (EIPS Priority 1, Goal 2)

**GOAL 2:** The school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in literacy. (EIPS Priority 1, Goal 2)

**GOAL 3:** The school community will work collaboratively to foster a positive school culture where students, staff and parents engage in respectful interactions and model active citizenship. (EIPS Priority 2, 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 School (LME) is located in the town of Lamont, Alberta, approximately 60 kilometers northeast of Sherwood Park, Alberta
- LME is an inclusive education setting with 280 students in kindergarten to Grade 6 and 18 students in Play and Learn at School (PALS) for a total student population of 298
- LME students are served by 18 teachers and 19 support staff
- LME opened in 1954, with an expansion added in 1977
- Total school budget is \$2,454,921.00 which includes 95% allocated to staffing

### Programming Highlights:

- PALS, Elk Island Public Schools (EIPS) early intervention system program for 3 and 4 year olds
- Full-day, Every-day Kindergarten Program (FDK)
- Ukrainian Cultural Program
- Active Living and religion options
- First Nations, Métis, Inuit programming including activities related to cultural understanding, historical learning and fine arts opportunities (0.2 full time equivalent (FTE))
- 1 to 1 Chromebooks for students in grades 3–6
- Strong supports for students with diverse needs including targeted numeracy and literacy interventions
- 0.2 FTE allocated for lead numeracy teacher to provide instructional support and targeted small group interventions
- 0.2 FTE allocated for Leveled Literacy Intervention (LLI)
- Wee Read Program
- Makerspace Program
- Variety of extra-curricular activities including: volleyball, basketball, cross country running, track, intramurals, and chess club
- Variety of student leadership opportunities including: Library Leaders, Spirit Buddies, Ignition Team (student council), Office Helpers, Nitro Team (intramurals), Art/Flex Room Fairies, Lunch Helpers, Safety Patrollers, and Lamont News Network
- Nutrition Program – healthy food available daily for all students

## SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

### Achievement Results

We made significant gains in the number of students achieving the acceptable standard on the Provincial Achievement Tests (PAT) in math, language arts, and science and are above the provincial average in all of these areas. Our goal moving forward is to maintain the gains in the acceptable area but increase the percentage of students achieving the standard of excellence.

**Parental Involvement**

In the parental involvement detail of the Accountability Pillar Survey, there was an increase of 31% of parents satisfied with opportunities to be involved in decisions at their child's school. We have had positive emails and conversations indicating parent satisfaction for involvement and communication. The LME website is updated on a regular basis, school activities are highlighted on social media, and regular emails are sent to keep parents informed. Teachers are committed to effective and consistent communication through classroom newsletters, weekly updates, eTeacher pages, class dojos, sunshine calls, and Remind app. Although we are pleased with the results, we will continue to focus on engaging and connecting with parents throughout this year.

**Staff Support/Engagement**

There was an intentional focus on creating a positive school culture which included high levels of support for challenging student behaviours and special needs, open communication with the administration team, and being responsive to the needs of staff. The monthly Community of Practice for educational assistants (EA's) was a huge success. Sessions were planned based on feedback and input from EA's about how their professional learning could be supported. All participants completed a survey and the response was overwhelmingly positive. We will continue with the EA Community of Practice this year as well.

Challenges:

**Complex Learning Needs**

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.

**Positive Behaviour and Respectful Interactions**

Although the Accountability Pillar Survey highlighted significant improvements in Safe and Caring and Citizenship measures, students and parents both indicated that following the school rules, respecting others and treating each other well are all areas for growth. A significant amount a time and resources went in to dealing with challenging behaviours. LME staff are committed to fostering a collaborative school culture that celebrates active citizenship and models healthy interactions.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

The ongoing need to provide extensive supports in the areas of literacy and numeracy have greatly impacted planning for 2018-2019. We will continue to use the STAR reading assessment 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 professional learning on the Collaborative Response Model as well as six hours per day of EA time to provide small group numeracy and literacy support. Implementing the Collaborative Response Model will provide teachers with embedded time to have collaborative team meetings every 8 weeks. The meetings will incorporate focused discussions about instructional supports for all students using a pyramid of intervention. Data will track progress and inform instructional planning. In addition, we have allocated 0.2 FTE to support students experiencing difficulties with basic numeracy skills and 0.2 FTE for additional literacy interventions. 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 provide a math enrichment program for Grade 6 students in hopes of increasing the number of students

achieving excellence in math. EA's will continue participating 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 have targeted numerous resources to put effective supports in place for all students to experience success including increasing our school counsellor's FTE from 0.4 to 0.6.

