

School Education Plan and Results Report

2018-22

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 the 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 Principal: Kari Huk

Counsellor: Michelle Waddell

Quick Facts:

- Wes Hosford School is an inclusive education setting with 438 students in kindergarten to Grade 6
- Wes Hosford School students are served by 25 teachers and 10 support staff
- Wes Hosford School opened in 1975
- The total school budget: \$2,909,927 which includes 95% of total budget allocated 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 Reading/Writing Workshop approach for Literacy
- Lucy Calkin's Phonics Program for Kindergarten – Grade 2
- Standardized Test for the Assessment of Reading (STAR) assessments in grades 1-6, twice annually
- Early Years Evaluation – Teacher Assessment in Kindergarten
- 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
- Supports for students with diverse needs including targeted numeracy and literacy interventions
- 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 per 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
- Variety of extra-curricular activities including: cross country running team, track team, intramurals, Wes Hosford Weekly, cribbage club, drawing club, math club, book club, basketball and volleyball teams
- French as a Second Language instruction for grades 4-6

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes:

Upon reviewing the provincial achievement test scores for 2018-2019, we are proud to report that our Grade 6 students scored above the provincial average 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 all areas, showing significant improvement in the areas of Citizenship and School Improvement.

Reading Workshop and Math EQUALS kit were areas of focus for professional development and school wide implementation in 2018/2019. Each classroom teacher was provided with the Reading Workshop resources and some of our Classroom Improvement Fund (CIF) funding was used for release time for teachers to attend Reading Workshop professional development. In addition, regular visits were scheduled from our Elk Island Public Schools (EIPS) Literacy and Numeracy Consultants to coach and model for teachers. This helped to ensure consistency of practice.

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. In 2017/2018 all teaching staff participated in a book study of "The Innovator's Mindset" by George Couros. We hosted 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 Consultants, Assistive Tech Team and outside agencies to assist us in programming for our diverse learners.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

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 1-6 level to accommodate diverse learning styles.

We will continue to focus on Reading and Writing Workshop for professional development and school wide implementation. Our teachers in kindergarten, grade 1 and grade 2 will be implementing Lucy Calkin's Phonics program. Our numeracy lead teachers will continue to work with the EIPS Numeracy Consultants to foster numeracy rich practices. Number Talks, Guided Math Workshop and use of manipulative math kits will be utilized to enrich numeracy instruction.

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.

Wes Hosford School continues to be committed to improving parent engagement. We will be continuing to use phone calls home, 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 Reading/Writing Workshop approach for literacy with support from EIPS Literacy Consultant (Year Two)
- Lucy Calkin's Phonics Workshop program implementation in Grades K-2
- Continued use of instructional strategies and resources with Fountas and Pinnell Literacy Kits
- Reorganizing Library into Learning Commons
- Continuation of a Volunteer Reading Program (previously 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
- 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
- Use of EQUALS kit for intervention in numeracy with support from EIPS Numeracy Consultant
- Week of Inspirational Math (WIM) with support from EIPS Numeracy Consultants and Math Lead Teachers

Performance Measures:

- 2% increase in Grade 6 Provincial Achievement Test (PAT) scores
- Increase in the number of students who achieve a minimum of one year's growth in literacy. Results will be tracked and determined through the STAR reading assessment and Fountas and Pinnell testing
- Increase in the number of students who achieve a minimum of one year's growth in numeracy. Results will be tracked and determined through MIPI data, Provincial Achievement Test results, and teacher determined marks.
- Increase in the satisfaction with the overall quality of basic education performance measure on the Accountability Pillar Survey
- Increase in book circulation in Learning Commons

School Goal 2: Increase the 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:

- 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
- Utilize self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
- Continued implementation of Bucket Filling program
- Indigenous Education programming for students and professional development for staff in our first year with the new Teaching Quality Standard (TQS)
- Indigenous content/authors added to school library and reading workshop bins
- Playing Cree O’Canada and Treaty 6 acknowledgement weekly on announcements
- Recognizing Orange Shirt Day and Indigenous Peoples Day
- Classroom Use of Wes Hosford ‘Indigenous Forest Walk’ – Ena Ma Koochay Chada
- 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’ and mentorship of grade 1 buddies while gardening

Performance Measures

- Decrease in number of behavior referrals to the office
- Increase in the number of families self-identifying as Indigenous
- 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
- Continuation 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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WHF	93.9	30.3	93.4	27.9	90.5	22.2	93.8	26.6	100	35.7	100	37.7
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	WHF	89.4	19.7	86.9	16.4	85.7	22.2	84.4	20.3	97.1	37.1	99.1	39.1
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	71.6	14.8	n/a	n/a
Science 6	WHF	87.9	31.8	88.5	36.1	87.3	46.0	85.9	34.4	98.6	54.3	100	56.3
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.4	29.2	n/a	n/a
Social Studies 6	WHF	80.3	27.3	77.0	31.1	84.1	27.0	90.6	28.1	97.1	44.3	99.1	46.3
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.1	25.1	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.0	90.4	92.5	83.4	96.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	99.0	94.4	99.2	98.5	98.3	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	90.0	89.4	87.5	85.3	92.0	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	87.0	87.5	90.9	66.5	97.8	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WHF					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.4	88.9	91.3	83.8	95.1	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	99.1	100.0	98.5	98.3	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	86.3	82.1	81.3	78.9	87.9	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	78.9	85.5	92.6	73.9	99.1	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.8	82.1	81.7	84.2	87.9	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	90.5	86.4	92.0	96.2	95.8	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	57.1	77.8	71.4	72.2	80.0	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WHF					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.6	95.0	97.5	90.1	98.0	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	98.7	99.4	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	86.3	85.1	93.8	82.5	93.9	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	97.4	100.0	100.0	88.6	100	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.9	90.5	89.0	84.7	90.1	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	90.1	93.7	91.7	92.0	93.2	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	83.7	87.4	86.3	77.5	86.9	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.8	93.5	93.5	81.5	94.4	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	85.0	90.9	88.5	92.6	91.7	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	93.8	89.5	93.8	78.9	91.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	87.7	100.0	98.4	72.9	100	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WHF					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.8	77.4	77.8	74.9	84.7	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	92.3	92.7	96.2	99.3	98.3	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	49.4	62.1	59.5	50.5	71.1	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

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. A final copy of this School Education Plan was submitted to the Superintendent of Schools on October 29, 2019 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.