

School Education Plan and Results Report
2018-22
Year 2



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 Miskiw

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 282 students in kindergarten to Grade 6 and 27 students in Play and Learn at School (PALS) for a total student population of 309
- LME students are served by 17 teachers and 23 support staff
- LME opened in 1954, with an expansion added in 1977
- Total school budget is \$2 468 215.00 which includes 93% allocated to staffing

Programming Highlights:

- PALS, Elk Island Public Schools (EIPS) early intervention system program for 3 and 4-year-olds
- 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 (0.1 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 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, choir, Young Author’s Conference, and chess club
- Variety of student leadership opportunities including: Library Leaders, Spirit Buddies, Ignition Team (student council), Office Helpers, Nitro Team (intramurals), Clean-up Crew, Lunch Helpers, Safety Patrollers, and Lamont News Network
- Nutrition Program – healthy food available daily for all students

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes:

Collaborative Response Model

Last year we implemented the Collaborative Response Model (CRM) which is a school-wide initiative that builds on quality classroom instruction and teacher expertise to promote growth and success for all students. Staff engaged in the collaborative inquiry process that positively impacted student achievement. Our team meetings, which occurred every eight weeks, included the participation of teachers, educational assistants, administrators, counsellor and family-school liaison worker. This

allowed us to take collective responsibility for all students, fostering a positive school culture focused on effective classroom instruction and targeted supports. The CRM is a school framework that values collaborative, action focused responses, data informed discussions and timely interventions to promote success for all students.

Achievement Results

One area targeted for improvement for the 2018 – 2019 school year was to maintain the gains in the number of students achieving the acceptable standard while increasing the number of students achieving the standard of excellence in math on the Provincial Achievement Test (PAT). Using the Math Intervention/Programming Instrument (MIPI) assessments in conjunction with teacher professional judgement, a group of students were selected for targeted math enrichment. The percentage of students achieving the standard of excellence in math Part A on the PAT went from 48.8 % to 59.5%. Overall on the math PAT, there was a 4% increase in the number of students achieving the standard of excellence. Achievement in social studies was also identified as an area for growth. The percentage of students achieving the acceptable standard increased from 72.4 % to 81.0% and the percentage of students achieving the standard of excellence increased from 20.7% to 28.6%. We are above the provincial average of students achieving the acceptable standard in all subject areas. Our goal moving forward is to maintain the very high achievement standard in the acceptable area as well as increase the percentage of students achieving the standard of excellence.

Parental Involvement

Since 2017, in the parental involvement detail of the Accountability Pillar Survey, there has been an increase of 32.7% 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, microsites, class dojos, sunshine calls, and Remind app. We had a successful Family Fun Night that highlighted literacy and numeracy activities with over 215 people attending.

Safe and Caring School

There was an intentional focus on creating a positive school culture where students, staff and parents engaged in respectful interactions and worked collectively to model healthy interactions. The percentage of parents that feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in schools has increased from 80% to 87%. The percentage of students in agreement in the area of safe and caring schools has increased from 70% in 2017 to 91.3% in 2019.

Active Citizenship

LME staff implemented a successful positive choices campaign to foster a collaborative school culture that celebrated active citizenship. In 2017, less than half the students and parents agreed that most students followed the school rules. That number has increased 27% over the last two years. There has been a significant increase in the percentage of students and parents that are satisfied that students respect each other and are encouraged to try their best.

Staff Engagement

Staff demonstrated their collective commitment and efficacy towards our school community. The results on the staff engagement survey indicated that 100% of staff had the opportunity to do what

they do best every day and are satisfied with their LME as a place to work. The monthly Community of Practice for educational assistants (EAs) was also a huge success. Sessions were planned based on feedback and input from EAs about how their professional learning could be supported. All participants completed a feedback survey and the response was overwhelmingly positive. We will continue with the EA Community of Practice this year as well.

