



SCHOOL EDUCATION PLAN

SCHOOL: Lamont Elementary **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	14.489	Salaries	\$2 119 071
Classified	6.54	SES	\$90 810
		Total	\$2 209 881
		surplus/deficit	()

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

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 and Inuit students and English Second Language students are demonstrating growth and 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: By building teacher capacity in large and small group literacy instruction, students will demonstrate growth across the targeted reading screeners administered in September, November, March and June.

STRATEGIES:

- Review research with the entire school team to identify the common best practices that comprise high quality literacy 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 literacy instruction
- Track and review growth using reading screeners administered in September, November, March and June and adjust instruction accordingly
- Track and review reading screeners 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 literacy
- Literacy 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



SCHOOL EDUCATION PLAN

MEASURES:

- 100% of staff are implementing the best practices in their literacy instruction as measured by principal observations
- 100% of teachers report on the Staff Engagement Survey that this year they had opportunities to grow at work
- 100% of students demonstrate growth as measured by reading screeners
- 95% of parents report on the EIPS parent survey that their child is demonstrating growth in reading
- Increase in the number of students who achieve a minimum of one year's growth in literacy

RESULTS: (To be added for Results Review)

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 and Inuit students and English Second Language students are demonstrating growth and 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: By engaging in number sense skill development daily, students will demonstrate growth across the NCAT screeners that will be administered in November, March, and June

STRATEGIES:

- Review research with the entire school team to identify the common best practices that comprise high quality number sense skill development
- 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 sense skill development
- Assess growth using NCAT screeners in November, March and June 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



SCHOOL EDUCATION PLAN

- 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:

- 100% of staff are implementing the best practices in their number sense instruction as measured by principal observations
- 100% of teachers report on the Staff Engagement Survey that this year they had opportunities to grow at work
- 100% of students demonstrated growth as measured by NCAT screeners
- 95% of parents report on the EIPS parent survey that their child is demonstrating growth in numeracy

RESULTS: (To be added for Results Review)

EIPS PRIORITY: Enhance high-quality learning and working environments

GOAL 1 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

SCHOOL GOAL: Through monthly targeted leadership and citizenship opportunities in the school and community, students will show growth across social and emotional domains.

STRATEGIES:

- Maintain 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 and service projects
- Engage students in composing and delivering weekly announcements centered around citizenship and leadership
- Celebrate student leadership contributions through announcements, newsletters, assemblies, thank you cards, positive phone calls home, and the local paper
- 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



SCHOOL EDUCATION PLAN

- Regular communication to parents highlighting active citizenship through classroom newsletters, weekly updates, microsites, and positive phone calls
- Use of school social media accounts to highlight leadership and citizenship opportunities

MEASURES:

- 90% of students indicate improvement in the leadership, citizenship and emotional regulation domains of LME Student Survey administered in September, January and June
- 100% of students are engaged in meaningful leadership opportunities and service projects
- Increase in the Safe and Caring Student Engagement Measures on the Alberta Education Assurance Survey
- Decrease in Office Referrals for Behaviour
- 95% of stakeholders are satisfied that the rights and responsibilities of citizenship are being reinforced at the school, based on the EIPS Parent Survey

RESULTS: (To be added for Results Review)



SCHOOL EDUCATION PLAN

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps. Increase in Educational Assistant time to support students identified through Screeners and CRM meetings</p>	\$ 6 488
X	<p>Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps. Sub time for Collaborative Response Meetings every 6-8 weeks. During this time, grade cohorts meet to monitor progress of students and determine action plans for success. These meetings ensure that all students needs are addressed.</p>	\$ 3 390
	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	\$
		<p>Total Allocated</p> <p>\$ 9 878</p>



SCHOOL EDUCATION PLAN

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students. Increased FSLW time by 1 hour a day to continue to support our students and school team. We share the FSLW with Lamont High School. This provides for consistency for our school families and ensures that they are supported at school and at home.</p>	\$ 8 198
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	\$
		Total Allocated \$ 8 198



SCHOOL EDUCATION PLAN
