SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Lamont High   **PRINCIPAL:** Greg Cruickshank (2023-24 Kelly Sawatzky)

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 High School (LHS) is located within the town of Lamont, Alberta drawing in students from both the town and surrounding Lamont County. The school is home to approximately 315 students and 25 staff members. Students begin their junior high careers at LHS feeding in from the communities of Andrew, Bruderheim, and Lamont Elementary School. Lamont High School offers students a wide variety of opportunities to make student programs challenging and interesting. As a combined junior/senior high school, our staff and administration get to know our students very well during their years at Lamont High. There is a strong family atmosphere throughout our school.

Staff at Lamont High School are committed to promoting excellence in both their teaching and in their expectations of their students. The school has a strong tradition of parent and community involvement. Beyond the academic options offered, students also have the opportunity to participate in a range of extra-curricular activities to help broaden their experience at LHS. This includes extra-curricular athletics, clubs and special events arranged by Student Council.

Lamont High School offers a range of specialized programming including a Learning-Individual Needs, Knowledge and Skills (LINKS) program, and a Ranch Learning Centre (RLC) program, and a Learning Independence Flexibility and Escape (LIFE Space) program.

SCHOOL GOAL 1:
By building capacity in staff and students through meaningful school to adulthood connections, students and parents will report a satisfaction rate of 85% of students and parents feeling prepared for success beyond high school.
EIPS PRIORITIES AND GOALS:
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.
Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.
Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
STRATEGIES:
- Formal invitations to student planning meetings.
- Open house information for post-secondary explicitly promoted and encouraged.
- Schedule CALM as a Grade 11 course to align with student place in career and education planning.
- 3 Year plan sheet/ Mypass.
- Students and teachers will use common exams as an indicator of achievement and preparation for future coursework.
- Provide opportunities for staff to employ a collaborative response model whereby staff take a global responsibility for the success of each student beyond their classroom and beyond high school.
- Assign a Grade Level Lead Teacher to each grade.
- Provide students with opportunities for personalized, self-directed learning, learning outside the classroom, Registered Apprenticeship Program (RAP), Dual Credit, common learning areas, student centers, alternative places for students to engage in learning.
- Offer diverse learning opportunities and by offer a wide variety of complimentary courses.
- Further explore sustainable partnership with external agencies and Alberta Education-Dual Credit.
- Continue to build partnerships with community members.
- Develop and strengthen assessment practices for both self-evaluation and peer evaluation.
- Sneak peek job presentations for students.
- Adulting seminars to teach real world adult skills and prepare students for independence.
- Develop clubs and programs based on student interest outside of athletics.
MEASURES:
- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.

- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students individual needs are met.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.

SCHOOL GOAL 2:

Build a culture of reading and writing as a daily practice in all subjects, evidenced by an associated increase in reading measures from the beginning to the end of the year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Continue with numeracy and literacy intervention programs.
- Quick writing in daily practice.
- Specific class level universal teaching and strategies in literacy.
- Teachers use universal design in instruction to create opportunities to support reading difficulty with assistive technology.
- Targeted PD for EA staff using Read-Write-Google.
- Staff will participate in a collaborative response model for student academic achievement. (Grade level teacher leader)
- Provide timely literacy and numeracy interventions through learning supports where students are identified as requiring individual attention.
- Provide opportunities (Professional Development, mentoring, team teaching) for staff to build their instructional design and assessment practice.
- Teachers will utilize the Standardized Test for the Assessment of Reading (STAR) literacy results and built-in resources to guide and improve literacy learning with help from the Literacy Lead.
- Access the division literacy consultants for support and Professional Learning (PL).
- Create opportunity for our teachers to collaborate with other district teachers.
- Vocabulary word walls/daily vocabulary.
- Article of the week/month.
- Spelling Bee.
- First chapter Friday.
- Challenge wall.
- Journals.

MEASURES:

- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- 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 families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- Percentage of EIPS families who agree the Division is committed to ongoing advocacy for public education.
- 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.

- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.

SCHOOL GOAL 3:

By building capacity in staff and students through mental health initiatives, professional learning, and a dedicated student support team, more students will report feelings of positive mental health by the end of their grade year compared to the beginning of that year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

Priority 3 Goal 2 Enhance Public Education Through Effective Engagement; Engaged and effective Governance.

STRATEGIES:

- Teachers will incorporate "Everyday Mental Health" curriculum lessons into their first class of the day.
- Teachers will use a trauma informed lens to guide their practices.
- Participation and promotion of mental health initiatives such as "Movember", "Bell Let's Talk", "Hats On"
- Professional development focus on understanding and supporting the mental health of teens.
- School based social worker to support students in need of mental health supports and family resources.
- Counsellor appointments to work on mental health strategies with individuals and groups.
- Reset Room.
- Connecting curriculum to mental health, mini lessons.
- Mental Health literacy and preventative education from community organizations such as Saffron.
- Building of a strong connection between school and community with shared events, athletics, and parental engagement.
- Strategies to support the inclusion of all students from diverse backgrounds, including visible minorities, and education to support an anti-racist culture at Lamont High.
- S'More Mental Health Tidbits.
- Speakers and presentations.
- Highlighting achievements and talents of all students.
- Monthly team building activities.
- Goal setting and reflections of the week.
- School Council Grade Level Representatives.

MEASURES:

- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.

- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of families satisfied with the Division's commitment to engaging families in matters that affect public education.
- Reset Room Data-Average length of stay.
  - Reset Room Data-Average exit score compared to entrance score.