

School Education Plan and Results Report

2018-22

Year 1



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 a welcoming, caring, respectful and safe school environment (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 First Nations, Métis, and Inuit students and all 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 Principals: Kari Huk

Counsellor: Michelle Waddell

Quick Facts:

- Wes Hosford School is a kindergarten – Grade 6 school that serves 458 students
- Wes Hosford was a closed boundary school for 2018/2019
- Wes Hosford School students are served by 26 teachers and 13 support staff
- Wes Hosford School opened in 1975
- The total school budget: \$3,011,254 which includes 97% of total budget dedicated to staffing

Programming Highlights:

- Literacy kits (Fountas & Pinnell Leveled Literacy Intervention Kits for kindergarten to Grade 6 and Fountas & Pinnell Benchmark Assessments Kits levels 1 and 2)
- Schoolwide Reader's Workshop approach for Literacy
- Standardized Test for the Assessment of Reading (STAR) assessments in grades 1-6, twice annually
- English Language Learners Support
- Math Intervention/Programming Instrument (MIPI) assessment in grades 2-6, once annually
- Math Benchmarking Kits
- EQUALS Math Kit for additional support and intervention in Numeracy
- Technology is readily available for student use
- Grades 1-6 classrooms have student dedicated Chromebook sets for daily use
- kindergarten to Grade 3 classrooms have iPad minis for student use
- In addition, 30 iPads, 30 iPad minis
- Makerspace - one hour of time each week for each grade group
- Indigenous Education programming project – building Truth and Reconciliation understanding for all students and staff
- Grade 6 leadership team
- Zones of Regulation, character education (bucket filling) program
- Extra-curricular activities include: cross country running team, track team, intramurals, Wes Hosford Weekly, cribbage club, drawing club, handbell choir
- French as a Second Language instruction for grades 4-6

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Upon reviewing the provincial achievement scores for 2017-2018, we are proud to report that our Grade 6 students scored over the provincial averages in all subject areas: English Language Arts, Math, Science and Social Studies. In reviewing the accountability pillar results, we also scored above the provincial average in the areas of: active citizenship, attitudes and behaviours that will make students successful, basic quality of education available, students receiving broad programming and has school stayed the same or better.

Assessment was an area of focus for staff professional development in 2017-2018. All of our teachers were serviced by Sandra Herbst. Through the use of Classroom Improvement Funding, each grade group had 1 hour of collaboration time each week to plan common assessment practices and work towards consistency of practice. All teaching staff participated in a book study of "The Innovator's Mindset" by George Couros. We are looking forward to hosting this author at our Feeder Framework School Based Professional Learning day in May 2019.

Challenges:

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 with our Supports for Students Consultant, Assistive Tech Team and outside agencies to assist us in programming for our diverse learners. This challenge impacted our Accountability Pillar Safe and Caring Results.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

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

Reader's Workshop and Math EQUALS kit will be areas of focus for professional development and school wide implementation this year. Each classroom teacher was provided with the Reader's Workshop resources and some of our Classroom Improvement Fund (CIF) funding will be used for release time for teachers to attend Reader's Workshop professional development. In addition, regular visits have been scheduled from our Elk Island Public Schools (EIPS) Literacy and Numeracy Consultants to coach and model for teachers. This will ensure consistency of practice.

To increase the circulation of books in our library, increase the love of reading and to support our teachers with Reader's Workshop, we are re-organizing our library. This will make the books more visible and easy to find.

Our admin team will be attending Sandra Herbst Instructional Coaching sessions throughout the year. We are focusing on raising student achievement by leveraging assessment. We will continue with our Makerspace this year. Makerspace allows us 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. Through the use of Classroom Improvement Funding, grade group teachers have 1 hour of collaboration time each week. 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.

Wes Hosford School continues to be committed to improving parent engagement. We will be continuing to use classroom Twitter accounts, Seesaw and Remind to connect with the parent community. Continuing improvements will also be made to our school website and school Twitter account.

