



SCHOOL EDUCATION PLAN FOR THE 2022-23 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



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EIPS PRIORITY: Promote growth and success for all students

GOAL 2 SUCCESS FOR EVERY STUDENT

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

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

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 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.

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:

- 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
- Increased percentage of students who demonstrate growth as measured by writing benchmarks
- Percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Language Arts Part A Provincial Achievement Test
- Increased percentage of families who agree the literacy skills their child is learning at school are useful (Alberta Education Assurance Survey)



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- Increased percentage of families who agree their child's demonstrating growth in literacy (EIPS Parent Survey)

RESULTS: (To be added for Results Review November 2023)

EIPS PRIORITY: Promote growth and success for all students

GOAL 2 SUCCESS FOR EVERY STUDENT

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

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

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 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.

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:

- 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
- Increased percentage of students who demonstrate growth as measured by numeracy screeners
- Increased percentage of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- Increased percentage of families who agree their child's demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)



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- Percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Mathematics Provincial Achievement Test

RESULTS: (To be added for Results Review November 2023)

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, caring, respectful, and safe.

EIPS PRIORITY: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education.

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
- 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

MEASURES:

- Increased parent/caregiver participation in EIPS and Assurance Surveys
- Increased percentage of families who agree they're satisfied with the opportunity to be involved in decisions at their child's school (EIPS Parent/Caregiver Survey)
- Increased percentage of families who agree there is open and honest communication within their child's school (EIPS Parent/Caregiver Survey)
- Increased percentage of families who agree the school keeps them informed about their child's progress and achievement (EIPS Parent/Caregiver Survey)



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- Increased percentage of families who agree the Division's commitment to engaging families in matters that affect public education (EIPS Parent/Caregiver Survey)

RESULTS: (To be added for Results Review November 2023)