Active citizenship and positive interactions are key priorities for the upcoming school year. We will continue to provide meaningful leadership opportunities and extra-curricular activities for students to promote leadership in the community and school. LME is planning monthly health days with sessions directly linked to positive interactions and modeling active citizenship. The health days will be an opportunity to involve parents and the community. LME will host special events to highlight positive citizenship, student achievements and special accomplishments for the students and parents to enjoy, such as the Christmas Concert, Art Show, and Talent Show. The increase in FTE for the school counsellor will also provide opportunity for small group sessions to support positive peer interactions as well as support teachers with managing challenging behaviours.

## **SECTION FOUR: School Goals, Strategies and Performance Measures**

### **School Goal 1:**

The school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in numeracy.

### **Division Outcome:**

More students achieve a minimum of one year's growth in literacy and numeracy (Priority 1, Goal 2). The Division uses evidenced-based practices to improve student engagement and achievement (Priority 2, Goal 4).

### **Strategies:**

- Utilize Math Intervention Programming Instrument (MIPI) for consistent benchmarking across all grade levels
- Review MIPI results to plan for targeted intervention and pull out supports
- Establish Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Establish a school wide pyramid of interventions
- Visual display of students to use at collaborative team meetings
- 0.2 FTE Lead Numeracy teacher to provide instructional support and targeted small group interventions
- Partner with the EIPS numeracy consultant on an on-going basis – Number Talks, Running Records, Equals Math Kit
- Professional learning opportunities for teachers and educational assistants with follow up support from EIPS numeracy consultant and lead teacher
- Numeracy session at Community of Practice for educational assistants
- Utilize Equals Math Kit for instructional programming for struggling students
- Educational assistant time for additional small group numeracy support
- Enrichment pullout classes for Grade 6 students twice a week
- Provide opportunities for teachers to observe one another in areas of numeracy
- Math manipulative toolkits available for every student

- Athletics subscription

**Performance Measures:**

- Increase in the number of students who achieve a minimum of one year’s growth in numeracy determined through MIPI data, Provincial Achievement Test results, and teacher determined marks
- Multiple interventions in place to meet the needs of individual students
- Increase in the satisfaction with the overall quality of basic education performance measure on the Accountability Pillar Survey

**School Goal 2:**

The school will work collaboratively to increase the number of students who achieve a minimum of one year’s growth in literacy.

**Division Outcome:**

More students achieve a minimum of one year’s growth in literacy and numeracy (Priority 1, Goal 2). The Division uses evidenced-based practices to improve student engagement and achievement (Priority 2, Goal 4).

**Strategies:**

- Utilize STAR reading assessment for consistent benchmarking across all grade levels in September, November, February, and June
- Track and review STAR results to plan for targeted intervention and pull out supports
- Establish Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Establish a school wide pyramid of interventions
- Visual display of students to use at collaborative team meetings
- Implement 8 week Leveled Literacy Intervention (LLI) cycles to support striving readers
- Provide on-going LLI training to staff
- Daily use of effective instructional strategies that encompass essential components of language arts instruction
- Utilize regular small group literacy support within daily language arts instruction
- Participate in Collaborative Response Model professional development opportunities
- Consistent use of literacy strategies, resources, and language in and across grade levels
- Provide opportunities for teachers to observe one another in areas of literacy
- Partner with EIPS literacy consultant
- Literacy session at Community of Practice for educational assistants
- Foster a culture of literacy throughout the school – Read-In Week activities, bulletin boards, Wee Read Program, Buddy Reading, staff sharing of best practices in literacy instruction, celebrating student growth in reading and writing, and hosting a Family Literacy Night

**Performance Measures:**

- Increase in the number of students who achieve a minimum of one year’s growth in literacy
- Results will be tracked and determined through the STAR reading assessment, Fountas and Pinnell testing, Provincial Achievement Test, and teacher reading levels and marks
- Multiple interventions in place to meet the needs of individual students
- Increase in satisfaction with the overall quality of basic education performance measure on the Accountability Pillar Survey

- Increase in satisfaction with the Alberta Commissions on Learning (ACOL) measure on the Accountability Pillar Survey

**School Goal 3:**

The school community will work collaboratively to foster a positive school culture where students, staff and parents engage in respectful interactions and model active citizenship.

**Division Outcome:**

Our learning and working environments are welcoming, caring, respectful, and safe (Priority 2, Goal 1).