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:

- Schoolwide Reader's Workshop approach for literacy with support from EIPS Literacy Consultant (Year One)
- Continued use of instructional strategies and resources with Fountas and Pinnell Literacy Kits
- Reorganizing Library into Learning Commons
- Implementation of Wee Reads program
- Levelled Literacy Intervention (LLI) support for identified struggling readers
- Global Read Aloud
- Use of STAR and MIPI results to drive instruction and programming
- Kindergarten (ECS) and Grade 1 Teachers using Reading Readiness Screening Tool
- Math carts in each Grades 1-6 classroom with manipulative kits for each student and professional development about using the manipulative kits for numeracy instruction
- Math Number Talks to build number sense, flexibility with numbers and mental math skills
- Guided Math Workshop approach for numeracy
- Continued use of math benchmarking kits designed by EIPS

- Introduction of EQUALS kit for intervention in numeracy with support from EIPS Numeracy Consultant

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 Provincial Achievement Tests (PAT) data to support student progress
- Increase in library circulation statistics

School Goal 2: Increase in number of students who are actively engaged in a welcoming, caring, respectful and safe school environment (EIPS Priority 2, Goal 1)

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

Strategies :

- Consistent use of Zones of Regulation language (Year 4), Mindfulness, and Drug Abuse Resistance Education (DARE) program for grade 6 students
- Mental Health Literacy teacher
- “Go To Educator” professional learning to develop mental health literacy for all staff
- Continued implementation of Bucket Filling program
- Indigenous Education programming for students and professional development for staff as we move to the new Teaching Quality Standard (TQS)
- Indigenous content/authors added to school library and reader’s workshop bins
- Playing Cree O’Canada and Treaty 6 acknowledgement weekly on announcements
- Recognizing Orange Shirt Day and Indigenous Peoples Day
- Creating a Wes Hosford Forest ‘Indigenous Forest Walk’
- Acknowledging our self identified Indigenous students and planning to meet their needs
- Monthly Health Hints and Indigenous Education time on ‘Wes Hosford Weekly’
- Growth Mindset in Makerspace
- Staff greeting students at the door when they come in from outside and outside supervisors greeting students and parents as they arrive in the morning
- Grade 4 student gardening boxes - presenting gardening tips on ‘Wes Hosford Weekly’

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 with emphasis on Safe and Caring
- 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:

- Increase use of SeeSaw, Remind, and Classroom twitter accounts for home/school communication
- Increase use of School Website, twitter and Facebook accounts
- Implementation of Grade 4 Math Night to increase parent engagement
- Inviting volunteers for special occasions such as Field trips and Grade one Pumpkin Day.
- Welcoming more parent volunteers in the classroom

Performance Measures

- Increase in Parent Involvement on the Accountability Pillar Measure
- Increase in number of classroom teachers implementing the use of Twitter, Instagram, Seesaw, and Remind to keep parents engaged
- Increase in the number of parents accessing classroom information from Twitter, Instagram, Seesaw, and Remind
- Increase in number of parents accessing our school website for information
- Increase in parent attendance at parent teacher interviews

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WHF	90.5	23.8	93.9	30.3	93.4	27.9	90.5	22.2	93.8	26.6	96.8	29.6
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	n/a	n/a
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	n/a	n/a
Mathematics 6	WHF	81.0	17.5	89.4	19.7	86.9	16.4	85.7	22.2	84.4	20.3	87.4	23.3
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	n/a	n/a
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	n/a	n/a
Science 6	WHF	88.9	34.9	87.9	31.8	88.5	36.1	87.3	46.0	85.9	34.4	88.9	37.4
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	n/a	n/a
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	n/a	n/a
Social Studies 6	WHF	76.2	15.9	80.3	27.3	77.0	31.1	84.1	27.0	90.6	28.1	93.6	31.1
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	n/a	n/a
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	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						
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.0	92.0	90.4	92.5	83.4	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	97.8	99.0	94.4	99.2	98.5	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	90.8	90.0	89.4	87.5	85.3	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	78.4	87.0	87.5	90.9	66.5	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WHF					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.5	88.4	88.9	91.3	83.8	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	100.0	99.1	100.0	98.5	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	89.2	86.3	82.1	81.3	78.9	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	73.4	78.9	85.5	92.6	73.9	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.4	73.8	82.1	81.7	84.2	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	88.9	90.5	86.4	92.0	96.2	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	70.0	57.1	77.8	71.4	72.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WHF					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.4	94.6	95.0	97.5	90.1	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	98.2	100.0	100.0	98.7	99.4	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	86.8	86.3	85.1	93.8	82.5	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	95.1	97.4	100.0	100.0	88.6	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.8	86.9	90.5	89.0	84.7	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	88.8	90.1	93.7	91.7	92.0	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	78.8	83.7	87.4	86.3	77.5	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.0	88.8	93.5	93.5	81.5	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	94.4	85.0	90.9	88.5	92.6	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	84.6	93.8	89.5	93.8	78.9	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	94.0	87.7	100.0	98.4	72.9	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WHF					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.0	70.8	77.4	77.8	74.9	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	90.5	92.3	92.7	96.2	99.3	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.5	49.4	62.1	59.5	50.5	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

SECTION SIX: Additional Information

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 15, 2018 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.