



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Lamont Elementary

PRINCIPAL: Paul McKay

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT:

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 281 students in kindergarten to Grade 6 and 14 students in Play and Learn at School (PALS) for a total student population of 295
- LME students are served by 15 teachers and 11 support staff
- LME opened in 1954, with an expansion added in 1977
- Total school budget is \$2 209 881.00 which includes 95% allocated to staffing

Programming Highlights:

- PALS, Elk Island Public Schools (EIPS) early intervention system program for 3 and 4-year-olds
- Ukrainian Cultural Program
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.1 FTE)
- 1 to 1 Chromebooks for students in grades 3–6
- School Nutrition Program – healthy food available daily for all students



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 1:

By building teacher capacity in large and small group writing instruction, students will demonstrate growth in their writing based on the common benchmarks administered in September, February, and June.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

STRATEGIES:

- Review research with the entire school team to identify the common best practices that comprise high quality writing instruction
- Establish an Instructional Leadership team comprised of principal, assistant principal, and a teacher from Division 1 and Division 2 to establish a targeted professional learning plan to build capacity in writing instruction
- Collect and analyze writing samples to plan for targeted intervention
- Maintain Collaborative Response Model – grade cohort team meetings every 6-8 weeks to monitor progress of students and determine action plans for success
- Daily use of effective pedagogical 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
- Provide opportunities for teachers to observe one another in areas of writing
- Writing sessions at Community of Practice for educational assistants
- Foster a culture of literacy throughout the school – Read-In Week activities, bulletin boards, staff sharing of best practices in literacy instruction, celebrating student growth in literacy

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: language and communication.
- The percentage of Grade 3 Students reading at grade level.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 2:

By engaging in number skill development daily, students will demonstrate growth across numeracy benchmarks and screeners that will be administered throughout the school year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Establish an Instructional Leadership team comprised of principal, assistant principal, and a teacher from Division 1 and Division 2 to establish a targeted professional learning plan to build capacity in number skill development
- Assess growth using numeracy screeners and adjust instruction accordingly
- Daily use of effective pedagogical strategies that encompass essential components of numeracy instruction
- Utilize regular small group numeracy support within daily math instruction
- Maintain Collaborative Response Model – grade cohort team meetings every 6-8 weeks to monitor progress of students and determine action plans for success
- Numeracy sessions at Community of Practice for educational assistants
- Provide opportunities for teachers to observe one another in number sense instruction
- Incorporate number sense skill development into cross-curricular activities (ie. Phys Ed)

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the quality of teaching at their child's school.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 3:

Through ongoing communication and engagement with the school, our parent/caregiver community will be provided with opportunities to participate with their child in their education.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- Meet the Teacher evening in September
- Parent/Teacher Conferences in October and February
- Weekly newsletters from classroom teachers and school administration
- Social Media posts to inform and engage school community
- Literacy/Numeracy Nights for school families
- #LME Home Challenge throughout the year
- Hybrid School Council Meetings to increase accessibility for parents to attend
- Continued implementation of home literacy activities with school community
- Implementation of home numeracy activities with school community
- School Council led Carnival as a part of Meet the Teacher Night
- Student leadership team meeting monthly to discuss student engagement.
- Monthly Class led assemblies to invite parents to.
- Weekly video announcements to share with home.

MEASURES:

- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.