

**School Education Plan and Results Report  
2015-2018  
Year 3**



**Wes Hosford School Motto:**

Wes Hosford students do the right thing even when no one is watching.

**Wes Hosford School Vision:**

At Wes Hosford we will be the change we want to see in the world.

**Wes Hosford School Mission Statement:**

Our mission is to provide an engaging atmosphere which facilitates and supports lifelong learning and wellness. In a safe environment, we will meet the diverse needs of students while modeling responsible citizenship for a global society.

## **SECTION ONE: School and Division Goals**

### ***School Goals:***

**GOAL 1:** More students achieve growth and excellence in literacy and numeracy (EIPS Priority 1, Goal 2)

**GOAL 2:** Increase in number of students who are actively engaged in social emotional wellness strategies (EIPS Priority 2, Goal 1)

**GOAL 3:** More parents are actively engaged in student learning support and communication with the school (EIPS Priority 3, 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 all First Nations, Metis and other Inuit students and 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:** Patti Berry

**Assistant Principal:** Kari Huk

**Counsellor:** Michelle Waddell

### **Wes Hosford Quick Facts:**

- Wes Hosford School is a Kindergarten – grade 6 school that serves 466 students
- Wes Hosford was a closed boundary school for 2017/2018
- Wes Hosford School students are served by 27 teachers and 15 support staff
- Wes Hosford School opened in 1975
- The total school budget: \$3,184,768 which includes 96% of total budget dedicated to staffing

### **Programming highlights:**

- Literacy focus (0.3 full time equivalent reading support teacher)
- Literacy kits (Fountas & Pinnell Leveled Literacy Intervention Kits for Kindergarten to grade 6 and Fountas & Pinnell Benchmark Assessments Kits levels 1 and 2)
- Standardized Test for the Assessment of Reading (STAR) assessments grades 1-6, twice annually
- Enhanced Kindergarten/Supporting Emergent Literacy in Kindergarten Project focusing on literacy and numeracy
- English Language Learners Support
- Numeracy professional development for staff including the addition of math manipulatives kits and EIPS numeracy benchmarking kits
- Math Intervention/Programming (MIPI) assessment grades 2-6, once annually
- Assessment professional development for staff (all staff will be inserviced by Sandra Herbst by 2017/2018)
- Technology is a focal point (technology lead teacher)
- Grades 2-6 classrooms have student dedicated Chromebook sets for daily use, Grade 1 shared set of Chromebooks
- Kindergarten to grade 3 classrooms have iPad minis for student use
- In addition, 30 iPads, 30 iPad minis
- First Nations Metis and Inuit (FNMI) programming project (0.2 full time equivalent teacher in the school) – building Truth and Reconciliation understanding for all students
- Grade 6 leadership team
- Zones of Regulation, character education (bucket filling) program
- Extra-curricular activities include: cross country running team, track team, choir, announcement club, intramurals, gardening club, robotics club, battle of the books club, cribbage club
- French as a Second Language instruction for grades 4-6

### **SECTION THREE: School Education Results Report (2016-2017)**

#### **What were the greatest successes/challenges faced in 2016-2017?**

Upon reviewing the May 2017 Accountability Pillar overall summary, we compared data in the area of parental involvement. Our goal last year was to increase the number of parents that were actively engaged in student learning support and communication with the school, due to a decline the previous year. Our 2017 results show a combined increase to 77.8% (up from 77.4%). While we celebrated this growth, we feel that there is still room to grow as we would like to be above the EIPS and provincial numbers.

Another success was staff participating in professional development on the use of math manipulatives presented by the EIPS math consultant and we added math manipulative carts in grades 1-6.

A challenge we continue to face at Wes Hosford is ensuring we are able to meet the complex needs of our students. This includes social emotional wellbeing as well as meeting the academic needs of our learners. We are working closely this year with an Autism Spectrum Disorder (ASD) team to assist us in programming for our diverse learners.

Another challenge is making sure that all teachers' professional learning needs are being met. With the introduction of new technology, literacy, numeracy and assessment initiatives, we want to provide professional development for all teachers so they are able to effectively embed these new initiatives into their teaching.