Challenges:

Sustaining Collaborative Response Model and Supporting Complex Learning Needs

Providing strategies and supporting students with increasingly complex learning needs continued to be a challenge. Although LME had a successful first year of implementing the Collaborative Response Model, 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. Collective responsibility for student success including planning interventions for striving students as well as enrichment opportunities takes time and resources. It is challenging to find effective ways to provide embedded collaboration time as well as scheduling our regular team meetings. We will continue to work on refining our team meetings in terms of analyzing data, collective problem solving and identifying meaningful professional learning opportunities.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

The ongoing need to provide extensive supports in the areas of literacy and numeracy have greatly impacted planning for 2019-2020. We will continue to use the STAR reading and MIPI assessments to guide instructional programming. Teachers will use the data to track progress and identify students for targeted intervention. A lead team will continue to attend professional learning on the Collaborative Response Model as we complete our second year of implementation. We have EA time allocated to provide small group numeracy and literacy support. Using 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 strategies for all students using a continuum of supports. Regular review of 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. EAs 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 our school counsellor's FTE of 0.6 and our family-school liaison worker.

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 team days with sessions directly linked to positive interactions and modeling active citizenship in various curricular areas. The team days will be an opportunity to involve parents and the community. LME will host special events to highlight positive citizenship, student achievements and accomplishments for the students and parents to enjoy, such as the Christmas Concert, Art Show, and Talent Show. Maintaining 0.6 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 MIPI for consistent benchmarking across all grade levels
- Review MIPI results to plan for targeted intervention and pull out supports
- Pilot Numeracy Common Assessment Tool (NCAT) to collect additional data to guide programming
- Display common numeracy vocabulary visuals in every classroom
- Maintain Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Revisit school wide pyramid of interventions and reframe as continuum of supports
- Visual display of students to use at collaborative team meetings
- 0.2 FTE 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 once a week
- Provide opportunities for teachers to observe one another in areas of numeracy
- Math manipulative toolkits available for every student
- Mathletics subscription
- Family Fun Night with numeracy games and activities for school community
- Team day focused on numeracy

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
- Maintain Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Revisit school wide pyramid of interventions and reframe as continuum of supports
- 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
- Team day focused on literacy

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), Clean-up Crew, 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 Team 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, microsites, 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 stakeholder's 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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LME	100.0	28.6	87.5	15.0	81.3	25.0	93.1	6.9	93.0	14.0	94	20
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	LME	85.7	25.7	72.5	10.0	74.2	22.6	89.7	10.3	88.4	14.0	90	17
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	LME	91.4	34.3	77.5	15.0	83.9	35.5	89.7	37.9	79.1	32.6	85	35
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	78.8	30.5		
Social Studies 6	LME	85.7	37.1	72.5	20.0	77.4	29.0	72.4	20.7	79.1	27.9	85	30
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.5	79.9	78.8	87.8	92.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	94.3	85.7	95.3	98.8	97.8	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	91.0	79.7	71.3	80.0	87.1	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	80.1	74.2	70.0	84.4	91.3	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	LME					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.9	75.6	72.7	83.2	88.6	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	98.6	90.0	91.8	96.4	98.9	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	82.0	73.0	62.0	70.0	83.5	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	71.1	63.7	64.3	83.0	83.3	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.9	73.4	67.1	88.5	91.2	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	92.9	94.1	100.0	100.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	93.8	53.8	40.0	76.9	82.4	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	LME					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.8	87.6	88.4	89.9	95.4	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	94.0	96.4	98.0	98.0	100.0	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	85.8	74.4	82.1	79.2	90.1	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	95.5	91.9	85.0	92.4	96.1	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.2	88.0	85.5	84.5	87.6	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	89.1	88.1	96.3	93.4	92.3	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	75.3	87.9	74.8	75.6	82.8	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.4	75.1	74.5	81.7	91.1	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	69.2	85.7	81.3	70.6	88.9	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	70.0	66.7	68.8	93.8	93.8	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	86.9	72.8	73.6	80.8	90.5	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.0	70.0	75.7	86.0	92.7	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	88.6	75.4	96.4	97.6	97.8	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	81.4	64.7	55.0	74.4	87.7	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

The planning for the 2018 – 2022 School Education Plan (SEP) began in May, 2018 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 September 2019, staff participated in table group discussions to reflect and provide feedback on the successes and areas for growth from the 2018 - 2019 school year. We analyzed the data in the context of our performance measures and revisited strategies for the 2019 - 2020 school year. At the Annual General School Council meeting in September 2019, results including celebrations and ongoing challenges were shared with parents.

The School Education Plan was submitted to the Superintendent on October 29, 2019 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.