



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Wes Hosford 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:

Mission: Our positive and engaging atmosphere facilitates and supports lifelong learning and wellness.

Wes Hosford School is a welcoming and caring school, where citizenship and mental health are a priority. For the 2023-2024 school year we project an enrollment of 321 students in kindergarten to grade 6 with 17 teachers and 7 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

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

Our focus on Learning includes:

- EQUALS Math Kit for additional support and intervention in Numeracy
- 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 \$2,096,217 which includes 97% allocated towards staffing.



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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.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning,

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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
- Use of Graham Fletcher's "Basic Fact Fluency"
- Week of Inspirational Math (WIM) with support from Math Lead Teachers
- Steve Wyborney's blog
- Assign Teacher mentors to newer 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

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MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 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.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.



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- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- 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 teachers, families satisfied with parental involvement in decisions about their child's education.
- Anecdotal notes regarding observations of learning and assessment of learning.
- Teacher generated tasks and assessments such as student work and portfolios.



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SCHOOL GOAL 2:

At Wes Hosford School we foster passionate readers and writers by providing rich learning environments through intense weekly teaching of the Units of Study in Reading, Writing, Phonics and Fountas and Pinnell Word Study.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

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 RRST to assess readers
- 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

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- 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:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA)
- The percentage of Grade 3 Students reading at grade level.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- 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 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child’s learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child’s learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.



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- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of students who agree their teachers care about them.
- The percentage of families who agree teachers care about their child.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- Fountas and Pinnell analysis of student reading and comprehension abilities
- Teacher Assessments – Portfolios, Observation, Anecdotal Notes, Pre and Post Testing



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SCHOOL GOAL 3:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 3 Goal 2 Enhance Public Education Through Effective Engagement; Engaged and effective Governance.

STRATEGIES:

- Compliment/Sharing Circles
- Journal Writing
- 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
- 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 3)
- Spring Concert (Grades 4-6)

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- 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
- Parent Engagement Evenings (Presentations by Saffron, FCS, etc.)
- 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:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA developmental milestones—pre-test and post-test measures: awareness of self and environment.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA developmental milestones—pre-test and post-test measures: social skills and approaches to learning.
- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of families who agree the literacy skills their child’s learning at school are useful.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child’s learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.

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- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- 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 staff who agree, the mission, vision and goals of EIPS make me feel my job is important.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.



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- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- Percentage of EIPS families who agree the Division is committed to ongoing advocacy for public education.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- 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 families satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division's commitment to advocating for public education.]
- 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