With the addition of EIPS Priority 1 Goal 2 and Teaching Quality Standard (TQS) #5 'Developing and Applying Foundational Knowledge about First Nations, Metis and Inuit', we are continuing to ensure that all staff are able to access appropriate professional development to meet this system goal and provincial TQS requirement.

#### **How, and to what degree, did those successes/challenges impact planning for 2017-2018?**

We are committed to ensuring success for all students. When creating class configurations for this school year, we took our students' complex needs into consideration. We were able to create 3 classes at each grade level to accommodate diverse learning styles.

We also have a literacy lead teacher and a technology lead teacher who have release time from their classroom assignments to assist other staff with their professional development. In addition, we have dedicated Technology learning time during our monthly staff meetings.

Numeracy and assessment will be areas of focus for professional development this year. Continuing from last year, all teachers will be serviced by Sandra Herbst by the end of 2017/2018. Through the use of Classroom Improvement Funding, each grade group has 1 hour of collaboration time each week to plan common assessment practices. Staff participating in professional development opportunities are sharing their learning during School Based Professional Learning days and 'Lunch and Learn' sessions throughout the school year.

Through the introduction of a Makerspace, we are able to incorporate 21st century thinking, science, technology, mathematics, language arts, visual arts and social studies outcomes. Students will visit the Makerspace weekly as a grade group where they will be given challenges that will require them to

collaborate, communicate and problem solve using a growth mindset. All teaching staff are participating in a book study of "The Innovator's Mindset" by George Couros.

To address the social emotional wellbeing of our students, all staff were in-serviced in Zones of Regulation. This program helps students to become more self-aware in order to support optimal classroom learning. We will continue to use the Zones of Regulation school-wide. Bucket Filler awards are announced on the daily announcements. We have the availability of a self-regulation room to support the sensory needs of our students. We are also introducing a Mental Health Literacy teacher this year which is based on the work of Dr. Stan Kutcher's beliefs "Mental Health for all, down the hall".

Wes Hosford School is committed to improving parent engagement. We will be continuing our work with teachers on the value of Instagram, Twitter, Seesaw and Remind to connect with the parent community. Continuing improvements will also be made to our website and e-teacher pages. In looking at the data from the May 2017 Accountability Pillar survey, we have made improvements, but are still below the EIPS and provincial averages. We would like to be above those averages next year.

#### **SECTION FOUR: School Goals, Strategies and Performance Measures**

**School Goal 1:** More students achieve growth and excellence in literacy and numeracy (EIPS Priority 1, Goal 2)

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

**Strategies:**

- Continued use of instructional strategies and resources such as Fountas and Pinnell Literacy Kits, Literacy Café, Daily Five, Raz Kids
- Transforming Library to Learning Commons
- Use of STAR and MIPI results to drive instruction and programming
- Enhanced Kindergarten
- Math carts in each Grade 1-6 classroom with manipulative kits for each student and professional development about using the manipulative kits for numeracy instruction
- Introduction of math benchmarking kits designed by EIPS

**Performance Measures:**

- 3% increase in grade 6 Provincial Achievement Test (PAT) scores
- Increase in student literacy using Fountas and Pinnell benchmarks
- Increase in student numeracy results using EIPS benchmarking kits
- STAR, MIPI and PAT data to support student progress
- Increase in library circulation statistics

**School Goal 2:** Increase in the number of students who are actively engaged in social emotional wellness strategies (EIPS Priority 2, Goal 1)

**Division Outcome:** Our learning and working environments are welcoming, caring, respectful, and safe.

**Strategies :**

- Continued implementation and use of Zones of Regulation (Year 3), Mindfulness, and DARE program for grade 6 students
- Implementation of a Mental Health Literacy teacher
- Continued implementation of Bucket Filling program
- Continued implementation of FNMI programming
- Implementation of Growth Mindset in Makerspace
- Kindergarten yoga day

