



## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

**SCHOOL:** Lamont Elementary

**PRINCIPAL:** Marlis Marler

### **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 337 students in PALS to Grade 6

LME students are served by 17 teachers and 13 support staff

LME opened in 1954, with an expansion added in 1977

Total school budget is \$2 482 589.00 which includes 96% allocated to staffing, including a 0.5 counsellor and a school based social worker 15 hours each week.

Programming Highlights:

PALS, Elk Island Public Schools (EIPS) early intervention system program for 3 and 4-year-olds

Ukrainian Cultural Program

Participating in EIPS READ literacy intervention program for grade 2 students

Grade 1 teachers are one of five schools within EIPS participating in a PLC with George Georgio



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First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.086 FTE)

1 to 1 Chromebooks for students in grades 3–6

School Nutrition Program – healthy food available Tuesday-Friday for all students



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### ***EIPS PRIORITIES AND GOALS:***

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

### ***SCHOOL GOAL 1:***

By building teacher capacity implementing high leverage instructional practices, students will demonstrate growth in their writing through triangulation of data.

### ***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 administration and EIPS Division consultant to create a targeted PL plan to build capacity in writing instruction including implementation of new resources
- 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 UFLI in both large and small group literacy instruction
- Participate in test driving the Division writing pilot
- Participating in EIPS READ literacy intervention program for grade 2 students
- Grade 1 teachers are one of five schools within EIPS participating in a PLC with George Georgio
- Provide opportunities for teachers to observe one another in areas of writing in collaboration with the Division literacy consultant
- 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



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### **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 EIPS stakeholders who agree students individual learning needs are met.

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

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 EIPS staff who agree they've had opportunities to grow at work in the last year.

The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.

**OTHER MEASURES:** No "other" measures noted.



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### ***EIPS PRIORITIES AND GOALS:***

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

### ***SCHOOL GOAL 2:***

Through building teacher capacity using high leverage instructional practices; students will demonstrate growth in numeracy through triangulation of data.

### ***STRATEGIES:***

- Establish an Instructional Leadership team comprised of administrators, school numeracy lead and Division Consultants who will create targeted school-based PL and share the numeracy newsletter with staff
- Assess growth using numeracy assessments, products, conversations, observations 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. Including invitations to Division Numeracy Consultants

### ***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 EIPS stakeholders who agree students individual learning needs are met.

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

***OTHER MEASURES:*** No “other” measures noted.



## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

### **EIPS PRIORITIES AND GOALS:**

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P3G1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

### **SCHOOL GOAL 3:**

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

### **STRATEGIES:**

- Meet the Teacher evening in September
- Parent/Teacher Conferences in October and February including phone interview option
- Weekly newsletters from classroom teachers and school administration
- Social Media posts to inform and engage school community
- #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
- Community Partnerships: Lamont High School, Lamont Senior Centre, Lamont & Chipman FCSS including Roots of Empathy partnership, Lamont Community tables at LME Meet the Teacher & Interviews

### **MEASURES:**

The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.

The percentage of parents and caregivers satisfied with the overall quality of basic education.

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.

**OTHER MEASURES:** No "other" measures noted.