



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Wes Hosford Elementary

PRINCIPAL: Susan Freiheit

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

Wes Hosford School is a welcoming and caring school, where citizenship and mental health are a priority. For the 2024-25 school year we project an enrollment of 307 students in kindergarten to grade 6 with 16 teachers and 10 support staff. We employ a universal approach to supports and resources, utilizing Wes Hosford staff, EIPS staff, Family and community Services, and external resources to ensure our school community is healthy and flourishing.

Social/Emotional Support

- Focused teaching and learning on the Competencies
- Daily, Live Announcements by the Admin Team
- Extra-Curricular Activities including intramurals and volleyball and basketball teams
- Fit Kids, where students go outdoors to collaborate in creative play, sports and games
- Counselling services, which include:
 - Developmental Guidance Instruction – a preventative process that provides students with the relevant information and skills to enable them to facilitate their educational, personal, and social development.
 - Individual Student Planning – the counsellor collaborates with staff, parents, and students to assess, advise and plan effectively for each student
 - Responsive Services – activities designed to meet students' immediate needs as they arise



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- School / Community Support – managing activities that establish, maintain and enhance the counselling program, including liaising with community partners

First Nations, Métis and Inuit learning is embedded in daily activities and also includes activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives. We strive to integrate indigenous ways of knowing into our daily practice while also participating or celebrating special times of the year or events, such as Métis Week or Orange Shirt Day.

School Council and Fundraising Society

- We work closely with a supportive group of parents who advise us, offer perspective, and help to make our students' school experience memorable.

WHF school has a school budget of \$2 062 550 with 95% allocated toward staffing.



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EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 1:

At Wes Hosford, we foster passionate math learners by providing a minimum of 10 minutes of daily number sense instruction resulting in growth in foundational math skills.

STRATEGIES:

- Numeracy approaches supported by current best practices
 - Number Talks to build number sense, flexibility with numbers and mental math skills
 - Visible Learning with use of vertical, non-permanent surfaces
 - Guided Math Workshop approach for numeracy with targeted small group instruction
 - Fact Fluency Games
- Assessment results drive instruction and programming
 - Use of benchmarking to identify progress and gaps
 - Use of common assessments to align instruction
 - Use of triangulation to assess student progress
- Week of Inspirational Math (WIM) with support from Math Lead Teachers
- Collaboration with grade group partners and system consultants
- PD and focused support on teacher fluency with content of new Program of Studies

MEASURES:

The percentage of students who demonstrate one year of growth in: STAR Math.

The percentage of families who agree the numeracy skills their child's learning at school are useful.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.

The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.



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The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 2:

At Wes Hosford, we foster passionate readers and writers by providing rich learning environments, where we adapt our approach to daily teaching of reading, writing, phonics and word study, based on the individual needs of students.

STRATEGIES:

- Literacy approaches supported by current best practices
 - Ex. Science of Reading and instruction in the 5 pillars of reading
 - Daily reading, writing and word work
 - Targeted small group conferencing and instruction
 - Use of vertical, non-permanent surfaces
 - Use of differentiated reading levels
 - Explicit vocabulary and comprehension instruction (K-6)
 - Read Alouds
- Assessment results drive instruction and programming
 - Use of DRT2 and RRST to assess readers
 - GOA testing
 - triangulation through product, observations and conversations
- Levelled Literacy Intervention (LLI) support for identified struggling readers
- Indigenous literacy considerations
 - Indigenous content/authors added to school library and reading workshop bins
 - EIPS First Nations Métis and Inuit Education Kits
 - Acknowledging our self-identified Indigenous students and planning for their needs
- PD to target specific areas to improve literacy practice such as writing strategies
- Collaboration with grade group partners and system consultants



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MEASURES:

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

The percentage of students who demonstrate one year of growth in: STAR 360 Reading Assessment.

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.

The percentage of teachers, families and students satisfied with the overall quality of basic education.

OTHER MEASURES: No “other” measures noted.



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EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 3:

At Wes Hosford School we build strong relationships, daily, within the school and the community, fostering student social and emotional well-being.

STRATEGIES:

- Mental health approaches supported by current best practices
 - Mental Health Capacity Building – First year of 3 Year Project
 - Flagship Project with Mardi Hardt focused on decreasing chronic absences
 - Wellness Wednesdays
 - Compliment Circles/Sharing Circles/Class meetings
 - Journal Writing
 - Clubs and extra-curricular activities
 - Mentors for new WHF students
 - Daily mental health activities
 - Live morning announcements
 - Grade 6 student leadership teams
 - Utilizing our self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
 - Peer group sessions at lunchtime
- Parent Engagement
 - Regular Parent Council and Fundraising Society meetings
 - Family Game Night
 - Meet the Staff parent evening
 - Regular follow up calls home by teachers and/or administration regarding school issues
 - Social media accounts to enhance home/school communication



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- Counsellor's corner on website
- Christmas Concert (Kindergarten-grade 3)
- Spring Concert (Grades 4-6)
- Using intentional language when thanking parents for being engaged in their child's education
- Providing examples of parent engagement that support specific Accountability Pillar measures, on the website, in the newsletter, in the Counsellor's Corner, through emails, etc.
- A universal approach that combines the resources from the school and community, including FCS and FSLWs

MEASURES:

The percentage of EIPS stakeholders who agree students individual learning needs are met.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.

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 stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.

The percentage of EIPS stakeholders who agree students are encouraged to do their best.

OTHER MEASURES: No "other" measures noted.