**Performance Measures**

- Decrease in number of behavior referrals to the office
- Increase in Bucket Filler Awards awarded
- Increase in Student Satisfaction on the Accountability Pillar Measures
- Increase in overall School Culture on the Accountability Pillar Measures with emphasis on the parental involvement category

**School Goal 3:** More parents are actively engaged in student learning support and communication with the school (EIPS Priority 3, Goal 1)

**Division Outcome:** Student learning is supported and enhanced through parent engagement.

**Strategies:**

- Improve school website, user friendly e-teacher pages, SeeSaw, Remind, classroom accounts for Twitter and Instagram
- Introduction of school Facebook page
- Gather data from parents through the use of EIPS survey
- Gather data from parents through the use of 'Your Opinion is Important to Us' School Engagement survey
- Internet/Social Media Awareness parent information evening

**Performance Measures**

- Increase in Parent Involvement on the Accountability Pillar Measure
- Baseline information received from the WHF Parent/Teacher Interview questionnaire in November 2015 – Increase in data received from the WHF Parent/Teacher Interview questionnaire in November 2017 (data gathered at each November Parent/Teacher Interview nights in 2015, 2016 and 2017)
- Increase in number of classroom teachers implementing the use of Twitter, Instagram, Seesaw, and Remind to keep parents engaged

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.7	25.0	90.5	23.8	93.9	30.3	93.4	27.9	90.5	22.2	93.5	25.2
	Authority	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	n/a	n/a
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	n/a	n/a
Mathematics 6	School	83.3	16.7	81.0	17.5	89.4	19.7	86.9	16.4	85.7	22.2	88.7	25.2
	Authority	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	n/a	n/a
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	n/a	n/a
Science 6	School	85.0	38.3	88.9	34.9	87.9	31.8	88.5	36.1	87.3	46.0	90.3	49.0
	Authority	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	n/a	n/a
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	n/a	n/a
Social Studies 6	School	85.0	26.7	76.2	15.9	80.3	27.3	77.0	31.1	84.1	27.0	87.1	30.0
	Authority	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	n/a	n/a
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	n/a	n/a

### 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.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.3	89.0	92.0	90.4	92.5	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	97.8	97.8	99.0	94.4	99.2	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	81.2	90.8	90.0	89.4	87.5	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	86.1	78.4	87.0	87.5	90.9	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.8	87.5	88.4	88.9	91.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	94.4	100.0	100.0	99.1	100.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	79.8	89.2	86.3	82.1	81.3	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	80.2	73.4	78.9	85.5	92.6	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.5	79.4	73.8	82.1	81.7	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	94.4	88.9	90.5	86.4	92.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	78.6	70.0	57.1	77.8	71.4	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

### Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.5	93.4	94.6	95.0	97.5	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	97.2	98.2	100.0	100.0	98.7	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	86.3	86.8	86.3	85.1	93.8	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	100.0	95.1	97.4	100.0	100.0	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	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.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	88.7	83.8	86.9	90.5	89.0	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	91.7	88.8	90.1	93.7	91.7	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	85.7	78.8	83.7	87.4	86.3	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	90.0	91.0	88.8	93.5	93.5	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	94.1	94.4	85.0	90.9	88.5	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	81.3	84.6	93.8	89.5	93.8	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	94.5	94.0	87.7	100.0	98.4	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WHF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	73.7	80.0	70.8	77.4	77.8	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	96.7	90.5	92.3	92.7	96.2	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	50.6	69.5	49.4	62.1	59.5	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Wes Hosford has a strong, supportive School Council and Fundraising Society who meet every other month. As in previous years, the school successes and challenges were presented to School Council at the regularly scheduled meeting in September. Parents were informed and they offered support of Wes Hosford School initiatives and programming enhancements. In order to continue to improve in the area of parent involvement, a change in format to our Meet the Staff night was made. School Council presented at the beginning of the evening to welcome and encourage new parents to become involved. A final copy of this School Education Plan was submitted to the Superintendent of Schools on October 13, 2017 and posted on the Wes Hosford School website.

This sense of shared responsibility and cooperation among our parents, students and staff contribute to the successful, positive and inviting educational setting we have at Wes Hosford School.

### Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.