



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Lamont Elementary School **PRINCIPAL:** Kari Huk

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

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

STAFF FTE		BUDGET	
Certificated	14.90	Salaries	\$2 181 019.00
Classified	7.83	SES	\$109 008.00
		Total	\$2 290 027.00
		Surplus <i>(Projected)</i>	\$23 687.00

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 16 teachers and 15 support staff
- LME opened in 1954, with an expansion added in 1977
- Total school budget is \$2 290 027.00 which includes 94% allocated to staffing

Budget Implications:

This School Education Plan reflects a reduction in school budget of \$160 035.00 and a reduction of 1.1 FTE certificated staff and 2.0 FTE classified staff from the 2019-20 school year. For the 2020-21 school year, the following adjustments had to occur:

- Reduction from three PALS classes to two
- Increase of .252 FTE teaching time for assistant principal to teach science and physical education in Grade 6 which allows for reduction in FTE required for Grade 6 homeroom teacher
- Elimination of .4 certificated FTE allocated to support students with small group numeracy and literacy interventions
- Reduction in classified hourly staff by 24 hours allocated for small group numeracy and literacy interventions, PALS, ECS and PUF support
- Reduction in counselling time (learning support) from .6 to .5 FTE
- Reduction in library technician hours from 24 hours/week to 20 hours/week
- Reduction in office hours by 30 minutes/day
- Elimination of Family School Liaison Worker position



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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
- 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
- School Nutrition Program – healthy food available daily for all students

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

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

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

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

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- 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
- Partner with the EIPS numeracy consultant on an on-going basis – Number Talks, Running Records, Equals Math Kit

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- 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
- Provide opportunities for teachers to observe one another in areas of numeracy
- Math manipulative toolkits available for every student
- Mathletics subscription

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 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

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

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

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

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

STRATEGIES/ACTIONS IMPLEMENTED:

- 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



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- 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, staff sharing of best practices in literacy instruction, celebrating student growth in reading and writing

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 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

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 1: Positive Learning and Working Environments

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

SCHOOL GOAL: 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.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- 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



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- 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

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 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