

School Education Plan

Wes Hosford Elementary

2025-26



School Education Plan for the 2025-26 School Year

Wes Hosford Elementary

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.

Related Division 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.

Strategy

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- 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
- Collaboration with grade group partners and system consultants
- PD and focused support on teacher fluency with content of new Program of Studies

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M44	The percentage of families who agree the numeracy skills their child's learning at school are useful.	94.40%	66.70%	100.00%	
P1	G2	M45	The percentage of students who achieve the standard of excellence in: Grade 6 Mathematics PAT.	25.90%	No Result	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	89.89%	92.00%	93.15%	
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	91.01%	90.79%	90.41%	
P1	G2	M59	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	96.63%	96.05%	97.26%	
P1	G2	M200	The percentage of students who achieve the acceptable standard in: Grade 6 Mathematics PAT.	85.20%	No Result	No Result	

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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.

Related Division 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.

Strategy

- 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

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- 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

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- Collaboration with grade group partners and system consultants

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	25.90%	No Result	No Result	
P1	G2	M37	The percentage of families who agree the literacy skills their child's learning at school are useful.	100.00%	66.70%	100.00%	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	89.89%	92.11%	87.67%	
P2	G1	M74	The percentage of teachers, families and students satisfied with the overall quality of basic education.	94.40%	87.50%	92.20%	
P2	G1	M77	The percentage of families satisfied with the quality of teaching at their child's school.	88.90%	88.90%	100.00%	
P1	G2	M193	The percentage of students who achieved the acceptable standard in: Grade 6 Language Arts PAT.	96.30%	No Result	No Result	

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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.

Related Division 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.

Strategy

- - 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
 -

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Journal Writing

- o

Clubs and extra-curricular activities

- o

Mentors for new WHF students

- o

Daily mental health activities

- o

Live morning announcements

- o

Grade 6 student leadership teams

- o

Utilizing our self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks

- o

Peer group sessions at lunchtime

-

Parent Engagement

- o

Regular Parent Council and Fundraising Society meetings

- o

Family Game Night

- o

Meet the Staff parent evening

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- o Regular follow up calls home by teachers and/or administration regarding school issues
- o Social media accounts to enhance home/school communication
- o Counsellor's corner on website
- o Christmas Concert (Kindergarten-grade 3)
- o Spring Concert (Grades 4-6)
- o Using intentional language when thanking parents for being engaged in their child's education
- o 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

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	95.45%	97.26%	95.71%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	100.00%	88.90%	100.00%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	90.00%	93.20%	No Result	
P2	G2	M88	The percentage of EIPS stakeholders who agree staff care about students at their school.	98.86%	97.26%	95.71%	
P2	G2	M93	The percentage of students who agree they are safe at school.	86.70%	88.60%	No Result	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	94.32%	97.26%	97.14%	