



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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**SCHOOL:** Wes Hosford Elementary School **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 2022-2023 school year we project an enrollment of 347 students in kindergarten to grade 6 with 17 teachers and 10 support staff. We have a strong academic history with data indicating success in all areas of the curriculum. 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 is provided through:
  - 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
    - School / Community Support – managing activities that establish, maintain and enhance the counselling program, including liaising with community partners
- Our focus on Learning Recovery post COVID includes:
  - EQUALS Math Kit for additional support and intervention in Numeracy



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Graham Fletcher's "Basic Fact Fluency"
- LLI
- Leveraging the Readers/Writers Workshop approach to enhance numeracy
- Lucy Calkins Phonics Kits (K-2)
- Fountas and Pinnell Phonics Kits (3-6)
- 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 have a supportive and cooperative School Council
- WHF school has a school budget of \$2 277 112 which includes 95% allocated towards staffing.

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

***SCHOOL GOAL 1:*** At Wes Hosford School 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:**

- Use of assessment results such as the MIPI, to drive instruction and programming
  - Use of benchmarking to identify progress and gaps
  - Use of common assessments to align instruction
  - Triangulation
- Math carts in each Grade 1-6 classrooms with manipulative kits for each student
- Professional development around using the manipulative kits for numeracy instruction
- Number Talks to build number sense, flexibility with numbers and mental math skills
- Number strings
- Image Talks
- Use of vertical, non-permanent surfaces
- Guided Math Workshop approach for numeracy
  - Targeted small group instruction
- Fact Fluency Games
- "EQUALS Math Kit" for intervention in numeracy
- Graham Fletcher's "Basic Fact Fluency"



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Week of Inspirational Math (WIM) with support from Math Lead Teachers
- Steve Wyborney's blog
- Assigned Teacher mentors to new teachers
- Align math outcomes across grades to promote consistency
- Collaboration with grade group partners and system consultants
- Provide PD and support teacher fluency of content of new Program of Studies

### MEASURES:

- MIPI (Math Intervention/Programming Instrument)– Yearly assessment for grades 2-6
- Anecdotal notes
- Teacher Assessments – Portfolios, Observation, Anecdotal Notes, Pre and Post Testing
- PAT (Provincial Achievement Test) results
- Students, parents/guardians and teachers respond to the Assurance Model Survey and the EIPS Parent Survey by indicating satisfaction with related references to growth in numeracy

**RESULTS:** (To be added for Results Review November 2023)

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

***SCHOOL GOAL 2:*** At Wes Hosford School we foster passionate readers and writers by providing rich learning environments through intense weekly teaching of Reader's and Writer's Workshops and daily Word Studies.

### STRATEGIES:

- Schoolwide weekly Reading/Writing Workshop approach for literacy
- Daily reading, writing and word work
- Lucy Calkin's Phonics Workshop program implementation in Grades K-2
- Fountas and Pinnell Phonics Instruction and use of instructional strategies and Resource Kits (Grades 3-6)
- Targeted small group conferencing and instruction
- Leveled Literacy Intervention
- Assessment will include observations and conversations
- Use of DRT2 and RRSST to assess readers



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Use of differentiated reading levels instead of whole class novel studies
- Strategy Reading Groups
- Shared Reading
- Explicit vocabulary and comprehension instruction in K-6
- Use of vertical, non-permanent surfaces
- Division I teachers participate in level two training for the Early Learning Initiative
- Read Alouds
- Word Love Vocabulary grades 3-5
- Literacy Games
- Letter-of-the-Day
- Levelled Literacy Intervention (LLI) support for identified struggling readers
- Learning Commons
- Use of STAR results to drive instruction and programming
- Indigenous Education programming for students and professional development for staff
  - Indigenous content/authors added to school library and reading workshop bins
  - EIPS First Nations Métis and Inuit Education Kits
  - 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 for their needs
- School-wide professional learning to target specific areas to improve literacy practice such as: Read Alouds, Shared Reading, Guided Reading, Modelled Writing, Guided Writing, and conferring
- Collaboration with grade group partners and system consultants

### **MEASURES:**

- STAR reading assessments
- EYETA (Early Years Evaluation – Teacher Assessment) for Kindergarten
- Fountas and Pinnell analysis of student reading and comprehension abilities
- Teacher Assessments – Portfolios, Observation, Anecdotal Notes, Pre and Post Testing
- PAT (Provincial Achievement Test) results
- Students, parents/guardians and teachers respond to the Assurance Model Survey and the EIPS Parent Survey by indicating satisfaction with related references to growth in literacy



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- 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 November 2023)

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

**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:**

- Compliment/Sharing Circles
- Class meetings
- Positive teacher emails to parents
- Use of Brightspace as a home/school communication tool
- Regular Parent Council and Fundraising Society meetings
- Clubs and extra-curricular activities
- Grade Group Buddies
- Mentors for new WHF students
- Daily mindfulness activities
- Purposeful daily student greetings
- Live morning announcements
- Peer group sessions at lunchtime
- Continuation of Grade 4 Math Night
- Meet the Staff morning
- Regular follow up calls home by teachers and/or administration regarding school issues
- Social media accounts to enhance home/school communication
- In-person Christmas Concert (Kindergarten-grade 2)
- Virtual Spring Concert (Grades 3-6)



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- 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.
- Social/Emotional Supports
  - A universal approach that combines the resources from the school and community, including FCS and FSLWs.
  - Counsellor's corner on website
  - "Go to Educator" professional learning to develop mental health literacy for all staff
  - Utilizing self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
  - Recognizing students for active citizenship
  - Grade 6 student leadership opportunities

### MEASURES:

- Increased student attendance
- Decreased referrals to the office and school counsellor
- A minimum of one positive parent email, per student, in the school year
- 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 November 2023)