**Strategies:**

- Review and revise student code of conduct with all staff and other stakeholders to ensure consistent understanding and collective support for expected behaviours
- Communicate and explain student code of conduct with students and parents
- School wide contest to celebrate and recognize positive choices including weekly draws and a monthly student lunch with principal and assistant principal
- Create opportunities for staff and students to be involved in planning leadership activities
- Facilitate student leadership opportunities including: Library Leaders, Spirit Buddies, Ignition Team (student council), Office Helpers, Nitro Team (intramurals), Art/Flex Room Fairies, Lunch Helpers, Safety Patrollers, and Lamont News Network
- Celebrate student leadership contributions through announcements, newsletters, assemblies, thank you cards, positive phone calls home, and the local paper
- Provide opportunities for students to participate in local and global service projects
- Coordinate additional extra-curricular activities including: volleyball, basketball, cross country running, track, intramurals, and chess club
- Facilitate opportunities for students to participate in self-regulation workshops with the counsellor
- Implement Health Days with sessions directly linked to positive interactions and active citizenship (partner with parents and community members)
- Utilize self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
- Initiate school improvement projects involving students to increase pride, ownership, and sense of belonging
- Focused discussions with student council, Ignition Team to solicit input on safe and caring initiatives and citizenship
- Regular communication to parents highlighting active citizenship through classroom newsletters, weekly updates, eTeacher pages, and positive phone calls

**Performance Measures:**

- Increase in the number of meaningful leadership opportunities and service projects for students
- Increase in the Safe and Caring Student Engagement Measures on the Accountability Pillar Survey
- Increase in stakeholders satisfaction that students model the characteristics of active citizenship as measured in the Accountability Pillar Survey
- Overall improvement in EIPS Parent Survey
- Conduct school survey for students and parents

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LME	97.4	7.9	100.0	28.6	87.5	15.0	81.3	25.0	93.1	6.9	94	20
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	LME	81.6	7.9	85.7	25.7	72.5	10.0	74.2	22.6	89.7	10.3	90	17
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	LME	86.8	7.9	91.4	34.3	77.5	15.0	83.9	35.5	89.7	37.9	90	40
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	LME	84.2	2.6	85.7	37.1	72.5	20.0	77.4	29.0	72.4	20.7	80	30
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

### 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.3	88.5	79.9	78.8	87.8	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	94.3	85.7	95.3	98.8	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	84.2	91.0	79.7	71.3	80.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	80.6	80.1	74.2	70.0	84.4	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	LME					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.5	83.9	75.6	72.7	83.2	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.0	98.6	90.0	91.8	96.4	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	78.9	82.0	73.0	62.0	70.0	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	70.6	71.1	63.7	64.3	83.0	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	LME					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.8	96.9	73.4	67.1	88.5	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	100.0	92.9	94.1	100.0	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	55.6	93.8	53.8	40.0	76.9	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

### Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	LME					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.6	91.8	87.6	88.4	89.9	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	98.6	94.0	96.4	98.0	98.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	84.2	85.8	74.4	82.1	79.2	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	95.0	95.5	91.9	85.0	92.4	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	89.8	82.2	88.0	85.5	84.5	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
<b>Teacher</b>	91.7	89.1	88.1	96.3	93.4	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
<b>Parent</b>	87.9	75.3	87.9	74.8	75.6	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	74.4	75.4	75.1	74.5	81.7	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
<b>Teacher</b>	63.6	69.2	85.7	81.3	70.6	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
<b>Parent</b>	78.9	70.0	66.7	68.8	93.8	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
<b>Student</b>	80.7	86.9	72.8	73.6	80.8	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

## 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	76.9	85.0	70.0	75.7	86.0	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
<b>Teacher</b>	85.0	88.6	75.4	96.4	97.6	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
<b>Parent</b>	68.9	81.4	64.7	55.0	74.4	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

#### Communication of Plan:

The planning for the 2018 – 2022 School Education Plan (SEP) began last spring when the results of the Accountability Pillar Survey, EIPS Parent Survey, and Staff Engagement Survey were shared with parents and staff. Focused discussions with both staff and Lamont Elementary School Council took place to gather input for our school goals. In June 2018, staff participated in a reflection discussion on the successes and areas for growth from the 2017-2018 school year. At the Annual General School Council meeting in September 2018, the areas of consideration for future goals were shared with parents. This was followed up by staff participating in table group discussions to provide feedback on the goals based on identified areas for growth and plan for strategies and performance measures.

The School Education Plan was submitted to the Superintendent on October 15, 2018 and will be shared with parents at the November School Council meeting. It will be posted on the school website and parents will be informed via School Messenger when it is available. The SEP will be displayed in the staff room and referenced as decisions are made at each staff meeting. The School Education Plan will be discussed at the results review with the Board of Trustees and Superintendent.

Parents are strongly encouraged to provide feedback about school policies and initiatives through School Council meetings, monthly newsletters, conversations, and surveys. Lamont Elementary is grateful for the support of the parent community.