



# SCHOOL EDUCATION PLAN

## 2021-2022

### Year 4

**SCHOOL:** Wes Hosford Elementary **PRINCIPAL:** Susan Freiheit

#### ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

#### 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

STAFF FTE		BUDGET	
Certificated	18.073	Salaries	\$2,521,936
Classified	52.5HRS	SES	\$88,000
		Total	\$2,609,936
		Surplus	\$14,866

#### SCHOOL PROFILE AND CONTEXT

- Wes Hosford School is an inclusive education setting with 389 students in Kindergarten to Grade 6 with 18 teachers and 8 support staff
- We are a welcoming and caring school, where citizenship and mental health are a priority
  - We have 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 is provided through:
  - Wes Hosford Weekly – a team of students working together to provide services to the school
  - Extra-Curricular Activities including a cross country running team, track team, intramurals, cribbage club, drawing club, math club, book club, basketball, and volleyball teams (dependent upon the lifting of COVID 19 restrictions)
  - Makerspace, where grade group students can collaborate in a creative, safe environment; grade group teachers use this time for collaboration and sharing
  - 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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## 2021-2022

### Year 4

- School / Community Support – managing activities that establish, maintain and enhance the counselling program, including liaising with community partners
- We have a strong academic history with data indicating success in all areas of the curriculum.
  - We use a schoolwide Reader’s/Writer’s Workshop approach for literacy
  - Grades 1-6 classrooms have student dedicated Chromebook sets for daily use
  - We provide supports for students with diverse needs including targeted numeracy and literacy interventions
- Our focus on Learning Recovery post COVID includes:
  - EQUALS Math Kit for additional support and intervention in Numeracy
  - LLI
  - Leveraging the Readers/Writers Workshop approach to enhance numeracy
  - Graham Fletcher’s “Basic Fact Fluency”
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives. (0.1 FTE Teacher and 1hr/day EA time)
- We have a supportive and cooperative School Council
- WHF school has a school budget of \$2 521 936 which includes 96% allocated towards staffing.

#### **EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

**SCHOOL GOAL: By creating a literacy rich learning environment all students achieve one years’ growth by June 29, 2022 in literacy and numeracy as demonstrated through standardized testing and teacher generated activities and assessments.**

#### **STRATEGIES:**

- Schoolwide Reading/Writing Workshop approach for literacy
  - Leveraging the Readers/Writers Workshop approach to enhance numeracy
- 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 Wee Reads program
- Levelled Literacy Intervention (LLI) support for identified struggling readers
- Use of STAR and MIPI results to drive instruction and programming



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## 2021-2022

### Year 4

- 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
- 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 Math Kit” for intervention in numeracy
- Use of Graham Fletcher’s “Basic Fact Fluency”
- Week of Inspirational Math (WIM) with support from Math Lead Teachers

#### **MEASURES:**

- STAR (Standardized Test for the Assessment of Reading) – Fall benchmarking and regular testing throughout year to track growth for grades 1-6
- MIPI (Math Intervention/Programming Instrument)– Yearly assessment for grades 2-6
- EYETA (Early Years Evaluation – Teacher Assessment) for Kindergarten
- Teacher Assessments – Portfolios, Observation, Anecdotal Notes, Pre and Post Testing
- Fountas and Pinnell analysis of student reading and comprehension abilities
- PAT (Provincial Achievement Test) results

#### **RESULTS:** (To be added for Results Review)

#### **EIPS PRIORITY: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS**

**SCHOOL GOAL: Every Year student, parent and teacher responses on the Assurance Model Survey and the EIPS parent Survey will indicate satisfaction with the school as a safe and caring environment with a yearly 10% increase in the number of respondents.**

#### **STRATEGIES:**

- Social/Emotional Supports
  - A universal approach that combines the resources from the school and community, including FCS and FSLWs.
  - Makerspace cohorts to enhance socialization, collaboration, and creativity
  - Counsellor’s corner on website
  - “Go to Educator” professional learning to develop mental health literacy for all staff



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- Utilizing self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
- Recognizing students for active citizenship
- Monthly Health Hints on “Wes Hosford Weekly”
- Indigenous Education programming for students and professional development for staff
  - 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
  - Indigenous Education time on Wes Hosford Weekly
- 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
- Grade 6 student leadership opportunities
- Providing opportunities for students to participate in local and global service opportunities
- Live audio/visual morning announcements

#### **MEASURES:**

- Assurance Model Survey and the EIPS Survey
  - data analysis regarding safe and caring schools will indicate student, parent and teacher satisfaction with Wes Hosford as a safe and caring environment
- Amount of recognition for active citizenship will be recorded and analyzed to determine the type and frequency
- Number of First Nations, Métis or Inuit students who self-identify will increase
- EIPS Parent Survey will show a decrease in “I don’t know” responses when asked about First Nations, Métis or Inuit learning at WHF
- Analysis of Website will indicate 10% of visits to the site include viewing Counsellor’s Corner

#### **RESULTS: (To be added for Results Review)**

**EIPS PRIORITY: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT**



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## 2021-2022

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**SCHOOL GOAL:** Each month parents will be given meaningful opportunities to engage with the school and with their child's learning in a variety of ways so that personal preference and level of participation is considerate of all and will lead to positive survey results indicating parental satisfaction with their level of engagement with the school.

**STRATEGIES:**

- Implement Brightspace as a home/school communication tool
- Use Classroom Twitter accounts to enhance home/school communication
- Increase use of School Website, Twitter and Facebook accounts
- Continuation of Grade 4 Math Night
- Welcoming more parent volunteers
- Using intentional language when thanking parents for being engaged in their child's education
- Provide examples of parent engagement that support specific Accountability Pillar measures, on the website, in the newsletter, in the Counsellor's Corner, through emails, etc.

**MEASURES:**

- Analysis of website usage indicating access to WHF calendar, Counsellor's Corner and other relevant files
- Assurance Model and EIPS survey data analysis indicates parent satisfaction with school engagement
- Zero percent of parents will indicate dissatisfaction with their level of engagement with the school

**RESULTS:** (To be added for Results Review)




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### Year 4

#### ***LEARNING GAP ALLOCATION***

<b>Check all that Apply</b>	<b>Categories</b>	<b>Proposed Distribution of Funds</b>
	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>At WHF we have used our allotment to hire an EA, trained in LLI to support readers, particularly those in the STAR assessment tool's reported yellow and blue zones and focusing on grades 1-3.</p>	<b>\$10, 312</b>
	<p>Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	<b>\$</b>
	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	<b>\$</b>
		<p>Total Allocated</p> <p><b>\$ 10, 312</b></p>


#### ***SOCIAL/ EMOTIONAL SUPPORT ALLOCATION***



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Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>At WHF we have added a 0.100 FTE teacher to offer Makerspace to ECS-Grade 1. Students will have the opportunity have inspired, creative opportunities of “Flow” while they work collaboratively with peers in a stress free, play based environment. The counsellor will have the opportunity to be present, and to make observations, particularly of At-Risk students. Further, teachers of the grade group cohort will have the opportunity to collaborate while their students are participating in Makerspace, which enhances staff social/emotional wellbeing as well.</p>	<b>\$11, 189</b>
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	\$
		Total Allocated <b>\$ 11,189</b>

