

**School Education Plan and Results Report
2015-2018
Year 2**



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 Principals: Kari Huk

Counsellor: Corey Kropp

Wes Hosford Quick Facts:

- Wes Hosford School is a K-6 School that serves 470 students
- Wes Hosford School students are served by 25 teachers and 14 support staff
- Wes Hosford School opened in 1975
- The total school budget: \$3,134,828 which includes 97% of total budget dedicated to staffing

Programming highlights:

- Technology is a focal point (0.2 FTE Technology Lead Teacher)
- Grades 2-6 classrooms have student dedicated Chromebook sets for daily use
- Grades 1 -3 classrooms have iPad minis for student use, grades 4-6 classrooms have iPads for student use
- In addition, 30 iPads, 30 iPad minis
- Grade 6 Leadership team
- Zones of Regulation, Character Education (Bucket Filling) program
- Extra-curricular activities include: cross country running team, track team, choir, media club, intramurals, gardening club, art club
- Literacy kits (Fountas & Pinnell Leveled Literacy Intervention Kits for grades K-6 and Fountas & Pinnell Benchmark Assessments Kits Levels 1 and 2)
- Literacy Focus (0.2 FTE Reading Support Teacher)
- FNMI programming project (0.2 FTE Teacher) – Building Truth and Reconciliation Understanding for all students
- Numeracy professional development for staff
- Assessment professional development for staff (10 staff attending Sandra Herbst PD sessions, Collaboration during School Based PD Days and ‘Lunch and Learn’ collaboration)
- FSL instruction for grades 4-6
- STAR Benchmark Assessments grades 1-6, twice annually
- MIPI Benchmark Assessment grades 2-6, once annually
- ELL Support

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest successes/challenges faced in 2015-2016?

Upon reviewing the May 2016 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 students learning support and communication with the school, due to a decline the previous year. Our 2016 results show an increase to 77.4% (up from 70.8%). 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 we were able to complete the 3rd year of a 3 year plan to provide our grades 2-6 students with 1-1 Chromebooks. This made implementing new STAR and MIPI assessments easier to administer. We have also been able to move forward with embedding technology into instruction.

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 diverse academic needs of our 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 #5 'Developing and Applying Foundational Knowledge about First Nations, Metis and Inuit', we want 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 2016-2017?

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 three smaller class sizes at each grade level to provide a smaller teacher/student ratio.

We also have a Literacy lead teacher and Technology lead teachers that have some release time from their classrooms to assist other staff with their professional development in the areas of Literacy and Technology. In addition, we have dedicated Technology learning time during our monthly staff meetings.

Numeracy and Assessment are also areas of focus for professional development this year. We have many staff taking a course through youcubed.org ("How to Learn Math: For Teachers"). We are sending 10 staff members to the Sandra Herbst Assessment Sessions. Staff participating in both of these professional development opportunities are sharing their learning during School Based Professional Learning days and 'Lunch and Learn' sessions throughout the school year.

We are implementing the use of a Learning Commons which will provide support for our students in an inquiry/project based learning environment. We are also creating a Maker Space for students which will be introduced to students during Learning Commons.

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.

Wes Hosford School is committed to improving parent engagement. We will be continuing our work with teachers on the value of Instagram, Twitter and Remind to connect with the parent community.

Continuing improvements will also be made to our website, e-teacher pages, etc. In looking at the data from the May 2016 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, Razz Kids, etc
- Transforming Library to Learning Commons
- Continued use of Numeracy Resources, Staff Professional Development (e-Cubed Series offered by EIPS and staff collaboration)
- Use of STAR and MIPI results to drive instruction and programming

Performance Measures:

- 3% increase in grade 6 PAT scores
- Increase in student literacy using Fountas and Pinnell benchmarks
- 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 2), Mindfulness, and DARE program for grade 6 students
- Continued implementation of Bucket Filling program
- Continued implementation of FNMI programming

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 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, Remind, Class Dojo, Agendas, Classroom Accounts for Twitter and Instagram
- 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 Accountability Pillar Measure
- Baseline information received at WHF Parent/Teacher Interview questionnaire in November 2015 – Increase in data received at WHF Parent/Teacher Interview questionnaire in November 2016
- Increase in number of classroom teachers implementing the use of Twitter, Instagram, Remind and Class Dojo 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	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WHF	98.1	17.0	91.7	25.0	90.5	23.8	93.9	30.3	93.4	27.9	96.4	30.9
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1	n/a	n/a
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	n/a	n/a
Mathematics 6	WHF	90.6	22.6	83.3	16.7	81.0	17.5	89.4	19.7	86.9	16.4	89.9	19.4
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9	n/a	n/a
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0	n/a	n/a
Science 6	WHF	90.6	34.0	85.0	38.3	88.9	34.9	87.9	31.8	88.5	36.1	91.5	39.1
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7	n/a	n/a
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1	n/a	n/a
Social Studies 6	WHF	83.0	17.0	85.0	26.7	76.2	15.9	80.3	27.3	77.0	31.1	80.0	34.1
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6	n/a	n/a
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.5	88.3	89.0	92.0	90.4	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	98.9	97.8	97.8	99.0	94.4	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	90.8	81.2	90.8	90.0	89.4	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	84.8	86.1	78.4	87.0	87.5	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WHF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.7	84.8	87.5	88.4	88.9	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	96.7	94.4	100.0	100.0	99.1	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	90.8	79.8	89.2	86.3	82.1	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	72.6	80.2	73.4	78.9	85.5	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.1	86.5	79.4	73.8	82.1	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	88.2	94.4	88.9	90.5	86.4	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	50.0	78.6	70.0	57.1	77.8	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WHF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.1	94.5	93.4	94.6	95.0	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	94.4	97.2	98.2	100.0	100.0	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	79.5	86.3	86.8	86.3	85.1	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	96.2	100.0	95.1	97.4	100.0	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.9	88.7	83.8	86.9	90.5	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	91.0	91.7	88.8	90.1	93.7	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	78.8	85.7	78.8	83.7	87.4	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	80.1	90.0	91.0	88.8	93.5	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	88.2	94.1	94.4	85.0	90.9	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	61.5	81.3	84.6	93.8	89.5	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	90.6	94.5	94.0	87.7	100.0	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WHF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	73.7	73.7	80.0	70.8	77.4	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	96.6	96.7	90.5	92.3	92.7	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	50.9	50.6	69.5	49.4	62.1	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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 14, 2016 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>.